OFFICE OF INSTRUCTIONAL ENHANCEMENT AND INTERNAL OPERATIONS
Summary of State Board of Education Agenda Item
Consent Agenda
October 17-18, 2013

OFFICE OF STUDENT ASSESSMENT

C. Approval of the *Dynamic Learning Maps Essential Elements for English Language Arts and Mathematics*
(Has cleared the Administrative Procedures Act process without public comment)

Executive Summary

The *Dynamic Learning Maps Essential Elements* reflect content and skills that are linked to the grade level specific college and career ready standards for students with significant cognitive disabilities.

The *Dynamic Learning Maps Essential Elements for English Language Arts and Mathematics* are adopted as part of Mississippi's participation in the Dynamic Learning Maps Consortium.

This adoption replaces previously approved English Language Arts and Math college and career ready standards for the 1% of students with significant cognitive disabilities for the 2014-2015 school year.

Recommendation: Approval

Back-up material attached

Dynamic Learning Maps Essential Elements

Background on the Dynamic Learning Maps Essential Elements

The Dynamic Learning Maps Essential Elements are specific statements of knowledge and skills that are linked to the grade-level specific expectations for college and career readiness. The purpose of the Dynamic Learning Maps Essential Elements (DLMEEs) is to build a bridge from the content in college and career readiness standards to expectations for students with the most significant cognitive disabilities. Highly connected, fine-grained learning maps such as those created by DLM have never been developed before for the breadth of content covered in the college and career readiness standards. As a result, alignment between the DLMEEs and the learning maps was not possible until the fall of 2012 when the maps began to take shape.

Resulting Changes to the Dynamic Learning Maps Essential Elements

The development of the entire DLM Alternate Assessment System guided the revisions of the initial Essential Elements; however, the specific revisions to the DLMEEs can be captured in five broad categories.

1. **Ordering of Skills**- The maps, and the research supporting them, were critical in determining the appropriate progression of skills and understandings from grade to grade.
2. **Clarify Language**- Specificity in language resulted in clarifying the language used in the text of the DLMEEs. Because teams assigned to grade bands developed the first round of Essential Elements, the language choices from one grade to the next were not consistent.
3. **Alignment**- Given that the DLMEEs are intended to clarify the bridge to the college and career readiness expectations for students with the most significant cognitive disabilities, it is critical that alignment be as close as possible without compromising learning and development over time.
4. **Add Support**- Addition of words “With guidance and support” to the beginning of a few of the Essential Elements in the primary grades in English Language Arts.
5. **Change Task to Standard**-Shifting the focus on a few Essential Elements that were written in the form of instructional tasks rather than learning outcomes.

The table below summarizes the distribution of each of these types of changes in the Mathematics and English Language Arts DLMEEs. The percentages represent the percent of all changes made within the Mathematics and English Language Arts separately.

Table 1. The Distribution of Types of Revisions to the Dynamic Learning Maps Essential Elements

	Mathematics	English Language Arts
Ordering of Skills	25%	35%
CCSS Alignment	15%	35%
Clarify Language	52%	28%
Add Support		2%
Change Task to Standard	8%	

Conclusion

During the past year, substantial and important progress has been made in developing the research based model of knowledge and skill development represented in the Dynamic Learning Maps. Eight Mississippi educators were involved in the development of the Dynamic Learning Map and 24 educators spent 10 weeks at Kansas University this summer writing test items for the upcoming pilot and field tests. To insure that they reflect the overall system being developed by the Dynamic Learning Maps Alternate Assessment Consortium, the Common Core Essential Elements have been replaced with the Dynamic Learning Maps Essential Elements.

DYNAMIC
LEARNING MAPS

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

Dynamic Learning Maps

Essential Elements

English Language Arts

Version 2

Comparison Document

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR KINDERGARTEN

Kindergarten English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Original Essential Element	Revised Essential Element
Key Ideas and Details		
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	**EE.RL.K.1** With guidance and support, identify details in familiar stories.	No Change
RL.K.2 With prompting and support, retell familiar stories, including key details.	**EE.RL.K.2** With guidance and support, identify major events in familiar stories.	No Change
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	**EE.RL.K.3** With guidance and support, identify characters and settings in a familiar story.	No Change
Craft and Structure		
RL.K.4 Ask and answer questions about unknown words in a text.	**EE.RL.K.4** With guidance and support, ask about an unknown word in a text.	**EE.RL.K.4** With guidance and support, indicate when an unknown word is used in a text.
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	**EE.RL.K.5** With guidance and support, recognize familiar texts (e.g., storybooks, poems).	No Change
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**EE.RL.K.6** With guidance and support, distinguish between words and illustrations in a story.	No Change
Integration of Knowledge and Ideas		
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	**EE.RL.K.7** With guidance and support, match illustrations with the story.	**EE.RL.K.7** With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.
RL.K.8 (Not applicable to literature)	**EE.RL.K.8** (Not applicable to literature)	**EE.RL.K.8** (Not applicable to literature)
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**EE.RL.K.9** With guidance and support, identify the adventures or experiences of a character in a familiar story.	No Change

CCSS Grade-Level Standards	Original Essential Element	Revised Essential Element
Range of Reading and Level of Text Complexity		
RL.K.10 Actively engage in group reading activities with purpose and understanding.	**EE.RL.K.10** **This Literature Essential Element references all elements above.	**EE.RL.K.10** With guidance and support, actively engage in shared reading.

Kindergarten English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	**EE.RI.K.1** With guidance and support, identify a detail in a familiar text.	No Change
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	**EE.RI.K.2** With guidance and support, identify the topic of a familiar text.	No Change
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**EE.RI.K.3** With guidance and support, identify individuals, events, or ideas in a familiar informational text.	**EE.RI.K.3** With guidance and support, identify individuals, events, or details in a familiar informational text.
Craft and Structure		
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	**EE.RI.K.4** With guidance and support, ask about an unknown word in a text.	**EE.RI.K.4** With guidance and support, indicate when an unknown word is used in a text.
RI.K.5 Identify the front cover, back cover, and title page of a book.	**EE.RI.K.5** With guidance and support, identify parts of a book.	**EE.RI.K.5** With guidance and support, identify the front cover of a book.
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	**EE.RI.K.6** With guidance and support, distinguish between print and illustrations in an informational text.	**EE.RI.K.6** With guidance and support, distinguish between words and illustrations in an informational text.
Integration of Knowledge and Ideas		
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	**EE.RI.K.7** With guidance and supports, match illustrations to an informational text.	**EE.RI.K.7** With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	**EE.RI.K.8** With guidance and support, identify points the author makes in an informational text.	No Change
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**EE.RI.K.9** With guidance and support, match similar parts of two texts on the same topic.	**EE.RI.K.9** With guidance and support, match similar parts of two familiar texts on the same topic.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Range of Reading and Level of Text Complexity		
RI.K.10 Actively engage in group reading activities with purpose and understanding.	**EE.RI.K.10** **This Literature Essential Element references all elements above.	**EE.RI.K.10** With guidance and support, actively engage in shared reading of informational text.

Kindergarten English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Print Concepts		
RF.K.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	**EE.RF.K.1** With guidance and support, demonstrate an emerging understanding of the organization and basic features of print. a. With guidance and support during shared reading, turn pages one page at a time from beginning to end. b. N/A c. N/A d. With guidance and support, recognize first letter of own name in print.	**EE.RF.K.1** Demonstrate emerging understanding of the organization of print. a. With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end. b. No Change c. No Change d. DELETE
Phonological Awareness		
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**EE.RF.K.2** With guidance and support, demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes). a. With guidance and support, recognize rhyming words. b. With guidance and support, recognize the number of words in a spoken message. c. With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word. d. N/A e. N/A	**EE.RF.K.2** Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes). a. No Change b. No Change c. No Change d. No Change e. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Phonics and Word Recognition		
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does).* d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**EE.RF.K.3** With guidance and support, apply letter name and letter-sound knowledge when decoding words during shared activities. a. With guidance and support, recognize sound of first letter in own name. b. N/A c. With guidance and support, recognize common signs and/or symbols in the environment. d. N/A	**EE.RF.K.3** Demonstrate emerging awareness of print. a. With guidance and support, recognize first letter of own name in print. b. No Change c. With guidance and support, recognize environmental print. d. No Change
Fluency		
RF.K.4 Read emergent-reader texts with purpose and understanding.	**EE.RF.K.4** Engage in independent exploration of books.	**EE.RF.K.4** Engage in purposeful shared reading of familiar text.

Kindergarten English Language Arts Standards: Writing

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Text Types and Purposes		
W.K.1 Use a combination of drawing, dictating, and 1. 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 . . .).*	**EE.W.K.1** With guidance and support, select a topic or book and use drawing, dictating, or writing to state an opinion about it.	**EE.W.K.1** With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	**EE.W.K.2** With guidance and support, select a topic and use drawing, dictating, or writing to share information about the topic.	**EE.W.K.2** With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	**EE.W.K.3** With guidance and support, select an event and use drawing, dictating, or writing to narrate information about it.	**EE.W.K.3** With guidance and support, select an event and use drawing, dictating, or writing and share information about it.
Production and Distribution of Writing		
W.K.4 (Begins in grade 3)	**EE.W.K.4** (Begins in grade 3)	No Change
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	**EE.W.K.5** (Begins in grade 1)	No Change
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	**EE.W.K.6** With guidance and support from adults, explore a variety of digital tools to produce writing.	**EE.W.K.6** With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.
Research to Build and Present Knowledge		
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	**EE.W.K.7** With guidance and support, participate in shared research and writing projects.	No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**EE.W.K.8** With guidance and support from adults, identify information, objects, or events that relate to personal experiences.	No Change
W.K.9 (Begins in grade 4)	**EE.W.K.9** (Begins in grade 4)	No Change
Range of Writing		
W.K.10 (Begins in grade 3)	**EE.W.K.10** (Begins in grade 3)	No Change

Kindergarten English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Comprehension and Collaboration		
SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	**EE.SL.K.1** Participate in communication exchanges with diverse partners. a. Communicate directly with peers. b. Participate in multiple-turn communication exchanges with adults.	**EE.SL.K.1** Participate in conversations with adults. a. Communicate directly with supportive adults. b. Continue in multiple-turn communication exchanges with adults.
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.	**EE.SL.K.2** Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.	DELETE
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	**EE.SL.K.3** Ask for help when needed.	No Change
Presentation of Knowledge and Ideas		
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	**EE.SL.K.4** With guidance and support, identify familiar people, places, things, and events.	No Change
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	**EE.SL.K.5** With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.	No Change
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	**EE.SL.K.6** With guidance and support, communicate thoughts, feelings, and ideas.	No Change

Kindergarten English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Conventions of Standard English.		
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes).* d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how).* e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with).* f. Produce and expand complete sentences in shared language activities.	**EE.L.K.1** Demonstrate emerging understandings of English grammar and word usage when communicating. a. With guidance and support, distinguish between letters and other symbols or shapes. b. With guidance and support, identify objects or other symbols that represent familiar nouns. c. N/A d. With guidance and support, answer simple questions (e.g., *who, what*). e. With guidance and support, demonstrate understanding of common prepositions: *on, off, in, out.* f. With guidance and support, link two or more words together in communication.	**EE.L.K.1** Demonstrate emerging understanding of letter and word use. a. No Change b. With guidance and support, use frequently occurring nouns in communication. c. With guidance and support, use frequently occurring plural nouns. d. With guidance and support, identify answers to simple questions (e.g., who, what) from an array of choices. e. No Change f. No Change
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I.* b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**EE.L.K.2** Demonstrate emerging understandings of writing. a-d. Demonstrate emerging understandings of writing.	DELETE
Knowledge of Language		
L.K.3 (Begins in grade 2)	**EE.L.K.3** (Begins in grade 2)	No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Vocabulary Acquisition and Use		
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content.* a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck).* 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.	**EE.L.K.4** Demonstrate an understanding of vocabulary based on reading and other content. a. Demonstrate an understanding of familiar words. b. N/A	**EE.L.K.4** Demonstrate emerging knowledge of word meanings. **a.** With guidance and support, demonstrate understanding of words used in every day routines. **b.** No Change
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful).* d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance)* by acting out the meanings.	**EE.L.K.5** With guidance and support from adults, explore word relationships. a. With guidance and support, sort common objects into familiar categories. b. With guidance and support, demonstrate understanding of frequently occurring opposites. c. With guidance and support, use words to communicate in real-life situations. d. With guidance and support, demonstrate an understanding of common verbs.	**EE.L.K.5** Demonstrate emerging understanding of word relationships. a. With guidance and support, sort common objects into familiar categories. b. With guidance and support, demonstrate understanding of frequently occurring opposites. c. With guidance and support, use words to communicate in real-life situations. d. With guidance and support, demonstrate an understanding of common verbs.
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	**EE.L.K.6** Use words acquired through conversations, being read to, and during shared reading activities.	**EE.L.K.6** With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR FIRST GRADE

First Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
RL.1.1. Ask and answer questions about key details in a text.	**EE.RL.1.1** Identify details in familiar stories.	No Change
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**EE.RL.1.2** Retell details from a familiar story.	**EE.RL.1.2** With guidance and support, recount major events in familiar stories.
RL.1.3 Describe characters, settings, and major events in a story, using key details.	**EE.RL.1.3** Identify characters and settings in a familiar story.	No Change
Craft and Structure		
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**EE.RL.1.4** Identify sensory or feeling words in a familiar story.	**EE.RL.1.4** With guidance and support, identify sensory or feeling words in a familiar story.
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.	**EE.RL.1.5** Classify reading materials into storybooks and informational books.	**EE.RL.1.5** With guidance and support, identify a text as telling a story.
RL.1.6 Identify who is telling the story at various points in a text.	**EE.RL.1.6** Identify a speaker in a familiar story.	**EE.RL.1.6** With guidance and support, identify a speaker within a familiar story.
Integration of Knowledge and Ideas		
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	**EE.RL.1.7** Identify details or illustrations that describe the characters or events in a familiar story.	**EE.RL.1.7** Identify illustrations or objects/tactual information that go with a familiar story.
RL.1.8 (Not applicable to literature)	**EE.RL.1.8** (Not applicable to literature)	No Change
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	**EE.RL.1.9** Identify the adventures or experiences of characters in a familiar story.	**EE.RL.1.9** With guidance and support identify adventures or experiences of characters in a story as same or different.
Range of Reading and Level of Text Complexity		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	**EE.RL.1.10** **This Literature Essential Element references all elements above.	**EE.RL.1.10** With guidance and support, actively engage in shared reading for a clearly stated purpose.

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

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
RI.1.1 Ask and answer questions about key details in a text.	**EE.RI.1.1** Identify details in familiar text.	No Change
RI.1.2 Identify the main topic and retell key details of a text.	**EE.RI.1.2** Retell details of a familiar text.	**EE.RI.1.2** With guidance and support, identify details related to the topic of a text.
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**EE.RI.1.3** With guidance and support, identify events or ideas in a familiar text.	**EE.RI.1.3** Identify individuals, events, or details in a familiar informational text.
Craft and Structure		
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	**EE.RI.1.4** Respond to questions about a new word in familiar text.	**EE.RI.1.4** With guidance and support, ask a reader to clarify the meaning of a word in a text.
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.	**EE.RI.1.5** With guidance and support, recognize that books have titles.	**EE.RI.1.5** Locate the front cover, back cover, and title page of a book.
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**EE.RI.1.6** With guidance and support, distinguish between text and illustrations in a text.	**EE.RI.1.6** Distinguish between words and illustrations in a text.
Integration of Knowledge and Ideas		
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	**EE.RI.1.7** Identify illustration that shows what the text is describing.	**EE.RI.1.7** Identify illustrations or objects/tactual information that go with a familiar text.
RI.1.8 Identify the reasons an author gives to support points in a text.	**EE.RI.1.8** With guidance and support, identify details that match the topic of a text.	**EE.RI.1.8** Identify points the author makes in a familiar informational text.
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**EE.RI.1.9** With guidance and support, match similar parts of two texts on the same topic.	No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Range of Reading and Level of Text Complexity		
RI.1.10 With prompting and support read informational texts appropriately complex for grade 1.	**EE.RI.1.10** **This Literature Essential Element references all elements above.	**EE.RI.1.10** Actively engage in shared reading of informational text.

First Grade English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Print Concepts		
RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	**EE.RF.1.1** Demonstrate an understanding of the organization and basic features of print. a. Interact with books one page at a time from beginning to end. b. Follow print from left to right. c. Follow print from top to bottom.	**EE.RF.1.1** Demonstrate emerging understanding of the organization of print. a. Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word), b. DELETE c. DELETE
Phonological Awareness		
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	**EE.RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Identify spoken rhyming words. b. With guidance and support, indicate the number of syllables in a spoken word. c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word. d. Match orally presented segmented phonemes to pictures that are labeled orally first by an adult.	**EE.RF.1.2** Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes). a. Recognize rhyming words. b. With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word. c. No Change d. With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics and Word Recognition		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	**EE.RF.1.3** Apply letter name and letter-sound knowledge when decoding words during shared activities. a. Identify words that begin with a single-consonant phoneme that is spoken by an adult. b. N/A c. N/A d. N/A e. N/A f. N/A g. N/A	**EE.RF.1.3** Demonstrate emerging letter and word identification skills. a. Identify upper case letters of the alphabet. b. With guidance and support, recognize familiar words that are used in every day routines. c. No Change d. No Change e. No Change f. No Change g. No Change
Fluency		
RF.1.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**EE.RF.1.4** Engage in sustained independent study of books (e.g., studies a book one page at a time). a. Independently engage in exploring a book or navigating pages in a multimedia book. b. Sustain attention to a variety of reading materials reflecting a variety of text genre. c. N/A	**EE.RF.1.4** Begin to attend to words in print. a. Engage in sustained, independent study of books. b. Participate in shared reading of a variety of reading materials reflecting a variety of text genre. c. No Change

First Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Production and Distribution of Writing		
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.	**EE.W.1.1** Select a book and use drawing, dictating, or writing to state an opinion about it.	**EE.W.1.1** Select a familiar book and use drawing, dictating, or writing to state an opinion about it.
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.	**EE.W.1.2** Select a topic and use drawing, dictating, or writing to share information about it.	**EE.W.1.2** Select a familiar topic and use drawing, dictating, or writing to share information about it.
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.	**EE.W.1.3** Select an event and use drawing, dictating, or writing to share information about it.	No Change
W.1.4 (Begins in grade 3)	**EE.W.1.4** (Begins in grade 3)	No Change
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.	**EE.W.1.5** With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it.	**EE.W.1.5** With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it.
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.	**EE.W.1.6** With guidance and support from adults, use a variety of digital tools to produce writing, including in collaboration with peers.	**EEW.1.6** With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.
Research to Build and Present Knowledge		
W.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).	**EE.W.1.7** Participate in shared research and writing projects.	**EE.W.1.7** With guidance and support, participate in shared research and writing projects.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**EE.W.1.8** With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.	No Change
W.1.9 (Begins in grade 4)	**EE.W.1.9** (Begins in grade 4)	No Change
W.1.10 (Begins in grade 3)	**EE.W.1.10** (Begins in grade 3)	No Change

First Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Comprehension and Collaboration.		
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. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	**EE.SL.1.1** Participate in conversations with peers and adults. a. Engage in multiple- turn exchanges with peers. b. Build on comments or topics initiated by an adult. c. Uses one or two words to ask questions related to personally relevant topics.	**EE.SL.1.1** Participate in conversations with adults. a. Engage in multiple-turn exchanges with supportive adults. b. No Change c. No Change
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	**EE.SL.1.2** During shared reading activities, answer questions about details presented orally or through other media.	No Change
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.	**EE.SL.1.3** Ask for help when needed.	**EE.SL.1.3** Communicate confusion or lack of understanding ("I don't know.").
Presentation of Knowledge and Ideas		
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**EE.SL.1.4** With guidance and support, identify familiar people, places, things, and events.	**EE.SL.1.4** Identify familiar people, places, things, and events.
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	**EE.SL.1.5** Communicate own thoughts, feelings, or ideas.	**EE.SL.1.5** Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
SL.1.6 Produce complete sentences when appropriate to task and situation.	**EE.SL.1.6** With guidance and support, provide more information to clarify ideas, thoughts, and feelings.	No Change

First Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Conventions of Standard English		
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop).* d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything).* 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).* f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., g. *and, but, or, so, because).* h. Use determiners (e.g., articles, h. demonstratives). i. Use frequently occurring prepositions (e.g., i. *during, beyond, toward).* j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	**EE.L.1.1** Demonstrate emerging understandings of standard English usage when communicating. a. Write letters from own name. b. With guidance and support, use familiar nouns (e.g., own name, Mom, dog) in isolation. c. With guidance and support, produce noun + verb or verb + noun combinations. d. With guidance and support, use familiar personal pronouns (e.g., *I, me,* and *you).* e. With guidance and support, use familiar present tense verbs. f. With guidance and support, use familiar frequently occurring adjectives. (e.g., *big, hot).* g. N/A h. N/A *i.* With guidance and support, use frequently occurring prepositions: *in, out, on, off.* j. With guidance and support, use simple question words (interrogatives) (e.g., *who, what).*	**EE.L.1.1** Demonstrate emerging understanding of letter and word use. a. No Change b. Use frequently occurring nouns in communication. c. Use frequently occurring plural nouns in communication. d. No Change e. Use familiar present tense verbs. f. No Change g. No Change h. No Change i. With guidance and support, use common prepositions: on, off, in, out. j. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	**EE.L.1.2** Demonstrate emerging understandings of the use of conventions of standard English during communication. a. Locate first letter in own name when presented with name. b. N/A c. N/A d. With guidance and support, recognize that letters are used to create words. e. N/A	**EE.L.1.2** Demonstrate emerging understanding of conventions of standard English. a. DELETE b. With guidance and support during shared writing, put a period at the end of a sentence. c. No Change d. With guidance and support, use letters to create words. e. With guidance and support during shared writing, identify the letters that represent sounds needed to spell words.
Knowledge of Language		
L.1.3 (Begins in grade 2)	**EE.L.1.3** (Begins in grade 2)	No Change
Vocabulary Acquisition and Use		
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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look)* and their inflectional forms (e.g., *looks, looked, looking).*	**EE.L.1.4** a. With guidance and support, demonstrate understanding of the meaning of newly acquired vocabulary. b. N/A c. N/A	**EE.L.1.4** Demonstrate emerging knowledge of word meanings. a. Demonstrate understanding of words used in every day routines. b. No Change c. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 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). c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy).* 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.	**EE.L.1.5** With guidance and support from adults, demonstrate emerging understandings of word relationships. a. With guidance and support from adults, sort common objects into familiar categories. b. With guidance and support from adults, identify attributes of familiar words. c. With guidance and support from adults, demonstrate understanding of words by identifying real-life connections between words and their use. d. N/A	**EE.L.1.5** Demonstrate emerging understanding of word relationships. a. With guidance and support, sort common objects into familiar categories. b. With guidance and support, identify attributes of familiar words. c. With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use. d. No Change
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*).	**EE.L.1.6** N/A	**EE.L.1.6** With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR SECOND GRADE

Second Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
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.	**EE.RL.2.1** Answer *who* and *where* questions to demonstrate understanding of details in a familiar text.	No Change
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**EE.RL.2.2** Retell familiar stories from diverse cultures, including two or more elements from different parts of the story.	**EE.RL.2.2** Using details from the text, recount events from familiar stories from diverse cultures.
RL.2.3 Describe how characters in a story respond to major events and challenges.	**EE.RL.2.3** Identify the actions and feelings of the characters in a familiar story.	**EE.RL.2.3** Identify the actions of the characters in a story.
Craft and Structure		
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.	**EE.RL.2.4** Identify rhyming words or repeated phrases in a familiar story, poem, or song.	**EE.RL.2.4** Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song.
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	**EE.RL.2.5** Determine the beginning and ending of a story.	**EE.RL.2.5** Determine the beginning and ending of a familiar story with a logical order.
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.	**EE.RL.2.6** Identify the speakers in a dialogue.	No Change
Integration of Knowledge and Ideas		
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.	**EE.RL.2.7** Use illustrations in print or digital text to identify characters and settings.	**EE.RL.2.7** Identify illustrations or objects/tactual information in print or digital text that depict characters.
RL.2.8 (Not applicable to literature)	**EE.RL.2.8** (Not applicable to literature)	No Change
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.	**EE.RL.2.9** Identify similarities in two versions of the same story.	**EE.RL.2.9** Identify two books that are different versions of the same story (e.g., Cinderella stories).

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Range of Reading and Level of Text Complexity		
RL.2.10 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.	**EE.RL.2.10** **This Literature Essential Element references all elements above.	**EE.RL.2.10** Actively engage in shared reading of stories and poetry for clearly stated purposes.

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

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
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.	**EE.RI.2.1** Answer *who* and *what* questions to demonstrate understanding of details in a familiar text.	No Change
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	**EE.RI.2.2** Identify the topic of the text.	No Change
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**EE.RI.2.3** Sequence at least two steps in a procedure or ideas/incidents in an event.	**EE.RI.2.3** Identify individuals, events, or details in an informational text.
Craft and Structure		
RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.	**EE.RI.2.4** Identify words related to a topic of a text.	No Change
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.	**EE.RI.2.5** Locate facts or information in a familiar text.	**EE.RI.2.5** Identify details in informational text or its illustrations
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	**EE.RI.2.6** Identify purpose of a text.	**EE.RI.2.6** Identify the role of the author and the illustrator.
Integration of Knowledge and Ideas		
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	**EE.RI.2.7** Demonstrate understanding of how images relate to a familiar informational text.	**EE.RI.2.7** Identify illustrations or objects/tactual information that go with a text.
RI.2.8 Describe how reasons support specific points the author makes in a text.	**EE.RI.2.8** N/A (See EE.RI.2.1).	**EE.RI.2.8** Identify points the author makes in an informational text.
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	**EE.RI.2.9** Identify a common element between two texts.	**EE.RI.2.9** Match similar parts of two texts on the same topic.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Range of Reading and Level of Text Complexity		
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.	**EE.RI.2.10 ****This Informational Text Essential Element references all elements above**.**	**EE.RI.2.10** Actively engage in shared reading of informational text including history/SS, science, and technical texts.

Second Grade English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Phonics and Word Recognition.		
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	**EE.RF.2.3** a-c. Apply letter-sound and word analysis skills in decoding words. In context, identify 18 or more letter-sound associations. d-e. Identify the beginning sound of familiar words beginning with a single consonant sound. f. Recognize 10 or more written words.	**EE.RF.2.3** Demonstrate emerging use of letter-sound knowledge to read words. a. Identify the lower case letters of the alphabet. b. Identify letter sound correspondence for single consonants. c. DELETE d. DELETE e. DELETE f. No Change
Fluency		
RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**EE.RF.2.4** Read a shared-reading selection.	**EE.RF.2.4** Begin to attend to words in print. a. Read familiar text comprised of known words. b. N/A c. N/A

Second Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Research to Build and Present Knowledge		
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.	**EE.W.2.1** Select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion.	**EE.W.2.1** Select a book and write, draw, or dictate to state an opinion about it.
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.	**EE.W.2.2** Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.	No Change
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.	**EE.W.2.3** Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.	No Change
Production and Distribution of Writing		
W.2.4 (Begins in grade 3)	**EE.W.2.4** (Begins in grade 3)	No Change
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	**EE.W.2.5** With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message.	**EE.W.2.5** With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message.
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.	**EE.W.2.6** With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.	No Change
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).	**EE.W.2.7** Participate in shared writing projects - communicate a message to add information.	**EE.W.2.7** Participate in shared research and writing projects.
Research to Build and Present Knowledge		
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	**EE.W.2.8** Identify information related to personal experiences and answer simple questions about those experiences.	No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
W.2.9 (Begins in grade 4)	**EE.W.2.9** (Begins in grade 4)	No Change
Range of Writing		
W.2.10 (Begins in grade 3)	**EE.W.2.10** (Begins in grade 3)	No Change

Second Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Comprehension and Collaboration		
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. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	**EE.SL.2.1** Participate in conversations with peers and adults in small groups. a. Engage in multiple- turn exchanges with peers and adults in small groups. b. Build on comments or topics initiated by adults and peers. c. Ask questions related to a prescribed topic or text.	**EE.SL.2.1** Participate in conversations with adults and peers. a. Engage in multiple-turn exchanges with peers with support from an adult. b. No Change c. No Change
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	**EE.SL.2.2** Ask and answer questions about key details from a text read aloud or information presented orally or through other media.	**EE.SL.2.2** During shared reading activities, ask and answer questions about details presented orally or through other media.
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.	**EE.SL.2.3** Answer questions about what a speaker says.	**EE.SL.2.3** Answer questions about the details provided by the speaker.
Presentation of Knowledge and Ideas.		
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	**EE.SL.2.4** Identify a photograph or object that reflects a personal experience and tell one detail about it.	No Change
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.	**EE.SL.2.5** Select a visual, audio, or tactual representation to depict an experience, thoughts, or feelings.	**EE.SL.2.5** Select visual, audio, or tactual representations to depict a personal experience.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**EE.SL.2.6** Communicate to provide clarification.	**EE.SL.2.6** Combine words when communicating to provide clarification.

Second Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Conventions of Standard English		
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group).* b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish).* c. Use reflexive pronouns (e.g., *myself, ourselves).* d. Form and use the past tense of frequently d. occurring irregular verbs (e.g., *sat, hid, told).* e. Use adjectives and adverbs, and choose e. between them depending on what is to be modified. f. 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).*	**EE.L.2.1** Communicate to convey information. a-f. Produce all letters. a-b. Use frequently occurring nouns (e.g., *mom*, *dad*, *boy*, *girl*). c. Use frequently occurring pronouns to refer to self and others (e.g., *we, they, him, her, them).* d. Use frequently occurring verbs. e. Use frequently occurring adjectives. f. Link two or more words together in communication.	**EE.L.2.1** Demonstrate understanding of letter and word use. a. Produce all upper case letters. b. Use common nouns (e.g., mom, dad, boy, girl) in communication. c. No Change d. No Change e. No Change f. Combine two or more words together in communication.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**EE.L.2.2** Use conventions of spelling when communicating. a. Capitalize the first letter of familiar names. b. N/A c. N/A d. Identify printed rhyming words with the same spelling pattern. e. Consult print in the environment to support reading and spelling.	**EE.L.2.2** Demonstrate emerging understanding of conventions of standard English. a. With guidance and support, capitalize the first letter of familiar names. b. No Change c. No Change d. No Change e. No Change
Knowledge of Language		
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	**EE.L.2.3** Use informal language when communicating.	**EE.L.2.3** Use language to achieve desired outcomes when communicating. a. Use symbolic language when communicating.
Vocabulary Acquisition and Use		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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. a. Use sentence-level context as a clue to the meaning of a word or phrase. 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).* c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional).* d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).* e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	**EE.L.2.4** Demonstrate knowledge of new vocabulary drawn from reading and content areas. a-b. Use newly acquired vocabulary. c. Sort words into familiar categories. d. NOT APPLICABLE e. Ask about an unknown word.	**EE.L.2.4** Demonstrate knowledge of word meanings. a. Demonstrate knowledge of new vocabulary drawn from reading and content areas. b. DELETE c. DELETE d. Identify the words comprising compound words. e. DELETE
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy).* b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl)* and closely related adjectives (e.g., *thin, slender, skinny, scrawny).*	**EE.L.2.5** Demonstrate understanding of word relationships. a. Identify real-life connections between words and their use (e.g., *happy: "I* am *happy.").* b. **I**dentify the function of common nouns.	**EE.L.2.5** Demonstrate understanding of word relationships and use. a. No Change b. Demonstrate understanding of the meaning of common verbs.
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*).	**EE.L.2.6** Use adjectives and adverbs from texts that have been read.	**EE.L.2.6** Use words acquired through conversations, being read to, and during shared reading activities.

Third Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**EE.RL.3.1** Answer questions to demonstrate understanding of text.	**EE.RL.3.1** Answer who and what questions to demonstrate understanding of details in a text.
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.	**EE.RL.3.2** Retell stories, including fables, folktales, and myths from diverse cultures including details from the text.	**EE.RL.3.2** Using details from the text, recount events in stories from diverse cultures.
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.	**EE.RL.3.3** Identify the traits, motivations, or feelings of characters in a story.	**EE.RL.3.3** Identify the feelings of characters in a story.
Craft and Structure.		
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	**EE.RL.3.4** Determine whether something described in the text could be true.	**EE.RL.3.4** Determine words and phrases that complete literal sentences in a text.
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.	**EE.RL.3.5** Determine the beginning, middle, and end of a story.	**EE.RL.3.5** Determine the beginning, middle, and end of a familiar story with a logical order.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	**EE.RL.3.6** Identify personal point of view about a character or the narrator.	**EE.RL.3.6** Identify personal point of view about a text.
Integration of Knowledge and Ideas		
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).	**EE.RL.3.7** Identify parts of illustrations that depict a particular mood, setting, or character.	**EE.RL.3.7** Identify parts of illustrations or tactual information that depict a particular setting, or event.
RL.3.8 (Not applicable to literature)	**EE.RL.3.8** (Not applicable to literature)	No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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).	**EE.RL.3.9** Identify similarities in the settings of two stories by the same author.	**EE.RL.3.9** Identify common elements in two stories in a series.
Range of Reading and Level of Text Complexity		
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.	**EE.RL.3.10** **This Literature Essential Element references all elements above.	**EE.RL.3.10** Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry.

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

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**EE.RI.3.1** Answer questions related to a familiar text.	**EE.RI.3.1** Answer who and what questions to demonstrate understanding of details in a text.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	**EE.RI.3.2** Identify a detail of a text.	**EE.RI.3.2** Identify details in a text.
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.	**EE.RI.3.3** List the progression of a series of events.	**EE.RI.3.3** Order two events from a text as "first" and "next."
Craft and Structure		
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topics or subject area*.	**EE.RI.3.4** Determine the meaning of vocabulary related to a familiar text.	**EE.RI.3.4** Determine words and phrases that complete literal sentences in a text.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**EE.RI.3.5** Identify text features and search tools.	**EE.RI.3.5** With guidance and support, use text features including headings and key words to locate information in a text.
RI.3.6 Distinguish their own point of view from that of the author of a text.	**EE.RI.3.6** Identify a personal point of view about a text.	**EE.RI.3.6** Identify personal point of view about a text.
Integration of Knowledge and Ideas		
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).	**EE.RI.3.7** Demonstrate an understanding of text by connecting a visual element.	**EE.RI.3.7** Use information gained from visual elements and words in the text to answer explicit who and what questions.
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).	**EE.RI.3.8** N/A (See EE.RI.3.3).	**EE.RI.3.8** Identify two related points the author makes in an informational text.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	**EE.RI.3.9** Identify similarities of two resources on the same topic.	**EE.RI.3.9** Identify similarities between two texts on the same topic.
Range of Reading and Level of Text Complexity		
RI.3.10 By the end of the year, read and comprehends 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.	**EE.RI.3.10** **This Informational Text Essential Element references all elements above.	**EE.RI.3.10** Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.

Third Grade English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Fluency		
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	**EE.RF.3.3** Apply letter- sound skills in decoding consonant sounds of familiar one-syllable words. a. In context, demonstrate basic knowledge of letter-sound correspondences. b. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel- consonant [CVC] or high-frequency rhymes). c. N/A d. Recognize 40 or more written words.	**EE.RF.3.3** Use letter-sound knowledge to read words. a. No Change b. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes). c. No Change d. No Change
RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**EE.RF.3.4** Read text comprised of familiar words to support comprehension. a. Read familiar text with purpose and understanding. b. N/A c. Use context to determine missing words in familiar texts.	**EE.RF.3.4** Read words in text. a. Read familiar text comprised of known words. b. No Change c. No Change

Third Grade English Language Arts Standards: Writing[1]

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Text Types and Purposes		
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example)* to connect opinion and reasons. d. Provide a concluding statement or section.	**EE.W.3.1** a-b. Select a text and write to state an opinion about it and one reason to support the opinion. c. N/A d. N/A	**EE.W.3.1** Write opinions about topics or text. a. Select a text and write an opinion about it. b. Write one reason to support an opinion about a text. c. No Change d. No Change
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but)* to connect ideas within categories of information. d. Provide a concluding statement or section.	**EE.W.3.2** a-b. Select a topic and write about it including one fact or detail. c. N/A d. N/A	**EE.W.3.2** Write to share information supported by details. a. Select a topic and write about it including one fact or detail. b. DELETE c. No Change d. No Change

[1] Throughout, writing can include standard writing instruments, computers, or alternate writing tools.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	**EE.W.3.3** a. Select an event or personal experience and write one thing about it. b. N/A c. N/A d. N/A	**EE.W.3.3** Write about events or personal experiences. a. Select an event or personal experience and write about it including the names of people involved. b. No Change c. No Change d. No Change
Production and Distribution of Writing		
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EE.W.3.4** With guidance and support, produce writing that expresses more than one idea.	No Change
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	**EE.W.3.5** With guidance and support from adults and peers, revise own writing by adding more information.	No Change
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.	**EE.W.3.6** With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.	No Change
Research to Build and Present Knowledge		
W.3.7. Conduct short research projects that build knowledge about a topic.	**EE.W.3.7** Gather information about a topic for a group research project.	**EE.W.3.7** Identify information about a topic for a research project.
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.	**EE.W.3.8** Sort information into two provided categories and write information learned about them.	**EE.W.3.8** Sort information on a topic or personal experience into two provided categories and write about each one.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
W.3.9 (Begins in grade 4)	**EE.W.3.9** (Begins in grade 4)	No Change
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.	**EE.W.3.10** Write routinely for a variety of tasks, purposes, and audiences.	No Change

Third Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Comprehension and Collaboration		
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. 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. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	**EE.SL.3.1** Participate in collaborative opportunities. a. Engage in collaborative interactions about texts. b. Listen to others' ideas before responding. c. Ask questions that link to ideas of others. d. Express ideas clearly.	**EE.SL.3.1** Engage in collaborative discussions. a. No Change b. No Change c. Indicate confusion or lack of understanding about information presented. d. No Change
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.	**EE.SL.3.2** Ask and answer questions about details from a text read aloud or information presented orally or through other media.	**EE.SL.3.2** Identify details in a text read aloud or information presented orally or through other media.
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**EE.SL.3.3** Ask or answer questions about what a speaker says.	**EE.SL.3.3** Ask or answer questions about the details provided by the speaker.
Presentation of Knowledge and Ideas		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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.	**EE.SL.3.4** Recount a personal experience including details.	**EE.SL.3.4** Recount a personal experience, story, or topic including details.
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.	**EE.SL.3.5** Create a multimedia presentation of a story or poem.	**EE.SL.3.5** Create audio recordings and visual/tactile displays to enhance a story or poem.
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**EE.SL.3.6** Combine words for effective communication to clarify thoughts, feelings, and ideas.	**EE.SL.3.6** Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.

Third Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Conventions of Standard English		
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood).* d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked; I walk; I will walk)* verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	**EE.L.3.1** Demonstrate standard English grammar and usage when communicating. a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication. b. Use plural nouns. c. N/A d. Use present and past tense verbs. e. N/A f. N/A g. N/A h. Produce utterances using three or more words. i. Ask simple questions.	**EE.L.3.1** Demonstrate standard English grammar and usage when communicating. a. No Change b. Use regular plural nouns in communication. c. No Change d. No Change e. No Change f. No Change g. Use common adjectives. h. DELETE (see EE.L.3.1.a) i. Ask simple questions.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness)*. f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**EE.L.3.2** Apply conventions of standard English including capitalization and spelling. a. Capitalize the first letter of a familiar place. b. NOT APPLICABLE c. N/A d. N/A e. Spell common high-frequency words accurately. f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern. g. Consult print in the environment to support reading and spelling.	**EE.L.3.2** Demonstrate understanding of conventions of standard English. a. Capitalize the first letter of familiar names. b. During shared writing, indicate the need to add a period at the end of a sentence. c. No Change d. No Change e. Use resources as needed to spell common high-frequency words accurately. f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern. g. Consult print in the environment to support reading and spelling.
Knowledge of Language		
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.	**EE.L.3.3** Use language to achieve desired outcomes when communicating. a. Use language to make simple requests. b. Use language to comment or share information.	**EE.L.3.3** Use language to achieve desired outcomes when communicating. a. Use language to make simple requests, comment, or share information. b. DELETE

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Vocabulary Acquisition and Use		
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. a. Use sentence-level context as a clue to the meaning of a word or phrase. 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).* c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion).* d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	**EE.L.3.4** Demonstrate knowledge of new vocabulary drawn from reading and content areas. a. N/A b. Identify the temporal meaning of words when common affixes (-ing, ed) are added to common verbs. c. N/A d. N/A	**EE.L.3.4** Demonstrate knowledge of word meanings. a. With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud by an adult. b. With guidance and support, identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs. c. No Change d. No Change
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps).* b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful).* c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered).*	**EE.L.3.5** Demonstrate understanding of word relationships. a. N/A b. Identify real-life connections between words and their use (e.g., *happy: "I* am *happy.").* c. Identify words that describe personal emotional states.	**EE.L.3.5** Demonstrate understanding of word relationships and use. a. Determine the literal meaning of words and phrases in context. b. No Change c. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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*).	**EE.L.3.6** Demonstrate understanding of words that signal spatial and temporal relationships (e.g., *behind*, *under*, *after*, *soon*, *next*, *later*).	**EE.L.3.6** Use spatial and temporal relationship words (e.g., behind, under, after, soon, next, later) acquired through conversations, being read to, and during shared reading activities.

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR FOURTH GRADE

Fourth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
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.	**EE.RL.4.1** Use details from the text to recount what the text says.	No Change
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**EE.RL.4.2** Determine the main idea of a text.	**EE.RL.4.2** Identify the theme or central idea of a familiar story, drama or poem.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific detail in the text (e.g., a character's thoughts, words, or actions).	**EE.RL.4.3** Use details from text to describe a character in a story.	**EE.RL.4.3** Use details from the text to describe characters in the story.
Craft and Structure		
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).	**EE.RL.4.4** Determine meaning of words in context.	**EE.RL.4.4** Determine the meaning of words in a text.
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.	**EE.RL.4.5** Recognize a text as a story or poem.	**EE.RL.4.5** Identify elements that are characteristic of stories.
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.	**EE.RL.4.6** Identify the narrator of a story.	No Change
Integration of Knowledge and Ideas		
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.	**EE.RL.4.7** Make connections between text and visual or oral presentations.	**EE.RL.4.7** Make connections between the text representation of a story and a visual, tactual, or oral version of a story
RL.4.8 (Not applicable to literature)	**EE.RL.4.8** (Not applicable to literature)	No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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.	**EE.RL.4.9** Compare and contrast two stories, myths, or texts from different cultures.	**EE.RL.4.9** Compare characters, settings or events in stories, myths or texts from different cultures.
Range of Reading and Level of Text Complexity		
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.	**EE.RL.4.10** **This Literature Essential Element references all elements above.	**EE.RL.4.10** Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry.

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

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
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.	**EE.RI.4.1** Use details from the text to recount what the text says.	**EE.RI.4.1** Identify explicit details in an informational text.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**EE.RI.4.2** Determine a main idea of a text.	**EE.RI.4.2** Identify the main idea of a text when it is explicitly stated.
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.	**EE.RI.4.3** Use details from text to describe what happened.	**EE.RI.4.3** Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.
Craft and Structure		
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*.	**EE.RI.4.4** Determine meaning of words in context.	**EE.RI.4.4** Determine meaning of words in text.
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.	**EE.RI.4.5** Identify the chronological structure of a text (first, then, next).	**EE.RI.4.5** Identify elements that are characteristic of informational texts.
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.	**EE.RI.4.6** Identify a firsthand account of an event.	**EE.RI.4.6** Compare own experience with a written account of the experience.
Integration of Knowledge and Ideas		
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.	**EE.RI.4.7** Interpret information presented visually and orally.	**EE.RI.4.7** Answer questions about information presented visually, orally, or quantitatively.
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	**EE.RI.4.8** Identify the author's point.	**EE.RI.4.8** Identify one or more reasons supporting a specific point in an informational text.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**EE.RI.4.9** Identify similarities of two resources on the same topic.	**EE.RI.4.9** Compare details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity		
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.	**EE.RI.4.10** **This Informational Text Essential Element references all elements above.	**EE.RI.4.10** Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.

Fourth Grade English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Fluency		
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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.	**EE.RF.4.3** Know and apply phonics and word analysis skills in decoding words. a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words. b. Decode single- syllable words with common spelling patterns (consonant-vowel- consonant [CVC] or high- frequency rhymes).	**EE.RF.4.3** Use letter-sound knowledge to read words. a. No Change b. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**EE.RF.4.4** Read text comprised of familiar words with accuracy and understanding.	**EE.RF.4.4** Read words in text. a. Read text comprised of familiar words with accuracy and understanding. b. N/A c. Use letter knowledge and context to support word recognition when reading.

Fourth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Text Types and Purposes		
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition).* d. Provide a concluding statement or section related to the opinion presented.	**EE.W.4.1** Write an opinion about a topic or text and reasons to support the opinion. a. Select a topic or text and write an opinion about it. b-c. List reasons to support the opinion. d. N/A	**EE.W.4.1** Write opinions about topics or text. a. No Change b. No Change c. N/A d. No Change
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because).* d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	**EE.W.4.2** Write to convey ideas and information clearly. a. Select a topic and related visual, tactual, or multimedia information. b. List words that describe an event or personal experience to use when writing about it. c. N/A d. N/A e. N/A	**EE.W.4.2** Write to share information supported by details. a. Select a topic and write about it including related visual, tactual, or multimedia information as appropriate. b. List words, facts, or details related to the topic. c. No Change d. No Change e. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	**EE.W.4.3** Select an event or personal experience and write about it. a. Write about two events in sequence related to a personal experience. b. List words that describe an event or personal experience to use when writing about it. c. N/A d. N/A e. N/A	**EE.W.4.3** Write about events or personal experiences. a. Write about a personal experience including two events in sequence. b. List words that describe an event or personal experience to use when writing about it. c. No Change d. No Change e. No Change
Production and Distribution of Writing		
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EE.W.4.4** Produce writing that expresses more than one idea with a logical organization.	**EE.W.4.4** Produce writing that expresses more than one idea.
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**EE.W.4.5** With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.	**EE.W.4.5** With guidance and support from adults and peers, plan before writing and revise own writing by adding more information.
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.	**EE.W.4.6** With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.	No Change
Research to Build and Present Knowledge		
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**EE.W.4.7** Gather information about a topic from two or more sources for a group research project.	**EE.W.4.7** Gather information about a topic from two or more sources for a research project.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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.	**EE.W.4.8** Recall information from personal experiences and sort into provided categories.	**EE.W.4.8** Recall and sort information from personal experiences or a topic into given categories.
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]."). 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").	**EE.W.4.9** Recall information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 4 Reading Standards* to literature (e.g., "Use details from text to describe a character in a story."). b. Apply *Essential Elements of Grade 4 Reading Standards* to informational text (e.g., "Use details from the text to recount what the text says.").	**EE.W.4.9** Recall information from literary and informational text to support writing. a. No Change b. Apply Essential Elements of Grade 4 Reading Standards to informational texts (e.g., "Use reasons and evidence supporting point in an informational text.").
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.	**EE.W.4.10** Write routinely for a variety of tasks, purposes, and audiences.	No Change

Fourth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Comprehension and Collaboration		
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. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	**EE.SL.4.1** Participate in communicative exchanges to communicate directly with peers in multi-turn exchanges. a. Contribute ideas from prior knowledge and experience during discussions about text. b. Take turns in discussions with others. c. Ask and answer questions about information presented by others. d. Identify the key ideas of the discussion.	**EE.SL.4.1** Engage in collaborative discussions. a. Contribute ideas from prior knowledge of a text during discussions about the same text. b. With guidance and support, carry out assigned role in a discussion. c. Answer specific questions related to information in a discussion. d. Identify the key ideas in a discussion.
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**EE.SL.4.2** Identify the main idea of a text presented through diverse media.	**EE.SL.4.2** Ask and answer questions about details from a text read aloud or information presented orally or through other media.
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	**EE.SL.4.3** Identify a point that the speaker makes.	No Change
Presentation of Knowledge and Ideas		
SL.4.4 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.	**EE.SL.4.4** Tell a story about a personal experience with supporting details.	**EE.SL.4.4** Retell a story or personal experience or recount a topic with supporting details.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
SL.4.5 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.	**EE.SL.4.5** Add audio recordings or visuals to a presentation about a personally relevant topic.	No Change
SL.4.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**EE.SL.4.6** Differentiate between communication partners and contexts that call for formal and informal communication.	No Change

Fourth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Conventions of Standard English		
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, *whose, whom, which, that)* and relative adverbs (where, *when, why).* b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking)* verb tenses. c. Use modal auxiliaries (e.g., *can, may, must)* to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag).* e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., *to, too, two; there, their).**	**EE.L.4.1** Demonstrate standard English grammar and usage when communicating. a. Use possessive pronouns. b. NOT APPLICABLE c. N/A d. Use comparative and superlative adjectives to describe people or objects. e. Use common prepositions (e.g., *to, from, in, out, on, off, by, with).* f. Communicate using grammatically complete utterances.	**EE.L.4.1** Demonstrate standard English grammar and usage when communicating. a. No Change b. Combine common nouns with verbs, nouns, or pronouns in communication. c. No Change d. No Change e. No Change f. Combine three or more words in communication.
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	**EE.L.4.2** Demonstrate capitalization, end punctuation, and spelling when communicating. a. Capitalize the first word in a sentence. b. N/A c. N/A d. Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.	**EE.L.4.2** Demonstrate understanding of conventions of standard English. a. No Change b. No Change c. No Change d. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* 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).	**EE.L.4.3** Use language to convey meaning when writing or communicating. a. Use language to express emotion. b. N/A c. Communicate effectively with peers and adults.	**EE.L.4.3** Use language to achieve desired outcomes when communicating. a. No Change b. No Change c. No Change
Vocabulary Acquisition and Use		
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. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph).* 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.	**EE.L.4.4** Demonstrate knowledge of new vocabulary drawn from reading and content areas. a. Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult. b. Use frequently occurring root words (e.g., *talk)* and the words that result when word endings are added (e.g., talked, *talking, talks).* c. N/A	**EE.L.4.4** Demonstrate knowledge of word meanings. a. Use sentence level context to determine what word is missing from a sentence read aloud by an adult. b. No Change c. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture)* in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**EE.L.4.5** Demonstrate understanding of word relationships. a. N/A b. Use common idioms (e.g., *no way, not a chance, you bet).* c. Demonstrate understanding of opposites.	**EE.L.4.5** Demonstrate understanding of word relationships and use. a. No Change b. No Change c. No Change
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).	**EE.L.4.6** Use domain-specific words**.**	**EE.L.4.6** Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.

Common Core Essential Elements and Achievement Descriptors for Fifth Grade

Fifth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**EE.RL.5.1** Identify words in the text to answer a question about explicit information.	No Change
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.	**EE.RL.5.2** Identify the central idea or theme of a familiar story, drama or poem.	**EE.RL.5.2** Identify the central idea or theme of a story, drama or poem.
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).	**EE.RL.5.3** Compare and contrast two characters in a familiar story.	**EE.RL.5.3** Compare two characters in a familiar story.
Craft and Structure		
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.	**EE.RL.5.4** After listening to or reading a familiar text, determine the meanings of words and phrases.	**EE.RL.5.4** Determine the intended meaning of multi-meaning words in a text.
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.	**EE.RL.5.5** Identify the beginning, middle, and end of a poem, drama, or story with a clear sequential structure.	**EE.RL.5.5** Identify story element that undergoes change from beginning to end.
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	**EE.RL.5.6** Determine the point of view of the narrator.	No Change
Integration of Knowledge and Ideas		
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).	**EE.RL.5.7** Identify illustrations and multimedia elements that add to understanding of a text.	**EE.RL.5.7** Identify illustrations, tactual or multimedia elements that add to understanding of a text.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
RL.5.8 (Not applicable to literature)	**EE.RL.5.8** (Not applicable to literature)	No Change
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.	**EE.RL.5.9** Compare two stories with similar topics.	**EE.RL.5.9** Compare stories, myths, or texts with similar topics or themes.
Range of Reading and Level of Text Complexity		
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.	**EE.RL.5.10** **This Literature Essential Element references all elements above.	**EE.RL.5.10** Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.

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

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**EE.RI.5.1** Select words or phrases from the text to support inferences.	**EE.RI.5.1** Identify words in the text to answer a question about explicit information.
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	**EE.RI.5.2** When given text, identify the main ideas that are supported by the key details.	**EE.RI.5.2** Identify the main idea of a text when it is not explicitly stated.
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.	**EE.RI.5.3** Make connections between two individuals or events/actions in a text.	**EE.RI.5.3** Compare two individuals, events, or ideas in a text.
Craft and Structure		
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*.	**EE.RI.5.4** After listening to or reading a text, determine the meanings of domain-specific words and phrases.	**EE.RI.5.4** Determine the meanings of domain-specific words and phrases.
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.	**EE.RI.5.5** Identify the beginning, middle, and end of a text with a clear sequential structure.	**EE.RI.5.5** Determine if a text tells about events, gives directions, or provides information on a topic.
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**EE.RI.5.6** Given two pieces of information on the same event or topic, note what is the same.	**EE.RI.5.6** Compare two books on the same topic.
Integration of Knowledge and Ideas		
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.	**EE.RI.5.7** Use print or digital sources for information to answer a question.	**EE.RI.5.7** Locate information in print or digital sources.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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).	**EE.RI.5.8** Identify the evidence or reasons the author uses to support points in text.	**EE.RI.5.8** Identify the relationship between a specific point and supporting reasons in an informational text.
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**EE.RI.5.9** Collect information from two or more texts on the same topic to share information about a subject.	**EE.RI.5.9** Compare and contrast details gained from two texts on the same topic.
Range of Reading and Level of Text Complexity		
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.	**EE.RI.5.10** **This Informational Text Essential Element references all elements above.	**EE.RI.5.10** Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.

Fifth Grade English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Phonics and Word Recognition		
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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.	**EE.RF.5.3** Know and apply phonics and word analysis skills in decoding words. a. Decode two-syllable words. b. Read more than 20 common high-frequency words.	**EE.RF.5.3** Use letter-sound knowledge to read words. a. Read common sight words and decode single syllable words. b. DELETE
Fluency		
RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**EE.RF.5.4** Read text comprised of familiar words with accuracy and understanding.	**EE.RF.5.4** Read words in text. a. Read text comprised of familiar words with accuracy and understanding. b. N/A c. Use context to confirm or self-correct word recognition when reading.

Fifth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically).* d. Provide a concluding statement or section related to the opinion presented.	**EE.W.5.1** Write an opinion about a topic or text and reasons to support the opinion. a. Introduce a topic or text and state an opinion about it. b. Provide reasons to support the opinion. c. N/A d. N/A	**EE.W.5.1** Write opinions about topics or text. a. No Change b. No Change c. No Change d. No Change
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially).* d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	**EE.W.5.2** Write to convey ideas and information clearly. a. Introduce a topic and organize illustrations or other multimedia related to it. b. Provide facts, details, or other information related to the topic. c. N/A d. N/A e. N/A	**EE.W.5.2** Write to share information supported by details. a. Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate. b. No Change c. No Change d. No Change e. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	**EE.W.5.3** Select an event or personal experience and write about it. a-b. Introduce the experience or situation, and follow with three or more events in sequence. c. N/A d. N/A e. N/A	**EE.W.5.3** Write about events or personal experiences. a. Write about an experience or event including three or more events in sequence. b. DELETE c. No Change d. No Change e. No Change
Production and Distribution of Writing		
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EE.W.5.4** Produce writing that is appropriate to task, purpose, and audience.	**EE.W.5.4** Produce writing that is appropriate for an explicitly stated task or purpose.
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.	**EE.W.5.5** With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information.	**EE.W.5.5** With guidance and support from adults and peers, plan before writing and revise own writing by adding more information.
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.	**EE.W.5.6** With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.	No Change
Research to Build and Present Knowledge		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	**EE.W.5.7** Conduct short research projects using two or more sources.	No Change
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.	**EE.W.5.8** Recall information from personal experiences or gather relevant information from print and digital sources to include in writing.	**EE.W.5.8** Gather and sort relevant information on a topic from print or digital sources into given categories.
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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]").	**EE.W.5.9** Use information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 5 Reading Standards* to literature (e.g., "Compare and contrast two characters in the story."). b. Apply *Essential Elements of Grade 5 Reading Standards* to informational text (e.g., "Identify evidence the author uses.").	**EE.W.5.9** Use information from literary and informational text to support writing. a. No Change b. Apply Essential Elements of Grade 5 Reading Standards to informational texts (e.g., "Use specific reasons and evidence for supporting specific points in an informational text.").
Range of Writing		
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.	**EE.W.5.10** Write routinely for a variety of tasks, purposes, and audiences.	No Change

Fifth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Comprehension and Collaboration		
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. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	**EE.SL.5.1** Participate in collaborative discussions. a. Prepare for discussions. b. Engage in discussions to share information on the topic. c. Communicate directly with peers in multi-turn exchanges. d. Ask and answer questions of adult or peer communication partners to identify key issues of the discussion.	**EE.SL.5.1** Engage in collaborative discussions. a. Come to discussion prepared to share information. b. Carry out assigned role in a discussion. c. Ask questions related to information in a discussion. d. d. Make comments that contribute to the discussion and link to the remarks of others.
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**EE.SL.5.2** Identify the main idea and supporting details of a text presented through diverse media.	**EE.SL.5.2** Identify the explicitly stated main idea of a text presented orally or through other media.
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	**EE.SL.5.3** Identify the main point a speaker makes.	**EE.SL.5.3** Identify the reasons and evidence supporting a specific point.
Presentation of Knowledge and Ideas		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Presentation of Knowledge and Ideas		
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.	**EE.SL.5.4** Create a simple report or presentation about a curriculum-based topic.	**EE.SL.5.4** Report on a familiar topic or text or present an opinion including related facts.
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.	**EE.SL.5.5** Select or create an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation.	**EE.SL.5.5** Select or create audio recordings and visual/tactile displays to enhance a presentation.
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	**EE.SL.5.6** Use formal and informal language.	**EE.SL.5.6** Differentiate between contexts that require formal and informal communication.

Fifth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Conventions of Standard English		
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked)* verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., *either/or, neither/nor).*	**EE.L.5.1** Demonstrate standard English grammar and usage when communicating. a. Use singular and plural nouns with matching verbs (e.g., *Sam eats*, *dogs eat*). b. N/A c. N/A d. (See EEL.5.1.a.) e. Use frequently occurring conjunctions: *and, but, or, for, because.*	**EE.L.5.1** Demonstrate standard English grammar and usage when communicating. a. DELETE b. Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told). c. No Change d. No Change e. No Change
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. 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?).* d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	**EE.L.5.2** Use conventions of standard English. a. Capitalize names and the first word in a sentence. b. Use a period to mark the end of a sentence. c. N/A d. N/A e. Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.	**EE.L.5.2** Demonstrate understanding of conventions of standard English. a. DELETE b. DELETE c. No Change d. No Change e. e. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Knowledge of Language		
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.	**EE.L.5.3** Use language to achieve desired meaning when communicating. a. (No EE listed) b. N/A	**EE.L.5.3** Use language to achieve desired meaning when communicating. a. Communicate using complete sentences when asked. b. No Change
Vocabulary Acquisition and Use		
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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis).* 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.	**EE.L.5.4** Determine or clarify the meaning of vocabulary drawn from reading and content areas. a. Use context as a clue to determine the meaning of words. b. Identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common nouns and verbs. c. N/A	**EE.L.5.4** Demonstrate knowledge of word meanings. a. Use sentence level context to determine which word is missing from a content area text. b. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks). c. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**EE.L.5.5** Demonstrate understanding of word relationships. a. Use simple, common idioms (e.g., *You bet!, It's a deal., We're cool.).* b. N/A c. N/A	**EE.L.5.5** Demonstrate understanding of word relationship and use. a. No Change b. No Change c. Demonstrate understanding of words that have similar meanings.
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*).	**EE.L.5.6** Use domain-specific words (e.g., *if*, *then*, *next*).	**EE.L.5.6** Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR SIXTH GRADE

Sixth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EE.RL.6.1** Determine what a text says explicitly as well as what simple inferences should be drawn.	**EE.RL.6.1** Analyze the text to determine what it says explicitly and what inferences must be drawn.
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.	**EE.RL.6.2** Determine the theme or central idea of a familiar story and identify details that relate to it.	**EE.RL.6.2** Identify details in a text that are related to the theme or central idea.
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.	**EE.RL.6.3** Identify the episodes or significant events in a story or drama.	**EE.RL.6.3** Can identify how a character responds to a challenge in a story.
Craft and Structure		
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.	**EE.RL.6.4** Determine the meaning of simple idioms and figures of speech as they are used in a text.	**EE.RL.6.4** Determine how word choice changes the meaning in a text.
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.	**EE.RL.6.5** Determine how a sentence, paragraph, scene, or stanza fits into the overall structure of the text.	**EE.RL.6.5** Determine the structure of a text (e.g., story, poem, or drama)
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	**EE.RL.6.6** Use an example from a text to describe the point of view of the narrator.	**EE.RL.6.6** Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Integration of Knowledge and Ideas		
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.	**EE.RL.6.7** Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.	**EE.RL.6.7** Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text.
RL.6.8 (Not applicable to literature)	**EE.RL.6.8** (Not applicable to literature)	No Change
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.	**EE.RL.6.9** (See EE.RL.6.7).	**EE.RL.6.9** Compare and contrast stories, myths, or texts with similar topics or themes.
Range of Reading and Level of Text Complexity		
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.	**EE.RL.6.10** **This Literature Essential Element references all elements above.	**EE.RL.6.10** Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.

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

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EE.RI.6.1** Analyze a text to determine what it says explicitly as well as what inferences should be drawn.	No Change
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.	**EE.RI.6.2** Determine the central idea of a short passage and details or facts related to it.	**EE.RI.6.2** Determine the main idea of a passage and details or facts related to it.
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).	**EE.RI.6.3** Identify the progression of a key individual, event, or idea throughout an informational text.	**EE.RI.6.3** Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.
Craft and Structure		
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	**EE.RI.6.4** Determine the meaning of simple idioms and figures of speech as they are used in a text.	**EE.RI.6.4** Determine how word choice changes the meaning of a text.
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.	**EE.RI.6.5** Describe how an element of the text fits into the overall structure of the text.	**EE.RI.6.5** Determine how the title fits the structure of the text.
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**EE.RI.6.6** Use an example from text to describe the author's purpose or point of view.	**EE.RI.6.6** Identify words or phrases in the text that describe or show the author's point of view.
Integration of Knowledge and Ideas		
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.	**EE.RI.6.7** Integrate information from different media and formats of texts.	**EE.RI.6.7** Find similarities in information presented in different media or formats as well as in text.
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.	**EE.RI.6.8** Distinguish claims in a text supported by reason.	**EE.RI.6.8** Distinguish claims in a text supported by reason.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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).	**EE.RI.6.9** (See EE.RI.6.7).	**EE.RI.6.9** Compare and contrast how two texts describe the same event.
Range of Reading and Level of Text Complexity		
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.	**EE.RI.6.10** **This Informational Text Essential Element references all elements above.	**EE.RI.6.10** Demonstrate understanding while actively reading or listening to literary nonfiction.

Sixth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Text Types and Purposes		
W.6.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	**EE.W.6.1** a-b. With guidance and support, write a claim and support it with reasons. c. N/A d. N/A e. N/A	**EE.W.6.1** Write claims about topics or text. a. Write a claim about a topic or text. b. Write one or more reasons to support a claim about a topic or text. c. No Change d. No Change e. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	**EE.W.6.2** a-b. Write to convey ideas and information including facts, details, and other information. c. N/A d. N/A e. N/A f. N/A	**EE.W.6.2** Write to share information supported by details. a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic. c. No Change d. No Change e. No Change f. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	**EE.W.6.3** Select an event or personal experience and write about it. a-b. Introduce the experience or situation, at least one character, and two or more events in sequence. c. N/A d. N/A e. N/A	**EE.W.6.3** Write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience and including two or more events. b. ??? c. Use words that establish the time frame. d. Use words that convey specific details about the experience or event. e. No Change
Production and Distribution of Writing		
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EE.W.6.4** Produce writing that is appropriate for the task, purpose, or audience.	No Change
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.	**EE.W.6.5** With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.	**EE.W.6.5** With guidance and support from adults and peers, plan before writing and revise own writing by adding more information.
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.	**EE.W.6.6** Use technology, including the Internet, to produce writing while interacting and collaborating with others.	No Change
Research to Build and Present Knowledge		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**EE.W.6.7** Conduct research to answer a question based on two or more sources of information.	**EE W.6.7** Conduct short research projects to answer a question.
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.	**EE.W.6.8** Identify quotes from print or digital sources that provide information about a topic.	**EE.W.6.8** Gather information from multiple print and digital sources that relates to a given topic.
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). 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").	**EE.W.6.9** Use information from literary and informational text to support writing. 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."). b. Apply *Essential Elements of Grade 6 Reading Standards* to informational text (e.g., "Distinguish claims in a text supported by reason.").	**EE.W.6.9** Use information from literary and informational text to support writing. a. No Change b. Apply Essential Elements of Grade 6 Reading Standards to informational texts (e.g., "Can produce an argument by logically organizing the claims and the supporting reasons and evidence.").
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.	Not Provided	**EE.W.6.10** Write routinely for a variety of tasks, purposes, and audiences.

Sixth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Comprehension and Collaboration		
SL.6.1 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. a. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	**EE.SL.6.1** Participate in collaborative discussions. a. Prepare for discussion through prior study. b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information. c. Ask and answer questions specific to the topic, text, or issue under discussion. d. Restate key ideas expressed in the discussion.	**EE.SL.6.1** Engage in collaborative discussions. a. Come to discussions prepared to share information. b. No Change c. No Change d. No Change
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.	**EE.SL.6.2** Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text.	**EE.SL.6.2** Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study.
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.	**EE.SL.6.3** Identify points the speaker makes to support an argument or claim.	**EE.SL.6.3** Identify the reasons and evidence supporting the claims made by the speaker.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Presentation of Knowledge and Ideas		
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.	**EE.SL.6.4** Present findings including descriptions, facts, or details related to a topic.	**EE.SL.6.4** Present findings on a topic including descriptions, facts, or details.
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	**EE.SL.6.5.** Select an auditory, visual, or tactual display to clarify the information in presentations.	No Change
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**EE.SL.6.6** Use formal and informal language as appropriate to the communication partner and situation.	**EE.SL.6.6** Use formal and informal language as appropriate to the communication partner.

Sixth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Conventions of Standard English		
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself, ourselves).* c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* 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.*	**EE.L.6.1** Demonstrate standard English grammar and usage when communicating. a. Use personal pronouns (e.g., *he, she, they)* correctly. b. N/A c. N/A d. N/A e. N/A	**EE.L.6.1** Demonstrate standard English grammar and usage when communicating. a. No Change b. Use indefinite pronouns. c. No Change d. No Change e. No Change
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	**EE.L.6.2** Demonstrate understanding of conventions of standard English when writing. a. Use question marks at the end of written questions. b. Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.	**EE.L.6.2** Demonstrate understanding of conventions of standard English. a. No Change b. No Change
Knowledge of Language		
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style.* b. Maintain consistency in style and tone.*	**EE.L.6.3** Use language to achieve desired meaning in communication. a. Vary use of language when the listener or reader does not understand the initial attempt. b. N/A	**EE.L.6.3** Use language to achieve desired outcomes when communicating. a. No Change b. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Vocabulary Acquisition and Use		
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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible).* 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. 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).	**EE.L.6.4** Demonstrate knowledge of vocabulary drawn from reading and content areas. a. Use context to identify which word in an array of content-related words is missing from a sentence. b. N/A c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating d. N/A	**EE.L.6.4** Demonstrate knowledge of word meanings. a. Use context to determine which word is missing from a content area text. b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). c. No Change d. No Change
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. **c.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty).*	**EE.L.6.5** Demonstrate word relationships. a. Interpret similes (e.g., The man was as big as a tree.). b. NOT APPLICABLE c. N/A	**EE.L.6.5** Demonstrate understanding of word relationships and use. a. Identify the meaning of simple similes (e.g., The man was as big as a tree.). b. Demonstrate understanding of words by identifying other words with similar and different meanings. c. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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.	**EE.L.6.6** Use general academic and domain-specific words and phrases.	**EE.L.6.6** Use general academic and domain-specific words and phrases across contexts.

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR SEVENTH GRADE

Seventh Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EE.RL.7.1** Cite text to draw inferences from stories and poems.	**EE.RL.7.1** Analyze text to identify where information is explicitly stated and where inferences must be drawn.
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	**EE.RL.7.2** Determine the theme or central idea of a text and identify the details that relate to it.	**EE.RL.7.2** Identify events in a text that are related to the theme or central idea.
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	**EE.RL.7.3** Recognize the relationship of two story elements.	**EE.RL.7.3** Determine how two or more story elements are related.
Craft and Structure		
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	**EE.RL.7.4** 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.	**EE.RL.7.4** Determine the meaning of simple idioms and figures of speech as they are used in a text.
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	**EE.RL.7.5** Determine how poetry form and structure contributes to its meaning.	**EE.RL.7.5** Compare the structure of two or more texts (e.g., stories, poems, or dramas).
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	**EE.RL.7.6** Identify how a character's point of view is the same or different from another character.	**EE.RL.7.6** Compare the points of view of two or more characters or narrators in a text.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Integration of Knowledge and Ideas		
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	**EE.RL.7.7** Compare a video version of a story, poem, or drama to a text-based version of the same story, poem, or drama.	**EE.RL.7.7** Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.
RL.7.8 (Not applicable to literature)	**EE.RL.7.8** (Not applicable to literature)	No Change
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.	**EE.RL.7.9** Recognize the difference between fictional characters and nonfictional characters.	**EE.RL.7.9** Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.
Range of Reading and Level of Text Complexity		
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.	**EE.RL.7.10** **This Essential Element references all elements above.	**EE.RL.7.10** Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.

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

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

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	**EE.RI.7.8** Delineate the specific claims for text.	**EE.RI.7.8** Determine how a claim or reason fits into the overall structure of an informational text.
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.	**EE.RI.7.9** Compare information provided by authors of two different texts on the same topic.	**EE.RI.7.9** Compare and contrast how different texts on the same topic present the details.
Range of Reading and Level of Text Complexity		
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.	**EE.RI.7.10** **This Essential Element references all elements above.	**EE.RI.7.10** Demonstrate understanding while actively reading or listening to literary nonfiction.

Seventh Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Text Types and Purposes		
W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	**EE.W.7.1** a-b. Write a claim and support it with reasons or other relevant evidence. c. N/A d. N/A e. N/A	**EE.W.7.1** Write claims about topics or texts. a. Introduce a topic or text and write one claim about it. b. Write one or more reasons to support a claim about a topic or text. c. No Change d. No Change e. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**EE.W.7.2** a-b. Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed. c. N/A d. Use domain-specific vocabulary when writing about a topic. e. N/A f. N/A	**EE.W.7.2** Write to share information supported by details. a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic. c. No Change d. Select domain-specific vocabulary to use in writing about the topic. e. No Change f. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**EE.W.7.3** Select an event or personal experience and write about it. a-b. Introduce the experience or situation, at least one character, and two or more events in sequence. c. NOT APPLICABLE d. NOT APPLICABLE e. N/A	**EE.W.7.3** Write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. b. DELETE c. Use temporal words (e.g., first, then, next) to signal order. d. Use words that describe feelings of people or characters in the narrative. e. No Change
Production and Distribution of Writing		
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EE.W.7.4** Produce writing that is appropriate for the task, purpose, or audience.	No Change
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.	**EE.W.7.5** With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.	**EE.W.7.5** With guidance and support from adults and peers, plan before writing and revise own writing by adding more information.
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.	**EE.W.7.6** Use technology, including the Internet, to produce writing to interact and collaborate with others.	No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Research to Build and Present Knowledge		
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.	**EE.W.7.7** Conduct research to answer a question based on multiple sources of information.	No Change
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.	**EE.W.7.8** Select quotes from multiple print or digital sources that provides important information about a topic.	**EE.W.7.8** Identify quotes providing relevant information about a topic from multiple print or digital sources.
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). 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").	**EE.W.7.9** Use information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 7 Reading Standards* to literature (e.g., "Recognize the difference between fictional characters and nonfictional characters."). b. b. Apply *Essential Elements of Grade 7 Reading Standards* to informational text (e.g., "Delineate the specific claims in a text.").	**EE.W.7.9** Use information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 7 Reading Standards* to literature (e.g., "Recognize the difference between fictional characters and nonfictional characters."). b. Apply Essential Elements of Grade 7 Reading Standards to informational texts (e.g., "Use relevant and sufficient evidence for supporting the claims and argument.").
Range of Writing		
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.	**EE.W.7.10** Write routinely for a variety of tasks, purposes, and audiences.	No Change

Seventh Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Comprehension and Collaboration		
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. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	**EE.SL.7.1** Engage in a range of collaborative discussions. a. Come to discussions prepared to share information. b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. c. Remain on the topic of the discussion when asking or answering questions or making other contributions. d. Accept when others involved in the discussion agree or disagree with own perspective.	**EE.SL.7.1** Engage in collaborative discussions. a. No Change b. No Change c. Remain on the topic of the discussion when answering questions or making other contributions to a discussion. d. Acknowledge new information expressed by others in a discussion.
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.	**EE.SL.7.2** Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study.	**EE.SL.7.2** Identify details related to the main idea of a text presented orally or through other media.
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.	**EE.SL.7.3** Determine whether the claims made by a speaker are fact or opinion.	No Change
Presentation of Knowledge and Ideas		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	**EE.SL.7.4** Present findings including descriptions, facts, or details related to a main idea or theme.	**EE.SL.7.4** Present findings on a topic including relevant descriptions, facts, or details.
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	**EE.SL.7.5** Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points in presentations.	**EE.SL.7.5** Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**EE.SL.7.6** Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.	No Change

Seventh Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Conventions of Standard English		
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	**EE.L.7.1** Demonstrate standard English grammar and usage when writing or communicating. a. Produce simple complete sentences when writing or communicating. b. N/A c. N/A	**EE.L.7.1** Demonstrate standard English grammar and usage when communicating. a. DELETE b. Produce complete simple sentences when writing or communicating. c. No Change
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt).* b. Spell correctly.	**EE.L.7.2** Demonstrate understanding of conventions of standard English when writing. a. Use end punctuation when writing a sentence or question. b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	**EE.L.7.2** Demonstrate understanding of conventions of standard English. a. No Change b. No Change
Knowledge of Language		
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	**EE.L.7.3** Use language to achieve desired meaning when writing or communicating. a. Use precise language as required to achieve desired meaning.	**EE.L.7.3** Use language to achieve desired outcomes when communicating. a. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Vocabulary Acquisition and Use		
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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel).* 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. 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).	**EE.L.7.4** Demonstrate knowledge of new vocabulary drawn from reading and content areas. a. Use context to identify which word in an array of content related words is missing from a sentence. b. N/A c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. d. N/A	**EE.L.7.4** Demonstrate knowledge of word meanings. a. Use context to determine which word is missing from a content area text. b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). c. No Change d. No Change
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending).*	**EE.L.7.5** Demonstrate an understanding of word relationships. a. Demonstrate understanding of synonyms and antonyms. b. N/A c. N/A	**EE.L.7.5** Demonstrate understanding of word relationships and use. a. Identify the literal and nonliteral meanings of words in context. b. Demonstrate understanding of synonyms and antonyms. c. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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.	**EE.L.7.6** Use general academic and domain-specific words and phrases.	**EE.L.7.6** Use general academic and domain-specific words and phrases across contexts.

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR EIGHTH GRADE

Eighth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
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.	**EE.RL.8.1** Cite text to support inferences from stories and poems.	No Change
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.	**EE.RL.8.2** Provide a summary of a familiar text.	**EERL.8.2** Recount an event related to the theme or central idea, including details about character and setting.
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.	**EE.RL.8.3** Identify which incidents in a story or drama lead to subsequent action.	No Change
Craft and Structure		
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.	**EE.RL.8.4** Determine meanings of words and phrases in literature including figurative language.	**EERL.8.4** Determine connotative meanings of words and phrases in a text.
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.	**EE.RL.8.5** Compare and contrast the structure of two or more texts.	**EE.RL.8.5** Compare and contrast the structure of two or more texts (e.g., stories, poems, dramas).
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.	**EE.RL.8.6** Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.	No Change
Integration of Knowledge and Ideas		
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.	**EE.RL.8.7** Compare and contrast a scene from a filmed or live production of a story or drama to the text or script.	**EE.RL.8.7** Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
RL.8.8 (Not applicable to literature)	**RL.8.8** (Not applicable to literature)	No Change
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.	**EE.RL.8.9** Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.	No Change
Range of Reading and Level of Text Complexity		
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.	**EE.RL.8.10** **This Essential Element references all elements above.	**EE.RL.8.10** Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.

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

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
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.	**EE.RI.8.1** Cite text to support inferences from informational text.	No Change
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.	**EE.RI.8.2** Provide a summary of a familiar informational text.	No Change
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	**EE.RI.8.3** Make connections between key individuals or events in a text.	**EE.RI.8.3** Recount events in the order they were presented in the text.
Craft and Structure		
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.	**EE.RI.8.4** Determine meanings of words and phrases in informational text including figurative language.	**EE.RI.8.4** Determine connotative meanings of words and phrases in a text.
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.	**EE.RI.8.5** Determine the role of sentences in a paragraph (e.g., topic sentence, supporting details, and examples).	**EE.RI.8.5** Locate the topic sentence and supporting details in a paragraph.
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.	**EE.RI.8.6** Determine an author's purpose or point of view.	**EE.RI.8.6** Determine an author's purpose or point of view and identify examples from text to that describe or support it.
Integration of Knowledge and Ideas		
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.	**EE.RI.8.7** Select medium based on the advantages and disadvantages of using print, digital text, video, or multimedia to present a topic or idea.	**EE.RI.8.7** Determine whether a topic is best presented as audio, video, multimedia, or text.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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.	**EE.RI.8.8** Determine whether claims in a text are fact or opinion.	**EE.RI.8.8** Determine the argument made by an author in an informational text.
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.	**EE.RI.8.9** Compare and contrast the key information in two different texts on the same topic.	**EE.RI.8.9** Identify where two different texts on the same topic differ in their interpretation of the details.
Range of Reading and Level of Text Complexity		
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.	**EE.RI.8.10** **This Essential Element references all elements above.	**EE.RI.8.10** Demonstrate understanding while actively reading or listening to literary nonfiction.

Eighth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Text Types and Purposes		
W.8.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	**EEW.8.1** a-b. Write an argument to support claims with one clear reason or piece of evidence. c. N/A d. N/A e. N/A	**EE.W.8.1** Write claims about topics or texts. a. Introduce the claim and provide reasons or pieces of evidence to support it. b. Write reasons to support a claim about a topic or text. c. No Change d. No Change e. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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. 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**EE.W.8.2** a-b. Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed. c. ~~N/A~~ d. ~~N/A~~ ~~e. N/A~~ f. ~~N/A~~	**EE.W.8.2** Write to share information supported by details. a. Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. b. Write one or more facts or details related to the topic. c. Write complete thoughts as appropriate. d. Use domain specific vocabulary related to the topic. e. No Change f. Provide a closing.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**EE.W.8.3** Select an event or personal experience and write about it. a-b. Introduce the experience or situation, at least one character, and two or more events in sequence. c. N/A d. N/A e. N/A	**EE.W.8.3** Write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. b. DELETE c. Use temporal words (e.g., first, then, next) to signal order. d. Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events. e. Provide a closing.
Production and Distribution of Writing		
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**EE.W.8.4** Produce writing that is appropriate for the task, purpose, or audience.	No Change
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.	**EE.W.8.5** With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.	**EE.W.8.5** With guidance and support from adults and peers, plan before writing and revise own writing by adding more information.
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.	**EE.W.8.6** Use technology, including the Internet, to produce writing to interact and collaborate with others.	No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Research to Build and Present Knowledge		
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.	**EE.W.8.7** Conduct short research projects to answer and pose questions based on one source of information.	No Change
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.	**EE.W.8.8** Select quotes from multiple print or digital sources that provide important information about a topic.	**EE.W.8.8** Select quotes providing relevant information about a topic from multiple print or digital sources.
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). 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").	**EE.W.8.9** Use information from literary and informational text to support writing. 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."). b. Apply *Essential Elements of Grade 8 Reading Standards* to informational text (e.g., "Determine whether claims in a text are fact or opinion.").	**EE.W.8.9** Use information from literary and informational text to support writing. a. No Change b. Apply Essential Elements of Grade 8 Reading Standards to informational texts (e.g., "Use relevant and sufficient evidence for supporting the claims and argument.").
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.	**EE.W.8.10** Write routinely for a variety of tasks, purposes, and audiences.	No Change

Eighth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Comprehension and Collaboration		
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. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	**EE.SL.8.1** Listen and communicate with a variety of partners in order to discuss issues regarding the content. a. Come to discussions prepared to share information previously studied. b. Follow simple rules and carry out assigned roles during discussions. c-d. Respond to others' questions and comments by answering questions regarding content.	**EE.SL.8.1** Engage in collaborative discussions. a. No Change b. No Change c. Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion. d. d. Acknowledge new information expressed by others in a discussion and relate it to own ideas.
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.	**EE.SL.8.2** Describe the purpose of information presented in graphical, oral, visual, or multimodal formats.	**EE.SL.8.2** Determine the purpose of information presented in graphical, oral, visual, or multimodal formats.
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.	**EE.SL.8.3** Determine whether claims in an oral presentation are fact or opinion.	**EE.SL.8.3** Determine the argument made by a speaker on a topic.
Presentation of Knowledge and Ideas		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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.	**EE.SL.8.4** Present findings including relevant details.	**EE.SL.8.4** Present descriptions, facts, or details supporting specific points made on a topic.
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	**EE.SL.8.5** Integrate multimedia and visual information into presentations.	**EE.SL.8.5** Include multimedia and visual information into presentations.
SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**EE.SL.8.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.	**EE.SL.8.6** Use complete sentences when communicating with others.

Eighth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Conventions of Standard English		
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*	**EE.L.8.1** Demonstrate conventions of standard English grammar when writing or communicating. a. N/A b. Form and use the simple verb tenses (e.g., *I walked, I walk, I will walk).* c. N/A d. Use appropriate verbs to match nouns.	**EE.L.8.1** Demonstrate standard English grammar and usage when communicating. a. No Change b. No Change c. Use appropriate verbs to match nouns. d. DELETE
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	**EE.L.8.2** Demonstrate understanding of conventions of standard English when writing. a. Use end punctuation and capitalization when writing a sentence or question. b. N/A c. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	**EE.L.8.2** Demonstrate understanding of conventions of standard English. a. No Change b. No Change c. No Change
Knowledge of Language		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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).	**EE.L.8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use to-be verbs (am, *are, is, was, were, be, become, became)* accurately when writing and communicating.	**EE.L.8.3** Use language to achieve desired outcomes when communicating. a. No Change
Vocabulary Acquisition and Use		
W.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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede).* 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. 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).	**EE.L.8.4** Demonstrate knowledge of new vocabulary drawn from reading and content areas. a. Use context to identify which word in an array of content related words is missing from a sentence. b. N/A c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. d. N/A	**EE.L.8.4** Demonstrate knowledge of word meanings. a. Use context to determine which word is missing from a content area text. b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). c. No Change d. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute).*	**EE.L.8.5** Demonstrate an understanding of word relationships. a. Demonstrate understanding of the use of multiple meaning words. b. Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household). c. Use descriptive words to add meaning when writing and communicating.	**EE.L.8.5** Demonstrate understanding of word relationships and use. a. No Change b. No Change c. No Change
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.	**EE.L.8.6** Acquire and use general academic and domain-specific words and phrases.	**EE.L.8.6** Use general academic and domain-specific words and phrases across contexts.

Ninth-Tenth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
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.	**EE.RL.9-10.1** Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.	No Change
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.	**EE.RL.9-10.2** Determine the central idea of the text and select details that relate to it; recount the text.	**EE.RL.9-10.2** Recount events related to the theme or central idea, including details about character and setting.
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.	**EE.RL.9-10.3** Describe interactions between characters.	**EE.RL.9-10.3** Determine how characters change or develop over the course of a text.
Craft and Structure		
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).	**EE.RL.9-10.4** Determine the meaning of words and phrases as they are used in a text, including common analogies and figures of speech.	**EE.RL.9-10.4** Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.
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.	**EE.RL.9-10.5** Determine the sequence of events in a story or drama.	**EE.RL.9-10.5** Identify where a text deviates from a chronological presentation of events.
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.	**EE.RL.9-10.6** Connect the experiences of characters in a story or drama from outside of the U.S. with personal experience.	**EE.RL.9-10.6** Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Integration of Knowledge and Ideas		
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).	**EE.RL.9-10.7** Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).	No Change
RL.9-10.8 (Not applicable to literature)	**EE.RL.9-10.8** (Not applicable to literature)	No Change
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).	**EE.RL.9-10.9** Identify when an author references one text to another text.	**EE.RL.9-10.9** Identify when an author draws upon or references a different text.
Range of Reading and Level of Text Complexity		
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. 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.	**EE.RL.9-10.10** **This Essential Element references all elements above.	**EE.RL.9-10.10** Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems.

Ninth-Tenth Grade English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
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.	**EE.RI.9-10.1** Determine which citations demonstrate what the text says explicitly as well as inferentially.	No Change
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.	**EE.RI.9-10.2** Determine the central idea of the text and select details to support it.	No Change
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.	**EE.RI.9-10.3** Determine connections drawn between ideas or events in informational text.	**EE.RI.9-10.3** Determine logical connections between individuals, ideas, or events in a text.
Craft and Structure		
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).	**EE.RI.9-10.4** Determine meanings of words and phrases in informational text including figurative language.	**EE.RI.9-10.4** Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.
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).	**EE.RI.9-10.5** Determine which sentences in a text support the claims of the author.	**EE.RI.9-10.5** Locate sentences that support an author's central idea or claim.
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.	**EE.RI.9-10.6** Determine an author's purpose or point of view.	**EE.RI.9-10.6** Determine author's point of view and compare with own point of view.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Integration of Knowledge and Ideas		
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.	**EE.RI.9-10.7** Compare a selection of informational text about a person with another medium.	**EE.RI.9-10.7** Analyze two accounts of a subject told in different mediums to determine how they are the same and different.
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.	**EE.RI.9-10.8** Delineate statements that support an argument.	**EE.RI.9-10.8** Determine how the specific claims support the argument made in an informational text.
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.	**EE.RI.9-10.9** Make connections between U.S. documents of historical and literary significance based on related themes and concepts.	**EE.RI.9-10.9** Determine the arguments of different texts on the same topic.
Range of Reading and Level of Text Complexity		
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. 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.	**EE.RI.9-10.10** **This Literature Essential Element references all elements above.	**EE.RI.9-10.10** Demonstrate understanding while actively engaged in reading or listening to literary non-fiction.

Ninth-Tenth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Text Types and Purposes		
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. 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. 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. 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. 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. e. Provide a concluding statement or section that follows from and supports the argument presented.	**EE.W.9-10.1** a. Write about a personal opinion and give more than one reason supporting and rejecting the claim. b. N/A c. N/A d. N/A	**EE.W.9-10.1** Write claims about topics or texts. a. Introduce a topic or text and write one claim and one counterclaim about it. b. Write one counter-claim. c. No Change d. No Change e. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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. 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. 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. 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. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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. 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).	**EE.W.9-10.2** 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. c. N/A d. N/A e. N/A f. N/A	**EE.W.9-10.2** Write to share information supported by details. a. Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate. b. Develop the topic with facts or details. c. Use complete, simple sentences as appropriate. d. Use domain specific vocabulary when writing claims related to a topic of study or text. e. No Change f. Providing a closing or concluding statement.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**EE.W.9-10.3** Select an event or personal experience and write about it. a-b. Introduce an experience or situation, at least one character, and describe multiple events in sequence. c. N/A d. N/A e. N/A	**EE.W.9-10.3** Write about events or personal experiences. a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. b. DELETE c. Organize the events in the narrative using temporal words to signal order as appropriate. d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. e. Provide a closing.
Production and Distribution of Writing		
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EE.W.9-10.4** Produce writing that is appropriate to a particular task, purpose, and audience.	**EE.W.9-10.4** Produce writing that is appropriate for the task, purpose, and audience.
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.	**EE.W.9-10.5** Develop writing by planning and revising own writing by adding more information.	**EE.W.9-10.5** Develop writing by planning and revising own writing.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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.	**EE.W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products.	No Change
Research to Build and Present Knowledge		
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.	**EE.W.9-10.7** Conduct short research projects to answer questions posed by self and others using multiple sources of information.	**EE.W.9-10.7** Conduct research projects to answer questions posed by self and others using multiple sources of information.
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.	**EE.W.9-10.8** Select information from multiple sources and use the information to write answers to research questions.	**EE.W.9-10.8** Write answers to research questions by selecting relevant information from multiple resources.
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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").	**EE.W.9-10.9** Use information from literary and informational text to support writing. a. 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."). b. Apply *Essential Elements of Grade 9-10 Reading Standards* to informational text (e.g., "Delineate statements that support an argument.").	**EE.W.9-10.9** Use information from literary and informational text to support writing. a. 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."). b. Apply Essential Elements of Grade 9-10 Reading Standards to informational texts (e.g., "Use sound reasons for supporting the claims and argument.").
Range of Writing		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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.	**EE.W.9-10.10** Write routinely over time for a range of tasks, purposes, and audiences.	No Change

Ninth-Tenth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Comprehension and Collaboration		
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. 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. 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. 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. 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.	**EE.SL.9-10.1** Initiate and participate in collaborative discussions. a. Prepare for discussions by collecting information on the topic. b. Work with peers to set rules for discussions. c. Ask and answer questions during a discussion. d. Indicate agreement or disagreement with others during discussions.	**EE.SL.9-10.1** Engage in collaborative discussions. a. No Change b. Work with adults and peers to set rules for discussions. c. Relate the topic of discussion to broader themes or ideas. d. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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.	**EE.SL.9-10.2** Determine the credibility of information presented in diverse media or formats.	No Change
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.	**EE.SL.9-10.3** Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported).	**EE.SL.9-10.3** Determine the speaker's point of view on a topic.
Presentation of Knowledge and Ideas		
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.	**EE.SL.9-10.4** Present information logically with an organization that is appropriate to the purpose, audience, and task.	**EE.SL.9-10.4** Present an argument on a topic with logically organized claims, reasons, and evidence.
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.	**EE.SL.9-10.5** Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.	No Change
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**EE.SL.9-10.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.	**EE.SL.9-10.6** Adapt communication to a variety of contexts and tasks.

Ninth-Tenth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Conventions of Standard English		
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* 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.	**EE.L.9-10.1** Demonstrate knowledge of the conventions of standard English grammar and usage when writing or speaking. a. N/A b. Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.	**EE.L.9-10.1** Demonstrate standard English grammar and usage when communicating. a. No Change b. No Change
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	**EEL.9-10.2.** Demonstrate understanding of use of conventions of standard English writing**.** a. Use correct punctuation when writing. b. N/A c. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	**EE.L.9-10.2** Demonstrate understanding of conventions of standard English. a. Use a comma and conjunction to combine two simple sentences. b. No Change c. No Change
Knowledge of Language		
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. 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.	**EE.L.9-10.3** Use knowledge of language to achieve desired meaning when writing or communicating. a. Write and revise work so that it communicates clearly to the intended audience.	**EE.L.9-10.3** Use language to achieve desired outcomes when communicating. a. Vary syntax when writing and communicating.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Vocabulary Acquisition and Use		
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. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy).* 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. 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).	**EE.L.9-10.4** Determine or clarify the meaning of unknown and multiple- meaning words. a. Use context to determine the meaning of unknown b. N/A c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. d. See EEL.9- 10.4.c. above.	**EE.L.9-10.4** Demonstrate knowledge of word meanings. a. No Change b. Identify and use root words and the words that result when affixes are added or removed. c. No Change d. DELETE
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	**EE.L.9-10.5** Demonstrate understanding of multiple meaning of words and figurative language**.** a. Distinguish understanding of multiple meaning of words and figures of speech. b. N/A	**EE.L.9-10.5** Demonstrate understanding of word relationships and use. a. Interpret common figures of speech. b. Determine the intended meaning of multiple meaning words.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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.	**EE.L.9-10.6** Acquire and use general academic and domain-specific words and phrases**.**	**EE.L.9-10.6** Use general academic and domain-specific words and phrases across contexts.

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR ELEVENTH-TWELFTH GRADE

Eleventh-Twelfth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
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.	**EE.RL.11-12.1** Cite textual evidence to determine where the text leaves matters uncertain.	**EE.RL.11-12.1** Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.
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.	**EE.RL.11-12.2** Provide a summary of an unfamiliar text.	**EE.RL.11-12.2** Recount the main events of the text which are related to the theme or central idea.
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).	**EE.RL.11-12.3** Explain how characters develop over the course of a story.	**EE.RL.11-12.3** Determine how characters, the setting or events change over the course of the story or drama.
Craft and Structure		
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. (Include Shakespeare as well as other authors.)	**EE.RL.11-12.4** Determine how words or phrases with multiple meanings have an impact on meaning or tone of a text.	**EE.RL.11-12.4** Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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.	**EE.RL.11-12.5** Determine how the author's choice of where to end the story contributes to the meaning.	No Change
RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	**EE.RL.11-12.6** Identify the intended meaning to match what an author wrote.	**EE.RL.11-12.6** Determine the point of view when there is a difference between the author's actual language and intended meaning.
Integration of Knowledge and Ideas		
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. (Include at least one play by Shakespeare and one play by an American dramatist.)	**EE.RL.11-12.7** Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.	No Change
RL.11-12.8 (Not applicable to literature)	**EE.RL.11-12.8** (Not applicable to literature)	No Change
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.	**EE.RL.11-12.9** 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.).	**EE.RL.11-12.9** Demonstrate explicit understanding of recounted versions of foundational works of American literature.
Range of Reading and Level of Text Complexity		
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.	**EE.RL.11-12.10** **This Literature Essential Element references all elements above.	**EE.RL.11-12.10** Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems.

Eleventh-Twelfth Grade English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Key Ideas and Details		
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.	**EE.RI.11-12.1** Cite textual evidence to determine where informational text leaves matters uncertain.	**EE.RI.11-12.1** Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.
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.	**EE.RI.11-12.2** Provide a summary of an informational text.	**EE.RI.11-12.2** Determine the central idea of a text; recount the text.
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.	**EE.RI.11-12.3** Explain how specific events develop over the course of the text.	**EE.RI.11-12.3** Determine how individuals, ideas, or events change over the course of the text.
Craft and Structure		
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).	**EE.RI.11-12.4** Determine the meaning of words or phrases within an informational text.	**EE.RI.11-12.4** Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.
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.	**EE.RI.11-12.5** Determine how the author's choice of where to make an argument contributes to the meaning.	**EE.RI.11-12.5** Determine whether the structure of a text enhances an author's claim.
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.	**EE.RI.11-12.6** Determine how the author's style affects the purpose of the text.	**EE.RI.11-12.6** Determine author's point of view and compare and contrast it with own point of view.
Integration of Knowledge and Ideas		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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.	**EE.RI.11-12.7** Analyze information presented in different media on related topics to answer questions or solve problems.	No Change
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).	**EE.RI.11-12.8** Explain how U.S. texts inform citizens' rights.	**EE.RI.11-12.8** Determine whether the claims and reasoning enhance the author's argument in an informational text.
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.	**EE.RI.11-12.9** Determine the purposes of foundational U. S. documents of historical significance.	**EE.RI.11-12.9** Compare and contrast arguments made by two different texts on the same topic.
Range of Reading and Level of Text Complexity		
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.	**EE.RI.11-12.10** **This Essential Element references all elements above.	**EE.RI.11-12.10** Demonstrate understanding while actively engaged in reading or listening to literary non-fiction.

Eleventh-Twelfth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Text Types and Purposes		
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. 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. 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. 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. 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. e. Provide a concluding statement or section that follows from and supports the argument presented.	**EE.W.11-12.1** a-b. Write to express an opinion with supporting information about a topic or text and a concluding statement. c. N/A d. N/A e. N/A	**EE.W.11-12.1** Write arguments to support claims. a. Write an argument to support a claim that results from studying a topic or reading a text. b. Support claims with reasons and evidence drawn from text. c. No Change d. No Change e. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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. 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. 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. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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. 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).	**EE.W.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. c. N/A d. N/A e. N/A f. N/A	**EE.W.11-12.2** Write to share information supported by details. a. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate. b. Develop the topic with relevant facts, details, or quotes. c. Use complete, simple sentences, as well as compound and other complex sentences as appropriate. d. Use domain specific vocabulary when writing claims related to a topic of study or text. e. No Change f. Provide a closing or concluding statement.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**EE.W.11-12.3** Select an event or personal experience and write about it. a-c. Introduce an experience or situation, at least one character, and describe multiple events in sequence. d. N/A e. N/A	**EE.W.11-12.3** Write about events or personal experiences. a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. b. DELETE c. Organize the events in the narrative using temporal words to signal order and add cohesion. d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. e. Provide a closing.
Production and Distribution of Writing		
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**EE.W.11-12.4** Produce writing that is appropriate to a particular task, purpose, and audience.	No Change
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.	**EE.W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, and rewriting.	No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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.	**EE.W.11-12.6** Use technology, including the Internet, to produce, publish and update an individual or shared writing project.	No Change
Research to Build and Present Knowledge		
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.	**EE.W.11-12.7** Conduct short research projects to answer questions posed by self and others using multiple sources of information.	**EE.W.11-12.7** Conduct research projects to answer questions posed by self and others using multiple sources of information.
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 overreliance on any one source and following a standard format for citation.	**EE.W.11-12.8** Select information from multiple sources and use the information to write answers to research questions.	**EE.W.11-12.8** Write answers to research questions by selecting relevant information from multiple resources.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). 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]").	**EE.W.11-12.9** Cite evidence from literary or informational texts. 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]."). b. b. Apply *Essential Elements of Grade 11-12 Reading Standards* to nonfictional or informational texts (e.g., "Explain how U.S. texts inform citizens' righ ts.").	**EE.W.11-12.9** Cite evidence from literary or informational texts. 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]."). b. Apply Grades 11-12 Essential Elements for Reading Standards to informational texts (eg., "Compare and contrast reasoning and arguments used in one's work with those used in seminal U.S. texts.").
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.	**EE.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.	No Change

Eleventh-Twelfth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Comprehension and Collaboration		
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. 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. b. Work with peers to promote civil, democratic discussions and decision- making, set clear goals and deadlines, and establish individual roles as needed. 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. 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.	**EE.SL.11-12.1** Initiate and participate in collaborative discussions. a. Prepare for discussions by collecting information on the topic. b. Work with peers to set rules, goals, and deadlines to promote democratic discussions. c. Ask and answer questions to verify or clarify own ideas and understandings during a discussion. d. Restate comments or claims made by others during a discussion.	**EE.SL.11-12.1** Engage in collaborative discussions. a. No Change b. Work with peers to set rules and goals for discussions. c. No Change d. Respond to agreements and disagreements in a discussion.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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.	**EE.SL.11-12.2** Determine the credibility and accuracy of information presented across diverse media or formats.	No Change
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.	**EE.SL.11-12.3** Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported).	**EE.SL.11-12.3** Determine whether the claims and reasoning enhance the speaker's argument on a topic.
Presentation of Knowledge and Ideas		
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.	**EE.SL.11-12.4** Present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task.	**EE.SL.11-12.4** Present an argument on a topic using an organization appropriate to the purpose, audience, and task.
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.	**EE.SL.11-12.5** Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.	**EE.SL.11-12.5** Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	**EE.SL.11-12.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.	**EE.SL.11-12.6** Adapt communication to a variety of contexts and tasks.

Eleventh-Twelfth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Conventions of Standard English		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., c. *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage)* as needed.	**EE.L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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). b. 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).	**EE.L.11-12.1** Demonstrate standard English grammar and usage when communicating. a. Use conventions of standard English when needed. b. Use digital, electronic, and other resources and tools to improve uses of language as needed.
L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	**EE.L.11-12.2** Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication. b. N/A	**EE.L.11-12.2** Demonstrate understanding of conventions of standard English. a. Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing. b. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
Knowledge of Language		
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. 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.	**EE.L.11-12.3** Use knowledge of language to achieve desired meaning when writing or communicating. a. Vary sentence structure using a variety of simple and compound sentence structures.	**EE.L.11-12.3** Use language to achieve desired outcomes when communicating. a. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
Vocabulary Acquisition and Use		
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. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable).* 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. 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).	**EE.L.11-12.4** Demonstrate knowledge of the meaning of words and phrases drawn reading and academic content. a. Use context to determine the meaning of unknown words. b. N/A c. N/A d. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.	**EE.L.11-12.4** Demonstrate knowledge of word meanings. a. No Change b. Identify and use root words and the words that result when affixes are added or removed. c. No Change d. d. No Change
L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	**EE.L.11-12.5** Demonstrate understanding of figurative language and words relationships. a. Interpret simple figures of speech encountered while reading or listening. b. N/A	**EE.L.11-12.5** Demonstrate understanding of word relationships and use. a. No Change b. No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
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.	**EE.L.11-12.6** Use academic and domain-specific words and phrases for communication appropriate for the student's educational plans and career goals.	**EE.L.11-12.6** Use general academic and domain-specific words and phrases across contexts.

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS

FOR

English Language Arts

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Background on the Dynamic Learning Maps Essential Elements

The Dynamic Learning Maps Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards. The purpose of the Dynamic Learning Maps Essential Elements is to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities. The initial draft of the Dynamic Learning Maps Essential Elements (then called the Common Core Essential Elements) was released in the spring of 2012.

The initial version of the Dynamic Learning Maps Essential Elements (DLM EEs) was developed by a group of educators and content specialists from the 12 member states of the Dynamic Learning Maps Alternate Assessment Consortium (DLM) in the spring of 2011. Led by Edvantia, Inc., a sub-contractor of DLM, representatives from each state education agency and the educators and content specialists they selected developed the original draft of DLM EEs. Experts in mathematics and English language arts, as well as individuals with expertise in instruction for students with significant cognitive disabilities, reviewed the draft documents. Edvantia then compiled the information into the version released in the spring of 2012.

Concurrent with the development of the DLM EEs, the DLM consortium was actively engaged in building learning maps in mathematics and English language arts. The DLM learning maps are highly connected representations of how academic skills are acquired, as reflected in research literature. In the case of the DLM project, the Common Core State Standards helped to specify academic targets, while the surrounding map content clarified how students could reach the specified standard. Learning maps of this size had not been previously developed, and as a

result, alignment between the DLM EEs and the learning maps was not possible until the fall of 2012, when an initial draft of the learning maps was available for review.

Alignment of the DLM EEs to the DLM Learning Maps

Teams of content experts worked together to revise the initial version of the DLM EEs and the learning maps to ensure appropriate alignment of these two critical elements of the project. Alignment involved horizontal alignment of the DLM EEs with the Common Core State Standards and vertical alignment of the DLM EEs with meaningful progressions in the learning maps. The alignment process began when researchers Caroline Mark and Kelli Thomas compared the learning maps with the initial version of the DLM EEs to determine how the map and the DLM EEs should be adjusted to improve their alignment. The teams of content experts most closely involved with this alignment work included:

Mathematics
Kelli Thomas, Ph.D. (co-lead)
Angela Broaddus, Ph.D. (co-lead)
Perneet Sood
Kristin Joannou
Bryan Candea Kromm

English Language Arts
Caroline Mark, Ph.D. (lead)
Jonathan Schuster, Ph.D.
Russell Swinburne Romine, Ph.D.
Suzanne Peterson

These teams worked in consultation with Sue Bechard, Ph.D. and Karen Erickson, Ph.D., who offered guidance based on their experience in alternate assessments of students with significant cognitive disabilities.

The Alignment Process

The process of aligning the learning map and the DLM EEs began by identifying nodes in the maps that represented the essential elements in mathematics and English language arts. This process revealed areas in the maps where additional nodes were needed to account for incremental growth reflected from an essential element in one grade to the next. Also identified

were areas in which an essential element was out of place developmentally, according to research, with other essential elements. For example, adjustments were made when an essential element related to a higher-grade map node appeared earlier on the map than an essential element related to a map node from a lower grade (e.g., a fifth-grade skill preceded a third-grade skill). Finally, the alignment process revealed DLM EEs that were actually written as instructional tasks rather than learning outcomes.

This initial review step provided the roadmap for subsequent revision of both the learning maps and the DLM EEs. The next step in the DLM project was to develop the claims document, which served as the basis for the evidence-centered design of the DLM project and helped to further refine both the modeling of academic learning in the maps and the final revisions to the DLM EEs.

Claims and Conceptual Areas

The DLM system uses a variant of evidence-centered design (ECD) as the framework for developing the DLM Alternate Assessment System. While ECD is multifaceted, it starts with a set of claims regarding important knowledge in the domains of interest (mathematics and English language arts), as well as an understanding of how that knowledge is acquired. Two sets of claims have been developed for DLM that identify the major domains of interest within mathematics and English language arts for students with significant cognitive disabilities. These claims are broad statements about expected student learning that serve to focus the scope of the assessment. Because the learning map identifies particular paths to the acquisition of academic skills, the claims also help to organize the structures in the learning map for this population of students. Specifically, conceptual areas within the map further define the knowledge and skills required to meet the broad claims identified by DLM.

The claims are also significant because they provide another means through which to evaluate alignment between the DLM EEs and the learning map nodes, and serve as the foundation for evaluating the validity of inferences made from test scores. DLM EEs related to a particular claim and conceptual area must clearly link to one another, and the learning map must reflect how that knowledge is acquired. Developing the claims and conceptual areas for DLM provided a critical framework for organizing nodes on the learning maps and, accordingly, the DLM EEs that align with each node.

The table below reveals the relationships among the claims, conceptual areas, and DLM EEs in English language arts. The DLM EEs are represented with codes that reflect the strands in English language arts with the strand listed first, followed by the standard. For example, EE.RL.1 is the DLM EE that aligns with Reading Literature standard 1. The grade is not identified for the English language arts standards in the table below, as strands remain consistent from kindergarten through high school. Keys to the codes can be found under the table.

Clearly articulated claims and conceptual areas for DLM served as an important evidence-centered framework within which this version of the DLM EEs was developed. With the claims and conceptual areas in place, the relationship between DLM EEs within a claim and conceptual area or across grade levels is easier to track and strengthen. The learning maps, as well as the claims and conceptual areas, had not yet been developed when the original versions of the DLM EEs were created. As such, the relationship of DLM EEs within and across grade levels was more difficult to evaluate at that time.

Table 1. Dynamic Learning Maps Claims and Conceptual Areas for Students with Significant Cognitive Disabilities in English Language Arts

Claim 1	**Students can comprehend text in increasingly complex ways.** Conceptual Areas in the Dynamic Learning Map: **C1.1 Determining Critical Elements of Text** *Essential Elements Included: RL*1, RL*3, RL*5, RI*1, RI*2, RI*5* **C1.2 Constructing Understandings of Text** *Essential Elements Included: RL*2, RL*4, RI*4, RI*8, L*5* **C1.3 Integrating Ideas and Information from Text** *Essential Elements Included: RL*6, RL*7, RL*9, RI*3, RI*6, RI*7, RI*9, W*9a, W*9b*
Claim 2	**Students can produce writing for a range of purposes and audiences.** Conceptual Areas in the Dynamic Learning Map: **C2.1 Using Writing to Communicate** *Essential Elements Included: W*2a, W*2b, W*2c, W*2d, W*2f, W*3a, W*3e, W*4, W*5, L*1a (grades K-2) L*2a, L*2b* **C2.2 Integrating Ideas and Information in Writing** *Essential Elements Included: W*1a, W*1b, W*3b, W*3c, W*3d, W*8 (grades K-4)*
Claim 3	**Students can communicate for a range of purposes and audiences.** Conceptual Areas in the Dynamic Learning Map: **C3.1 Using Language to Communicate with Others** *Essential Elements Included: SL*6, L*1a (grades 3-6), L*1b, L*1c, L*1d, L*1e, L*1f, L*1g, L*1i, L*1j, L*3, L*4a, L*4b, L*6* **C3.2 Clarifying and Contributing in Discussion** *Essential Elements Included: SL*1a, SL*1b, SL*1c, SL*1d, SL*2, SL*3, SL*4*
Claim 4	**Students can engage in research/inquiry to investigate topics and present information.** Conceptual Areas in the Dynamic Learning Map: ***C4.1* Using Sources and Information** *Essential Elements Included: W*7, W*8 (grades 5-12)* ***C4.2* Collaborating and Presenting Ideas** *Essential Elements Included: W*6, SL*5*

L = language; RL = reading literature; RI = reading information text; SL = speaking and listening; W = writing

Resulting Changes to the DLM Essential Elements

The development of the entire DLM Alternate Assessment System guided a final round of revisions to the DLM EEs, which can be organized into four broad categories: alignment across grade levels, language specificity, common core alignment, and defining learning expectations

(rather than instructional tasks). The first type of revision was required to align the DLM EEs across grade levels, both vertically and horizontally. The maps, and the research supporting them, were critical in determining the appropriate progression of skills and understandings from grade to grade. This alignment across grade levels was important within and across standards, strands, and domains. For example, in determining when it was appropriate to introduce concepts in mathematics regarding the relative position of objects, we had to consider the grade level at which prepositions that describe relative position were introduced in English language arts. Examining the research-based skill development outlined in the learning map aided in these kinds of determinations.

The articulation of the claims and conceptual areas reinforced the need for specific language in the DLM EEs to describe learning within an area. Because teams assigned to grade bands developed the first round of DLM EEs, the language choices from one grade to the next were not consistent. Even when closely related skills, concepts, or understandings were targeted, the same terms were not always selected to describe the intended learning outcome. The teams of content experts who worked on this revised version of the DLM EEs were very intentional in selecting a common set of terms to reflect the claims and conceptual areas and applied them consistently across the entire set of DLM EEs.

Another important change in this version of the DLM EEs involved alignment to the Common Core State Standards (CCSS). Given that the DLM EEs are intended to clarify the bridge to the CCSS expectations for students with the most significant cognitive disabilities, it is critical that alignment be as close as possible without compromising learning and development over time. While there was never a one-to-one correspondence between the CCSS and the

DLM EEs, the revisions have made the alignment between the two more precise than it was in the first version.

Finally, revisions to the DLM EEs involved shifting the focus of a small number of DLM EEs that were written in the form of instructional tasks rather than learning expectations, and adding “With guidance and support” to the beginning of a few of the DLM EEs in the primary grades in English language arts to reflect the expectations articulated in the CCSS.

Members of the DLM consortium reviewed each of the changes to the original version of the DLM EEs. Four states provided substantive feedback on the revisions, and this document incorporates the changes those teams suggested.

Access to Instruction and Assessment

The DLM EEs specify learning targets for students with significant cognitive disabilities; however, they do not describe all of the ways that students can engage in instruction or demonstrate understanding through an assessment. Appropriate modes of communication, both for presentation or response, are not stated in the DLM EEs unless a specific mode is an expectation. Where no limitation has been stated, no limitation should be inferred. Students’ opportunities to learn and to demonstrate learning during assessment should be maximized by providing whatever communication, assistive technologies, augmentative and alternative communication (AAC) devices, or other access tools that are necessary and routinely used by the student during instruction.

Students with significant cognitive disabilities include a broad range of students with diverse disabilities and communication needs. For some students with significant cognitive disabilities, a range of assistive technologies is required to access content and demonstrate achievement. For other students, AAC devices or accommodations for hearing and visual impairments will be needed. During instruction, teams should meet individual student needs using whatever technologies and accommodations are

required. Examples of some of the ways that students may use technology while learning and demonstrating learning are topics for professional development, and include:

- communication devices that compensate for a student's physical inability to produce independent speech.

- alternate access devices that compensate for a student's physical inability to point to responses, turn pages in a book, or use a pencil or keyboard to answer questions or produce writing.

Guidance and Support

The authors of the CCSS use the words "prompting and support" at the earliest grade levels to indicate when students are not expected to achieve standards completely independently. Generally, "prompting" refers to "the action of saying something to persuade, encourage, or remind someone to do or say something" (McKean, 2005). However, in special education, prompting is often used to mean a system of structured cues to elicit desired behaviors that otherwise would not occur. In order to clearly communicate that teacher assistance is permitted during instruction of the DLM EEs and is not limited to structured prompting procedures, the decision was made by the stakeholder group to use the more general term *guidance* throughout the DLM EEs.

Guidance and support during instruction should be interpreted as teacher encouragement, general assistance, and informative feedback to support the student in learning. Some examples of the kinds of teacher behaviors that would be considered guidance and support include verbal supports, such as

- getting the student started (e.g., "Tell me what to do first."),
- providing a hint in the right direction without revealing the answer (e.g., Student wants to write *dog* but is unsure how, so the teacher might say, "See if you can write the first letter in the word, /d/og [phonetically pronounced]."),
- using structured technologies such as task-specific word banks, or

- providing structured cues such as those found in prompting procedures (e.g., least-to-most prompts, simultaneous prompting, and graduated guidance).

Guidance and support as described above applies to instruction and is also linked to demonstrating learning relative to DLM EEs, where guidance and support is specifically called out within the standards.

Conclusion

Developing the research-based model of knowledge and skill development represented in the DLM Learning Maps supported the articulation of assessment claims for mathematics and English language arts. This articulation subsequently allowed for a careful revision of the DLM EEs to reflect both horizontal alignment with the CCSS and vertical alignment across the grades, with the goal of moving students toward more sophisticated understandings in both domains. Though the contributions made by Edvantia and our state partners in developing the initial set of DLM EEs were a critical first step, additional revisions to the DLM EEs were required to ensure consistency across all elements of the Dynamic Learning Maps Alternate Assessment System.

APPENDIX

Development of the Dynamic Learning Maps Essential Elements has been a collaborative effort among practitioners, researchers, and our state representatives. Listed below are the reviews and the individuals involved with each round of improvements to the Dynamic Learning Maps Essential Elements. Thank you to all of our contributors.

Review of Draft Two of Dynamic Learning Maps Essential Elements

A special thanks to all of the experts nominated by their state to review draft two of the Dynamic Learning Maps Essential Elements. We are grateful for your time and efforts to improve these standards for students with significant cognitive disabilities. Your comments have been incorporated into this draft. The states with teams who reviewed draft two include:

Illinois	Oklahoma
Iowa	Utah
Kansas	Virginia
Michigan	West Virginia
Missouri	Wisconsin

Development of the Original Dynamic Learning Maps Common Core Essential Elements

A special thanks to Edvantia and the team of representatives from Dynamic Learning Maps consortium states who developed the original Common Core Essential Elements upon which the revised Dynamic Learning Maps Essential Elements are based. The team from Edvantia who led the original effort included:

Jan Sheinker, Sheinker Educational Services, Inc.
Beth Judy, Director, Assessment, Alignment, and Accountability Services
Nathan Davis, Information Technology Specialist
Kristen Deitrick, Corporate Communications Specialist
Linda Jones, Executive Assistant

Representatives from Dynamic Learning Maps consortium states included:

IOWA
SEA Representatives: Tom Deeter, Emily Thatcher
Stakeholders: Peggy Akins, Judy Hamer, Kathleen Kvamme-Promes, Donna Shaw

KANSAS
SEA Representatives: Debbie Matthews, Kris Shaw
Stakeholders: Debby Byrne, Holly Draper, Dawn Gresham, Linda Hickey

MICHIGAN
SEA Representatives: Joanne Wilkelman, Adam Wyse
Stakeholders: Debra Susan Asano, Thomai Gersh, Marcia O'Brian, Terri Portice

MISSOURI
SEA Representatives: Lynn Everett, Jane VanDeZande
Stakeholders: Melia Franklin, Lou Ann Hoover, Debbie Jameson, Kate Sadler

NEW JERSEY
SEA Representatives: Melanie O'Dea
Stakeholders: Brenda Berrios, Neal Webster, Tina Yurcho

NORTH CAROLINA
SEA Representatives: Claire Greer, Sarah Reives
Stakeholders: Emma Hatfield-Sidden, Judy Jennings, Jennifer Michalenok,

OKLAHOMA
SEA Representatives: Jennifer Burnes, Amy Dougherty
Stakeholders: Pam Cox, Dianna Daubenspeck, Sondra LeGrande, Christie Stephenson

UTAH
SEA Representatives: Wendy Carver, Kurt Farnsworth
Stakeholders: James Bray, Janice Hill, Linda Stallviere, Ryan Webb

VIRGINIA
SEA Representative: John Eisenberg
Stakeholders: Maria Beck, Daniel Blegun, Al Klugh, Cheryl Ann Prevatte

WASHINGTON
SEA Representatives: Judy Kraft, Janice Tornow
Stakeholders: Annalisa Brewster, Kim Cook, Jeffrey Dunn, Kimberly Perisho

WEST VIRGINIA
SEA Representatives: Beth Cipoletti, Melissa Gholson
Stakeholders: Robert Bartlett, Gerald Hartley, Angel Harris, Angela See

WISCONSIN
SEA Representatives: Emilie Amundson, Kristen Burton
Stakeholders: Lori Hillyer, Tamara Maxwell, Connie Persike, Sara Vold

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR KINDERGARTEN

Kindergarten English Language Arts Standards: Reading (Literature)

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

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

Kindergarten English Language Arts Standards: Reading (Informational Text)

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

Kindergarten English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	DLM Essential Elements
Print Concepts	
RF.K.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	**EE.RF.K.1** Demonstrate emerging understanding of the organization of print. a. With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end. b. Not applicable c. Not applicable d. Not applicable
Phonological Awareness	
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**EE.RF.K.2** Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes). a. With guidance and support, recognize rhyming words. b. With guidance and support, recognize the number of words in a spoken message. c. With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word. d. Not applicable e. Not applicable

Phonics and Word Recognition	
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does).* d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**EE.RF.K.3** Demonstrate emerging awareness of print. a. With guidance and support, recognize first letter of own name in print. b. Not applicable c. With guidance and support, recognize environmental print. d. Not applicable
Fluency	
RF.K.4 Read emergent-reader texts with purpose and understanding.	**EE.RF.K.4** Engage in purposeful shared reading of familiar text.

Kindergarten English Language Arts Standards: Writing

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

CCSS Grade-Level Standards	DLM Essential Elements
W.K.9 (Begins in grade 4)	**EE.W.K.9** (Begins in grade 4)
Range of Writing	
W.K.10 (Begins in grade 3)	**EE.W.K.10** (Begins in grade 3)

Kindergarten English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
Comprehension and Collaboration	
SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	**EE.SL.K.1** Participate in conversations with others. a. Communicate directly with supportive adults or peers. b. Participate in multiple-turn communication exchanges with support from adults.
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.	**EE.SL.K.2** Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	**EE.SL.K.3** Ask for help when needed.
Presentation of Knowledge and Ideas	
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	**EE.SL.K.4** With guidance and support, identify familiar people, places, things, and events.
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	**EE.SL.K.5** With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	**EE.SL.K.6** With guidance and support, communicate thoughts, feelings, and ideas.

Kindergarten English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
Conventions of Standard English.	
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes).* d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how).* e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with).* f. Produce and expand complete sentences in shared language activities.	**EE.L.K.1** Demonstrate emerging understanding of letter and word use. a. With guidance and support, distinguish between letters and other symbols or shapes. b. With guidance and support, use frequently occurring nouns in communication. c. With guidance and support, use frequently occurring plural nouns. d. With guidance and support, identify answers to simple questions (e.g., who, what) from an array of choices. e. With guidance and support, demonstrate understanding of common prepositions: *on, off, in, out.* f. With guidance and support, link two or more words together in communication.
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I.* b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Not applicable
Knowledge of Language	
L.K.3 (Begins in grade 2)	**EE.L.K.3** (Begins in grade 2)

CCSS Grade-Level Standards	DLM Essential Elements
Vocabulary Acquisition and Use	
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content.* a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck).* 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.	**EE.L.K.4** Demonstrate emerging knowledge of word meanings. a. With guidance and support, demonstrate understanding of words used in every day routines. b. Not applicable
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful).* d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance)* by acting out the meanings.	**EE.L.K.5** Demonstrate emerging understanding of word relationships. a. With guidance and support, sort common objects into familiar categories. b. With guidance and support, demonstrate understanding of frequently occurring opposites. c. With guidance and support, use words to communicate in real-life situations. d. With guidance and support, demonstrate an understanding of common verbs.
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	**EE.L.K.6** With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR FIRST GRADE

First Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
RL.1.1 Ask and answer questions about key details in a text.	**EE.RL.1.1** Identify details in familiar stories.
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**EE.RL.1.2** With guidance and support, recount major events in familiar stories.
RL.1.3 Describe characters, settings, and major events in a story, using key details.	**EE.RL.1.3** Identify characters and settings in a familiar story.
Craft and Structure	
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**EE.RL.1.4** With guidance and support, identify sensory or feeling words in a familiar story.
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.	**EE.RL.1.5** With guidance and support, identify a text as telling a story.
RL.1.6 Identify who is telling the story at various points in a text.	**EE.RL.1.6** With guidance and support, identify a speaker within a familiar story.
Integration of Knowledge and Ideas	
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	**EE.RL.1.7** Identify illustrations or objects/tactual information that go with a familiar story.
RL.1.8 (Not applicable to literature)	**EE.RL.1.8** (Not applicable to literature)
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	**EE.RL.1.9** With guidance and support identify adventures or experiences of characters in a story as same or different.
Range of Reading and Level of Text Complexity	

CCSS Grade-Level Standards	DLM Essential Elements
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	**EE.RL.1.10** With guidance and support, actively engage in shared reading for a clearly stated purpose.

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

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
RI.1.1 Ask and answer questions about key details in a text.	**EE.RI.1.1** Identify details in familiar text.
RI.1.2 Identify the main topic and retell key details of a text.	**EE.RI.1.2** With guidance and support, identify details related to the topic of a text.
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**EE.RI.1.3** Identify individuals, events, or details in a familiar informational text.
Craft and Structure	
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	**EE.RI.1.4** With guidance and support, ask a reader to clarify the meaning of a word in a text.
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.	**EE.RI.1.5** Locate the front cover, back cover, and title page of a book.
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**EE.RI.1.6** Distinguish between words and illustrations in a text.
Integration of Knowledge and Ideas	
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	**EE.RI.1.7** Identify illustrations or objects/tactual information that go with a familiar text.
RI.1.8 Identify the reasons an author gives to support points in a text.	**EE.RI.1.8** Identify points the author makes in a familiar informational text.
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**EE.RI.1.9** With guidance and support, match similar parts of two texts on the same topic.
Range of Reading and Level of Text Complexity	
RI.1.10 With prompting and support read informational texts appropriately complex for grade 1.	**EE.RI.1.10** Actively engage in shared reading of informational text.

First Grade English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	DLM Essential Elements
Print Concepts	
RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	**EE.RF.1.1** Demonstrate emerging understanding of the organization of print. a. Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word). b. Not applicable c. Not applicable
Phonological Awareness	
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	**EE.RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize rhyming words. b. With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word. c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word. d. With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition	
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	**EE.RF.1.3** Demonstrate emerging letter and word identification skills. a. Identify upper case letters of the alphabet. b. With guidance and support, recognize familiar words that are used in every day routines. c. Not applicable d. Not applicable e. Not applicable f. Not applicable g. Not applicable
Fluency	
RF.1.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**EE.RF.1.4** Begin to attend to words in print. a. Engage in sustained, independent study of books. b. Participate in shared reading of a variety of reading materials reflecting a variety of text genre. c. Not applicable

First Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
Production and Distribution of Writing	
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.	**EE.W.1.1** Select a familiar book and use drawing, dictating, or writing to state an opinion about it.
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.	**EE.W.1.2** Select a familiar topic and use drawing, dictating, or writing to share information about it.
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.	**EE.W.1.3** Select an event and use drawing, dictating, or writing to share information about it.
W.1.4 (Begins in grade 3)	**EE.W.1.4** (Begins in grade 3)
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.	**EE.W.1.5** With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it.
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.	**EEW.1.6** With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.
Research to Build and Present Knowledge	
W.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).	**EE.W.1.7** With guidance and support, participate in shared research and writing projects.
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**EE.W.1.8** With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.
W.1.9 (Begins in grade 4)	**EE.W.1.9** (Begins in grade 4)
W.1.10 (Begins in grade 3)	**EE.W.1.10** (Begins in grade 3)

First Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
Comprehension and Collaboration.	
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. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	**EE.SL.1.1** Participate in conversations with adults. a. Engage in multiple-turn exchanges with supportive adults. b. Build on comments or topics initiated by an adult. c. Uses one or two words to ask questions related to personally relevant topics.
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	**EE.SL.1.2** During shared reading activities, answer questions about details presented orally or through other media.
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.	**EE.SL.1.3** Communicate confusion or lack of understanding ("I don't know.").
Presentation of Knowledge and Ideas	
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**EE.SL.1.4** Identify familiar people, places, things, and events.
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	**EE.SL.1.5** Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
SL.1.6 Produce complete sentences when appropriate to task and situation.	**EE.SL.1.6** With guidance and support, provide more information to clarify ideas, thoughts, and feelings.

First Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
Conventions of Standard English	
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop).* d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything).* 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).* f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because).* h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., *during, beyond, toward).* j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	**EE.L.1.1** Demonstrate emerging understanding of letter and word use. a. Write letters from own name. b. Use frequently occurring nouns in communication. c. Use frequently occurring plural nouns in communication. d. With guidance and support, use familiar personal pronouns (e.g., *I, me,* and *you).* e. Use familiar present tense verbs. f. With guidance and support, use familiar frequently occurring adjectives (e.g., *big, hot).* g. Not applicable h. Not applicable i. With guidance and support, use common prepositions(e.g., *on, off, in, out)*. j. With guidance and support, use simple question words (interrogatives) (e.g., *who, what).*

CCSS Grade-Level Standards	DLM Essential Elements
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	**EE.L.1.2** Demonstrate emerging understanding of conventions of standard English. a. Not applicable b. With guidance and support during shared writing, put a period at the end of a sentence. c. Not applicable d. With guidance and support, use letters to create words. e. With guidance and support during shared writing, identify the letters that represent sounds needed to spell words.
Knowledge of Language	
L.1.3 (Begins in grade 2)	**EE.L.1.3** (Begins in grade 2)
Vocabulary Acquisition and Use	
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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look)* and their inflectional forms (e.g., *looks, looked, looking).*	**EE.L.1.4** Demonstrate emerging knowledge of word meanings. a. Demonstrate understanding of words used in every day routines. b. Not applicable c. Not applicable

CCSS Grade-Level Standards	DLM Essential Elements
L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., *colors, clothing*) to gain a sense of the concepts the categories represent. 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). c. Identify real-life connections between words and their use (e.g., *note places at home that are cozy).* 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.	**EE.L.1.5** Demonstrate emerging understanding of word relationships. a. With guidance and support, sort common objects into familiar categories. b. With guidance and support, identify attributes of familiar words. c. With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use. d. Not applicable
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*).	**EE.L.1.6** With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR SECOND GRADE

Second Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
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.	**EE.RL.2.1** Answer *who* and *where* questions to demonstrate understanding of details in a familiar text.
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**EE.RL.2.2** Using details from the text, recount events from familiar stories from diverse cultures.
RL.2.3 Describe how characters in a story respond to major events and challenges.	**EE.RL.2.3** Identify the actions of the characters in a story.
Craft and Structure	
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.	**EE.RL.2.4** Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song.
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	**EE.RL.2.5** Determine the beginning and ending of a familiar story with a logical order.
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.	**EE.RL.2.6** Identify the speakers in a dialogue.
Integration of Knowledge and Ideas	
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.	**EE.RL.2.7** Identify illustrations or objects/tactual information in print or digital text that depict characters.
RL.2.8 (Not applicable to literature)	**EE.RL.2.8** (Not applicable to literature)
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.	**EE.RL.2.9** Identify similarities between two episodes in a story.

Range of Reading and Level of Text Complexity	
RL.2.10 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.	**EE.RL.2.10** Actively engage in shared reading of stories and poetry for clearly stated purposes.

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

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
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.	**EE.RI.2.1** Answer *who* and *what* questions to demonstrate understanding of details in a familiar text.
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	**EE.RI.2.2** Identify the topic of the text.
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**EE.RI.2.3** Identify individuals, events, or details in an informational text.
Craft and Structure	
RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.	**EE.RI.2.4** Identify words related to a topic of a text.
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.	**EE.RI.2.5** Identify details in informational text or its graphic representations.
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	**EE.RI.2.6** Identify the role of the author and the illustrator.
Integration of Knowledge and Ideas	
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	**EE.RI.2.7** Identify illustrations or objects/tactual information that go with a text.
RI.2.8 Describe how reasons support specific points the author makes in a text.	**EE.RI.2.8** Identify points the author makes in an informational text.
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	**EE.RI.2.9** Identify a common element between two texts on the same topic.

CCSS Grade-Level Standards	DLM Essential Elements
Range of Reading and Level of Text Complexity	
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.	**EE.RI.2.10** Actively engage in shared reading of informational text including history/SS, science, and technical texts.

Second Grade English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	DLM Essential Elements
Phonics and Word Recognition.	
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	**EE.RF.2.3** Demonstrate emerging use of letter-sound knowledge to read words. a. Identify the lower case letters of the alphabet. b. Identify letter sound correspondence for single consonants. c. Not applicable d. Not applicable e. Not applicable f. Recognize 10 or more written words.
Fluency	
RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**EE.RF.2.4** Attend to words in print. a. Read familiar text comprised of known words. b. Not applicable c. Not applicable

Second Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
Research to Build and Present Knowledge	
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.	**EE.W.2.1** Select a book and write, draw, or dictate to state an opinion about it.
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.	**EE.W.2.2** Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.
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.	**EE.W.2.3** Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.
Production and Distribution of Writing	
W.2.4 (Begins in grade 3)	**EE.W.2.4** (Begins in grade 3)
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	**EE.W.2.5** With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message.
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.	**EE.W.2.6** With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.
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).	**EE.W.2.7** Participate in shared research and writing projects.
Research to Build and Present Knowledge	
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	**EE.W.2.8** Identify information related to personal experiences and answer simple questions about those experiences.

CCSS Grade-Level Standards	DLM Essential Elements
W.2.9 (Begins in grade 4)	**EE.W.2.9** (Begins in grade 4)
Range of Writing	
W.2.10 (Begins in grade 3)	**EE.W.2.10** (Begins in grade 3)

Second Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
Comprehension and Collaboration	
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. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	**EE.SL.2.1** Participate in conversations with adults and peers. a. Engage in multiple-turn exchanges with peers with support from an adult. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	**EE.SL.2.2** During shared reading activities, ask and answer questions about details presented orally or through other media.
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.	**EE.SL.2.3** Answer questions about the details provided by the speaker.
Presentation of Knowledge and Ideas.	
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	**EE.SL.2.4** Identify a photograph or object that reflects a personal experience and tell one detail about it.
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.	**EE.SL.2.5** Select visual, audio, or tactual representations to depict a personal experience.
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**EE.SL.2.6** Combine words when communicating to provide clarification.

Second Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
Conventions of Standard English	
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group).* b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish).* c. Use reflexive pronouns (e.g., *myself, ourselves).* d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told).* e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 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).*	**EE.L.2.1** Demonstrate understanding of letter and word use. a. Produce all upper case letters. b. Use common nouns (e.g., *mom, dad, boy, girl*) in communication. c. Use frequently occurring pronouns to refer to self and others (e.g., *we, they, him, her, them).* d. Use frequently occurring verbs. e. Use frequently occurring adjectives. f. Combine two or more words together in communication.
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**EE.L.2.2** Demonstrate emerging understanding of conventions of standard English. a. With guidance and support, capitalize the first letter of familiar names. b. Not applicable c. Not applicable d. Identify printed rhyming words with the same spelling pattern. e. Consult print in the environment to support reading and spelling.
Knowledge of Language	

CCSS Grade-Level Standards	DLM Essential Elements
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	**EE.L.2.3** Use language to achieve desired outcomes when communicating. a. Use symbolic language when communicating.

Vocabulary Acquisition and Use	
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. a. Use sentence-level context as a clue to the meaning of a word or phrase. 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).* c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional).* d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).* e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	**EE.L.2.4** Demonstrate knowledge of word meanings. a. Demonstrate knowledge of new vocabulary drawn from reading and content areas. b. Not applicable c. Not applicable d. Identify the words comprising compound words. e. Not applicable
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy).* b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl)* and closely related adjectives (e.g., *thin, slender, skinny, scrawny).*	**EE.L.2.5** Demonstrate understanding of word relationships and use. a. Identify real-life connections between words and their use (e.g., *happy: "I* am *happy.").* b. Demonstrate understanding of the meaning of common verbs.
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*).	**EE.L.2.6** Use words acquired through conversations, being read to, and during shared reading activities.

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR THIRD GRADE

Third Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**EE.RL.3.1** Answer who and what questions to demonstrate understanding of details in a text.
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.	**EE.RL.3.2** Associate details with events in stories from diverse cultures.
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.	**EE.RL.3.3** Identify the feelings of characters in a story.
Craft and Structure.	
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	**EE.RL.3.4** Determine words and phrases that complete literal sentences in a text.
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.	**EE.RL.3.5** Determine the beginning, middle, and end of a familiar story with a logical order.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	**EE.RL.3.6** Identify personal point of view about a text.
Integration of Knowledge and Ideas	
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).	**EE.RL.3.7** Identify parts of illustrations or tactual information that depict a particular setting, or event.
RL.3.8 (Not applicable to literature)	**EE.RL.3.8** (Not applicable to literature)

CCSS Grade-Level Standards	DLM Essential Elements
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).	**EE.RL.3.9** Identify common elements in two stories in a series.
Range of Reading and Level of Text Complexity	
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.	**EE.RL.3.10** Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry.

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

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**EE.RI.3.1** Answer who and what questions to demonstrate understanding of details in a text.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	**EE.RI.3.2** Identify details in a text.
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.	**EE.RI.3.3** Order two events from a text as “first” and “next.”
Craft and Structure	
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topics or subject area*.	**EE.RI.3.4** Determine words and phrases that complete literal sentences in a text.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**EE.RI.3.5** With guidance and support, use text features including headings and key words to locate information in a text.
RI.3.6 Distinguish their own point of view from that of the author of a text.	**EE.RI.3.6** Identify personal point of view about a text.
Integration of Knowledge and Ideas	
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).	**EE.RI.3.7** Use information gained from visual elements and words in the text to answer explicit who and what questions.
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).	**EE.RI.3.8** Identify two related points the author makes in an informational text.
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	**EE.RI.3.9** Identify similarities between two texts on the same topic.

CCSS Grade-Level Standards	DLM Essential Elements
Range of Reading and Level of Text Complexity	
RI.3.10 By the end of the year, read and comprehends 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.	**EE.RI.3.10** Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.

Third Grade English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	DLM Essential Elements
Fluency	
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	**EE.RF.3.3** Use letter-sound knowledge to read words. a. In context, demonstrate basic knowledge of letter-sound correspondences. b. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes). c. Not applicable d. Recognize 40 or more written words.
RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**EE.RF.3.4** Read words in text. a. Read familiar text comprised of known words. b. Not applicable c. Use context to determine missing words in familiar texts.

Third Grade English Language Arts Standards: Writing[1]

CCSS Grade-Level Standards	DLM Essential Elements
Text Types and Purposes	
a. **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example)* to connect opinion and reasons. d. Provide a concluding statement or section.	**EE.W.3.1** Write opinions about topics or text. a. Select a text and write an opinion about it. b. Write one reason to support an opinion about a text. c. Not applicable d. Not applicable
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but)* to connect ideas within categories of information. d. Provide a concluding statement or section.	**EE.W.3.2** Write to share information supported by details. a. Select a topic and write about it including one fact or detail. b. Not applicable c. Not applicable d. Not applicable

[1] Throughout, writing can include standard writing instruments, computers, or alternate writing tools.

CCSS Grade-Level Standards	DLM Essential Elements
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	**EE.W.3.3** Write about events or personal experiences. a. Select an event or personal experience and write about it including the names of people involved. b. Not applicable c. Not applicable d. Not applicable
Production and Distribution of Writing	
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EE.W.3.4** With guidance and support, produce writing that expresses more than one idea.
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	**EE.W.3.5** With guidance and support from adults and peers, revise own writing.
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.	**EE.W.3.6** With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.
Research to Build and Present Knowledge	
W.3.7 Conduct short research projects that build knowledge about a topic.	**EE.W.3.7** Identify information about a topic for a research project.
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.	**EE.W.3.8** Sort information on a topic or personal experience into two provided categories and write about each one.

CCSS Grade-Level Standards	DLM Essential Elements
W.3.9 (Begins in grade 4)	**EE.W.3.9** (Begins in grade 4)
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.	**EE.W.3.10** Write routinely for a variety of tasks, purposes, and audiences.

Third Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
Comprehension and Collaboration	
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. 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. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.	**EE.SL.3.1** Engage in collaborative discussions. a. Engage in collaborative interactions about texts. b. Listen to others' ideas before responding. c. Indicate confusion or lack of understanding about information presented. d. Express ideas clearly.
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.	**EE.SL.3.2** Identify details in a text read aloud or information presented orally or through other media.
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**EE.SL.3.3** Ask or answer questions about the details provided by the speaker.
Presentation of Knowledge and Ideas	
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.	**EE.SL.3.4** Recount a personal experience, story, or topic including details.

CCSS Grade-Level Standards	DLM Essential Elements
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.	**EE.SL.3.5** Create a multimedia presentation of a story or poem.
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**EE.SL.3.6** Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.

Third Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
Conventions of Standard English	
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood).* d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked; I walk; I will walk)* verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	**EE.L.3.1** Demonstrate standard English grammar and usage when communicating. a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication. b. Use regular plural nouns in communication. c. Not applicable d. Use present and past tense verbs. e. Not applicable f. Not applicable g. Use common adjectives. h. Not applicable (see EE.L.3.1.a) i. Ask simple questions.

CCSS Grade-Level Standards	DLM Essential Elements
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness).* f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**EE.L.3.2** Demonstrate understanding of conventions of standard English. a. Capitalize the first letter of familiar names. b. During shared writing, indicate the need to add a period at the end of a sentence. c. Not applicable d. Not applicable e. Use resources as needed to spell common high-frequency words accurately. f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern. g. Consult print in the environment to support reading and spelling.
Knowledge of Language	
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.	**EE.L.3.3** Use language to achieve desired outcomes when communicating. a. Use language to make simple requests, comment, or share information. b. Not applicable

CCSS Grade-Level Standards	DLM Essential Elements
Vocabulary Acquisition and Use	
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. a. Use sentence-level context as a clue to the meaning of a word or phrase. 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).* c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion).* d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	**EE.L.3.4** Demonstrate knowledge of word meanings. a. With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud. b. With guidance and support, identify the temporal meaning of words when common affixes (*-ing, -ed*) are added to common verbs. c. Not applicable d. Not applicable
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps).* b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful).* c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered).*	**EE.L.3.5** Demonstrate understanding of word relationships and use. a. Determine the literal meaning of words and phrases in context. b. Identify real-life connections between words and their use (e.g., *happy: "I* am *happy.").* c. Identify words that describe personal emotional states.
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*).	**EE.L.3.6** Demonstrate understanding of words that signal spatial and temporal relationships (e.g., *behind*, *under*, *after*, *soon*, *next*, *later*).

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR FOURTH GRADE

Fourth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
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.	**EE.RL.4.1** Use details from the text to recount what the text says.
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**EE.RL.4.2** Identify the theme or central idea of a familiar story, drama or poem.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific detail in the text (e.g., a character's thoughts, words, or actions).	**EE.RL.4.3** Use details from the text to describe characters in the story.
Craft and Structure	
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).	**EE.RL.4.4** Determine the meaning of words in a text.
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.	**EE.RL.4.5** Identify elements that are characteristic of stories.
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.	**EE.RL.4.6** Identify the narrator of a story.
Integration of Knowledge and Ideas	
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.	**EE.RL.4.7** Make connections between the text representation of a story and a visual, tactual, or oral version of a story.
RL.4.8 (Not applicable to literature)	**EE.RL.4.8** (Not applicable to literature)

CCSS Grade-Level Standards	DLM Essential Elements
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.	**EE.RL.4.9** Compare characters, settings or events in stories, myths or texts from different cultures.
Range of Reading and Level of Text Complexity	
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.	**EE.RL.4.10** Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry.

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

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
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.	**EE.RI.4.1** Identify explicit details in an informational text.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**EE.RI.4.2** Identify the main idea of a text when it is explicitly stated.
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.	**EE.RI.4.3** Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.
Craft and Structure	
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*.	**EE.RI.4.4** Determine meaning of words in text.
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.	**EE.RI.4.5** Identify elements that are characteristic of informational texts.
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.	**EE.RI.4.6** Compare own experience with a written account of the experience.
Integration of Knowledge and Ideas	
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.	**EE.RI.4.7** Answer questions about information presented visually, orally, or quantitatively.
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	**EE.RI.4.8** Identify one or more reasons supporting a specific point in an informational text.
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**EE.RI.4.9** Compare details presented in two texts on the same topic.

CCSS Grade-Level Standards	DLM Essential Elements
Range of Reading and Level of Text Complexity	
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.	**EE.RI.4.10** Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.

Fourth Grade English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	DLM Essential Elements
Fluency	
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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.	**EE.RF.4.3** Use letter-sound knowledge to read words. a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words. b. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**EE.RF.4.4** Read words in text. a. Read text comprised of familiar words with accuracy and understanding. b. Not applicable c. Use letter knowledge and context to support word recognition when reading.

Fourth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
Text Types and Purposes	
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition).* d. Provide a concluding statement or section related to the opinion presented.	**EE.W.4.1** Write opinions about topics or text. a. Select a topic or text and write an opinion about it. b. List reasons to support the opinion. c. Not applicable d. Not applicable
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because).* d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	**EE.W.4.2** Write to share information supported by details. a. Select a topic and write about it including related visual, tactual, or multimedia information as appropriate. b. List words, facts, or details related to the topic. c. Not applicable d. Not applicable e. Not applicable

CCSS Grade-Level Standards	DLM Essential Elements
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	**EE.W.4.3** Write about events or personal experiences. a. Write about a personal experience including two events in sequence. b. List words that describe an event or personal experience to use when writing about it. c. Not applicable d. Not applicable e. Not applicable
Production and Distribution of Writing	
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EE.W.4.4** Produce writing that expresses more than one idea.
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**EE.W.4.5** With guidance and support from adults and peers, plan before writing and revise own writing.
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.	**EE.W.4.6** With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.
Research to Build and Present Knowledge	
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**EE.W.4.7** Gather information about a topic from two or more sources for a research project.

CCSS Grade-Level Standards	DLM Essential Elements
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.	**EE.W.4.8** Recall and sort information from personal experiences or a topic into given categories.
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]."). 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").	**EE.W.4.9** Recall information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 4 Reading Standards* to literature (e.g., "Use details from text to describe a character in a story."). b. Apply Essential Elements of Grade 4 Reading Standards to informational texts (e.g., "Use reasons and evidence supporting point in an informational text.").
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.	**EE.W.4.10** Write routinely for a variety of tasks, purposes, and audiences.

Fourth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
Comprehension and Collaboration	
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. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	**EE.SL.4.1** Engage in collaborative discussions. a. Contribute ideas from prior knowledge of a text during discussions about the same text. b. With guidance and support, carry out assigned role in a discussion. c. Answer specific questions related to information in a discussion. d. Identify the key ideas in a discussion.
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**EE.SL.4.2** Ask and answer questions about details from a text read aloud or information presented orally or through other media.
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	**EE.SL.4.3** Identify a point that the speaker makes.
Presentation of Knowledge and Ideas	
SL.4.4 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.	**EE.SL.4.4** Retell a story or personal experience or recount a topic with supporting details.

CCSS Grade-Level Standards	DLM Essential Elements
SL.4.5 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.	**EE.SL.4.5** Add audio recordings or visuals to a presentation about a personally relevant topic.
SL.4.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**EE.SL.4.6** Differentiate between communication partners and contexts that call for formal and informal communication.

Fourth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
Conventions of Standard English	
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, *whose, whom, which, that)* and relative adverbs (*where*, *when, why).* b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking)* verb tenses. c. Use modal auxiliaries (e.g., *can, may, must)* to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag).* e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., *to, too, two; there, their).**	**EE.L.4.1** Demonstrate standard English grammar and usage when communicating. a. Use possessive pronouns. b. Combine common nouns with verbs, nouns, or pronouns in communication. c. Not applicable d. Use comparative and superlative adjectives to describe people or objects. e. Use common prepositions (e.g., *to, from, in, out, on, off, by, with).* f. Combine three or more words in communication. g. Not applicable
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	**EE.L.4.2** Demonstrate understanding of conventions of standard English. a. Capitalize the first word in a sentence. b. Not applicable c. Not applicable d. Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.

CCSS Grade-Level Standards	DLM Essential Elements
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* 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).	**EE.L.4.3** Use language to achieve desired outcomes when communicating. a. Use language to express emotion. b. Not applicable c. Communicate effectively with peers and adults.
Vocabulary Acquisition and Use	
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. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph).* 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.	**EE.L.4.4** Demonstrate knowledge of word meanings. a. Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult. b. Use frequently occurring root words (e.g., *talk)* and the words that result when word endings are added (e.g., talked, *talking, talks).* c. Not applicable
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture)* in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**EE.L.4.5** Demonstrate understanding of word relationships and use. a. Not applicable b. Use common idioms (e.g., *no way, not a chance, you bet).* c. Demonstrate understanding of opposites.

CCSS Grade-Level Standards	DLM Essential Elements
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).	**EE.L.4.6** Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR FIFTH GRADE

Fifth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**EE.RL.5.1** Identify words in the text to answer a question about explicit information.
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.	**EE.RL.5.2** Identify the central idea or theme of a story, drama or poem.
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).	**EE.RL.5.3** Compare two characters in a familiar story.
Craft and Structure	
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.	**EE.RL.5.4** Determine the intended meaning of multi-meaning words in a text.
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.	**EE.RL.5.5** Identify a story element that undergoes change from beginning to end.
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	**EE.RL.5.6** Determine the point of view of the narrator.
Integration of Knowledge and Ideas	
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).	**EE.RL.5.7** Identify illustrations, tactual or multimedia elements that add to understanding of a text.
RL.5.8 (Not applicable to literature)	**EE.RL.5.8** (Not applicable to literature)

CCSS Grade-Level Standards	DLM Essential Elements
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.	**EE.RL.5.9** Compare stories, myths, or texts with similar topics or themes.
Range of Reading and Level of Text Complexity	
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.	**EE.RL.5.10** Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.

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

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**EE.RI.5.1** Identify words in the text to answer a question about explicit information.
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	**EE.RI.5.2** Identify the main idea of a text when it is not explicitly stated.
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.	**EE.RI.5.3** Compare two individuals, events, or ideas in a text.
Craft and Structure	
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*.	**EE.RI.5.4** Determine the meanings of domain-specific words and phrases.
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.	**EE.RI.5.5** Determine if a text tells about events, gives directions, or provides information on a topic.
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**EE.RI.5.6** Compare two books on the same topic.
Integration of Knowledge and Ideas	
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.	**EE.RI.5.7** Locate information in print or digital sources.
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).	**EE.RI.5.8** Identify the relationship between a specific point and supporting reasons in an informational text.
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**EE.RI.5.9** Compare and contrast details gained from two texts on the same topic.

CCSS Grade-Level Standards	DLM Essential Elements
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.	**EE.RI.5.10** Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.

Fifth Grade English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	DLM Essential Elements
Phonics and Word Recognition	
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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.	**EE.RF.5.3** Use letter-sound knowledge to read words. a. Read common sight words and decode single syllable words.
Fluency	
RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**EE.RF.5.4** Read words in text. a. Read text comprised of familiar words with accuracy and understanding. b. Not applicable c. Use context to confirm or self-correct word recognition when reading.

Fifth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically).* d. Provide a concluding statement or section related to the opinion presented.	**EE.W.5.1** Write opinions about topics or text. a. Introduce a topic or text and state an opinion about it. b. Provide reasons to support the opinion. c. Not applicable d. Not applicable
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially).* d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	**EE.W.5.2** Write to share information supported by details. **a.** Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic. c. Not applicable d. Not applicable e. Not applicable

CCSS Grade-Level Standards	DLM Essential Elements
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	**EE.W.5.3** Write about events or personal experiences. **a.** Write about an experience or event including three or more events in sequence. b. Not applicable c. Not applicable d. Not applicable e. Not applicable
Production and Distribution of Writing	
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EE.W.5.4** Produce writing that is appropriate for an explicitly stated task or purpose.
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.	**EE.W.5.5** With guidance and support from adults and peers, plan before writing and revise own writing.
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.	**EE.W.5.6** With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.
Research to Build and Present Knowledge	

CCSS Grade-Level Standards	DLM Essential Elements
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	**EE.W.5.7** Conduct short research projects using two or more sources.
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.	**EE.W.5.8** Gather and sort relevant information on a topic from print or digital sources into given categories.
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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 points]").	**EE.W.5.9** Use information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 5 Reading Standards* to literature (e.g., "Compare and contrast two characters in the story."). **b.** Apply Essential Elements of Grade 5 Reading Standards to informational texts (e.g., "Use specific reasons and evidence for supporting specific points in an informational text.").
Range of Writing	
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.	**EE.W.5.10** Write routinely for a variety of tasks, purposes, and audiences.

Fifth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
Comprehension and Collaboration	
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. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	**EE.SL.5.1** Engage in collaborative discussions. a. Come to discussion prepared to share information. b. Carry out assigned role in a discussion. c. Ask questions related to information in a discussion. d. Make comments that contribute to the discussion and link to the remarks of others.
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**EE.SL.5.2** Identify the explicitly stated main idea of a text presented orally or through other media.
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	**EE.SL.5.3** Identify the reasons and evidence supporting a specific point.
Presentation of Knowledge and Ideas	
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.	**EE.SL.5.4** Report on a familiar topic or text or present an opinion including related facts.

CCSS Grade-Level Standards	DLM Essential Elements
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.	**EE.SL.5.5** Select or create audio recordings and visual/tactile displays to enhance a presentation.
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	**EE.SL.5.6** Differentiate between contexts that require formal and informal communication.

Fifth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
Conventions of Standard English	
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked)* verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., *either/or, neither/nor).*	**EE.L.5.1** Demonstrate standard English grammar and usage when communicating. a. Not applicable b. Form and use the past tense of frequently occurring irregular verbs (e.g., *went, sat, ate, told*). c. Not applicable d. Not applicable e. Use frequently occurring conjunctions: *and, but, or, for, because.*
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. 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?).* d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	**EE.L.5.2** Demonstrate understanding of conventions of standard English. a. Not applicable b. Not applicable c. Not applicable d. Not applicable e. Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.

CCSS Grade-Level Standards	DLM Essential Elements
Knowledge of Language	
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.	**EE.L.5.3** Use language to achieve desired meaning when communicating. a. Communicate using complete sentences when asked. b. Not applicable
Vocabulary Acquisition and Use	
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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis).* 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.	**EE.L.5.4** Demonstrate knowledge of word meanings. a. Use sentence level context to determine which word is missing from a content area text. b. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks). c. Not applicable
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**EE.L.5.5** Demonstrate understanding of word relationship and use. a. Use simple, common idioms (e.g., *You bet!, It's a deal., We're cool.).* b. Not applicable c. Demonstrate understanding of words that have similar meanings.

CCSS Grade-Level Standards	DLM Essential Elements
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*).	**EE.L.5.6** Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR SIXTH GRADE

Sixth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EE.RL.6.1** Determine what a text says explicitly as well as what simple inferences must be drawn.
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.	**EE.RL.6.2** Identify details in a text that are related to the theme or central idea.
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.	**EE.RL.6.3** Can identify how a character responds to a challenge in a story.
Craft and Structure	
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.	**EE.RL.6.4** Determine how word choice changes the meaning in a text.
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.	**EE.RL.6.5** Determine the structure of a text (e.g., story, poem, or drama).
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	**EE.RL.6.6** Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.
Integration of Knowledge and Ideas	
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.	**EE.RL.6.7** Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text.
RL.6.8 (Not applicable to literature)	**EE.RL.6.8** (Not applicable to literature)

CCSS Grade-Level Standards	DLM Essential Elements
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.	**EE.RL.6.9** Compare and contrast stories, myths, or texts with similar topics or themes.
Range of Reading and Level of Text Complexity	
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.	**EE.RL.6.10** Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.

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

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EE.RI.6.1** Analyze a text to determine what it says explicitly as well as what inferences should be drawn.
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.	**EE.RI.6.2** Determine the main idea of a passage and details or facts related to it.
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).	**EE.RI.6.3** Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.
Craft and Structure	
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	**EE.RI.6.4** Determine how word choice changes the meaning of a text.
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.	**EE.RI.6.5** Determine how the title fits the structure of the text.
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**EE.RI.6.6** Identify words or phrases in the text that describe or show the author's point of view.
Integration of Knowledge and Ideas	
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.	**EE.RI.6.7** Find similarities in information presented in different media or formats as well as in text.
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.	**EE.RI.6.8** Distinguish claims in a text supported by reason.
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).	**EE.RI.6.9** Compare and contrast how two texts describe the same event.

Range of Reading and Level of Text Complexity	
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.	**EE.RI.6.10** Demonstrate understanding while actively reading or listening to literary nonfiction.

Sixth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
Text Types and Purposes	
W.6.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	**EE.W.6.1** Write claims about topics or text. a. Write a claim about a topic or text. b. Write one or more reasons to support a claim about a topic or text. c. Not applicable d. Not applicable e. Not applicable

CCSS Grade-Level Standards	DLM Essential Elements
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. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	**EE.W.6.2** Write to share information supported by details. a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic. c. Not applicable d. Not applicable e. Not applicable f. Not applicable

CCSS Grade-Level Standards	DLM Essential Elements
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	**EE.W.6.3** Write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience and including two or more events. b. Not applicable c. Use words that establish the time frame. d. Use words that convey specific details about the experience or event. e. Not applicable
Production and Distribution of Writing	
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EE.W.6.4** Produce writing that is appropriate for the task, purpose, or audience.
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.	**EE.W.6.5** With guidance and support from adults and peers, plan before writing and revise own writing.
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.	**EE.W.6.6** Use technology, including the Internet, to produce writing while interacting and collaborating with others.
Research to Build and Present Knowledge	

CCSS Grade-Level Standards	DLM Essential Elements
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**EE W.6.7** Conduct short research projects to answer a question.
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.	**EE.W.6.8** Gather information from multiple print and digital sources that relates to a given topic.
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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."). a. 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.").	**EE.W.6.9** Use information from literary and informational text to support writing. 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."). b. Apply *Essential Elements of* Grade 6 Reading Standards to informational texts (e.g., "Can produce an argument by logically organizing the claims and the supporting reasons and evidence.").
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.	**EE.W.6.10** Write routinely for a variety of tasks, purposes, and audiences.

Sixth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
Comprehension and Collaboration	
SL.6.1 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. a. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	**EE.SL.6.1** Engage in collaborative discussions. a. Come to discussions prepared to share information. b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information. c. Ask and answer questions specific to the topic, text, or issue under discussion. d. Restate key ideas expressed in the discussion.
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.	**EE.SL.6.2** Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study.
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.	**EE.SL.6.3** Identify the reasons and evidence supporting the claims made by the speaker.

CCSS Grade-Level Standards	DLM Essential Elements
Presentation of Knowledge and Ideas	
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.	**EE.SL.6.4** Present findings on a topic including descriptions, facts, or details.
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	**EE.SL.6.5** Select an auditory, visual, or tactual display to clarify the information in presentations.
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**EE.SL.6.6** Use formal and informal language as appropriate to the communication partner.

Sixth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
Conventions of Standard English	
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself, ourselves).* c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* 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.*	**EE.L.6.1** Demonstrate standard English grammar and usage when communicating. a. Use personal pronouns (e.g., *he, she, they)* correctly. b. Use indefinite pronouns. c. Not applicable d. Not applicable e. Not applicable
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	**EE.L.6.2** Demonstrate understanding of conventions of standard English. a. Use question marks at the end of written questions. b. Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.
Knowledge of Language	
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style.* b. Maintain consistency in style and tone.*	**EE.L.6.3** Use language to achieve desired outcomes when communicating. a. Vary use of language when the listener or reader does not understand the initial attempt. b. Not applicable

Vocabulary Acquisition and Use	
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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible).* 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. 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).	**EE.L.6.4** Demonstrate knowledge of word meanings. a. Use context to determine which word is missing from a content area text. b. Use frequently occurring root words (e.g., *like*) and the words that result when affixes are added (e.g., *liked, disliked, liking*). c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating d. Not applicable
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty).*	**EE.L.6.5** Demonstrate understanding of word relationships and use. a. Identify the meaning of simple similes (e.g., The man was as big as a tree.). b. Demonstrate understanding of words by identifying other words with similar and different meanings. c. Not applicable
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.	**EE.L.6.6** Use general academic and domain-specific words and phrases across contexts.

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR SEVENTH GRADE

Seventh Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EE.RL.7.1** Analyze text to identify where information is explicitly stated and where inferences must be drawn.
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	**EE.RL.7.2** Identify events in a text that are related to the theme or central idea.
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	**EE.RL.7.3** Determine how two or more story elements are related.
Craft and Structure	
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	**EE.RL.7.4** Determine the meaning of simple idioms and figures of speech as they are used in a text.
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	**EE.RL.7.5** Compare the structure of two or more texts (e.g., stories, poems, or dramas).
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	**EE.RL.7.6** Compare the points of view of two or more characters or narrators in a text.
Integration of Knowledge and Ideas	
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	**EE.RL.7.7** Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.

CCSS Grade-Level Standards	DLM Essential Elements
RL.7.8 (Not applicable to literature)	**EE.RL.7.8** (Not applicable to literature)
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.	**EE.RL.7.9** Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.
Range of Reading and Level of Text Complexity	
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.	**EE.RL.7.10** Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.

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

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

CCSS Grade-Level Standards	DLM Essential Elements
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.	**EE.RI.7.9** Compare and contrast how different texts on the same topic present the details.
Range of Reading and Level of Text Complexity	
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.	**EE.RI.7.10** Demonstrate understanding while actively reading or listening to literary nonfiction.

Seventh Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
Text Types and Purposes	
W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	**EE.W.7.1** Write claims about topics or texts. a. Introduce a topic or text and write one claim about it. b. Write one or more reasons to support a claim about a topic or text. c. Use temporal words (first, next, also) to create cohesion. d. Not applicable e. Not applicable

CCSS Grade-Level Standards	DLM Essential Elements
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. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**EE.W.7.2** Write to share information supported by details. a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic. c. Not applicable d. Select domain-specific vocabulary to use in writing about the topic. e. Not applicable f. Not applicable

CCSS Grade-Level Standards	DLM Essential Elements
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**EE.W.7.3** Write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. b. Not applicable c. Use temporal words (e.g., first, then, next) to signal order. d. Use words that describe feelings of people or characters in the narrative. e. Not applicable
Production and Distribution of Writing	
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EE.W.7.4** Produce writing that is appropriate for the task, purpose, or audience.
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.	**EE.W.7.5** With guidance and support from adults and peers, plan before writing and revise own writing.
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.	**EE.W.7.6** Use technology, including the Internet, to produce writing to interact and collaborate with others.

CCSS Grade-Level Standards	DLM Essential Elements
Research to Build and Present Knowledge	
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.	**EE.W.7.7** Conduct research to answer a question based on multiple sources of information.
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.	**EE.W.7.8** Identify quotes providing relevant information about a topic from multiple print or digital sources.
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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."). 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.").	**EE.W.7.9** Use information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 7 Reading Standards* to literature (e.g., "Recognize the difference between fictional characters and nonfictional characters."). b. Apply Essential Elements of Grade 7 Reading Standards to informational texts (e.g., "Use relevant and sufficient evidence for supporting the claims and argument.").
Range of Writing	
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.	**EE.W.7.10** Write routinely for a variety of tasks, purposes, and audiences.

Seventh Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
Comprehension and Collaboration	
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. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	**EE.SL.7.1** Engage in collaborative discussions. a. Come to discussions prepared to share information. b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. c. Remain on the topic of the discussion when answering questions or making other contributions to a discussion. d. Acknowledge new information expressed by others in a discussion.
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.	**EE.SL.7.2** Identify details related to the main idea of a text presented orally or through other media.
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.	**EE.SL.7.3** Determine whether the claims made by a speaker are fact or opinion.
Presentation of Knowledge and Ideas	

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

Seventh Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
Conventions of Standard English	
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	**EE.L.7.1** Demonstrate standard English grammar and usage when communicating. a. Not applicable b. Produce complete simple sentences when writing or communicating. c. Not applicable
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt).* b. Spell correctly.	**EE.L.7.2** Demonstrate understanding of conventions of standard English. a. Use end punctuation when writing a sentence or question. b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
Knowledge of Language	
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	**EE.L.7.3** Use language to achieve desired outcomes when communicating. a. Use precise language as required to achieve desired meaning.

CCSS Grade-Level Standards	DLM Essential Elements
Vocabulary Acquisition and Use	
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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel).* 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. 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).	**EE.L.7.4** Demonstrate knowledge of word meanings. a. Use context to determine which word is missing from a text. b. Use frequently occurring root words (e.g., *like*) and the words that result when affixes are added (e.g., *liked, disliked, liking*). c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. d. Not applicable
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending).*	**EE.L.7.5** Demonstrate understanding of word relationships and use. a. Identify the literal and nonliteral meanings of words in context. b. Demonstrate understanding of synonyms and antonyms. c. Not applicable
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.	**EE.L.7.6** Use general academic and domain-specific words and phrases across contexts.

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR EIGHTH GRADE

Eighth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
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.	**EE.RL.8.1** Cite text to support inferences from stories and poems.
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.	**EERL.8.2** Recount an event related to the theme or central idea, including details about character and setting.
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.	**EE.RL.8.3** Identify which incidents in a story or drama lead to subsequent action.
Craft and Structure	
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.	**EERL.8.4** Determine connotative meanings of words and phrases in a text.
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.	**EE.RL.8.5** Compare and contrast the structure of two or more texts.
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.	**EE.RL.8.6** Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.

CCSS Grade-Level Standards	DLM Essential Elements
Integration of Knowledge and Ideas	
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.	**EE.RL.8.7** Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text.
RL.8.8 (Not applicable to literature)	**RL.8.8** (Not applicable to literature)
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.	**EE.RL.8.9** Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.
Range of Reading and Level of Text Complexity	
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.	**EE.RL.8.10** Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.

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

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
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.	**EE.RI.8.1** Cite text to support inferences from informational text.
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.	**EE.RI.8.2** Provide a summary of a familiar informational text.
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	**EE.RI.8.3** Recount events in the order they were presented in the text.
Craft and Structure	
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.	**EE.RI.8.4** Determine connotative meanings of words and phrases in a text.
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.	**EE.RI.8.5** Locate the topic sentence and supporting details in a paragraph.
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.	**EE.RI.8.6** Determine an author's purpose or point of view and identify examples from text to that describe or support it.
Integration of Knowledge and Ideas	
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.	**EE.RI.8.7** Determine whether a topic is best presented as audio, video, multimedia, or text.

CCSS Grade-Level Standards	DLM Essential Elements
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.	**EE.RI.8.8** Determine the argument made by an author in an informational text.
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.	**EE.RI.8.9** Identify where two different texts on the same topic differ in their interpretation of the details.
Range of Reading and Level of Text Complexity	
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.	**EE.RI.8.10** Demonstrate understanding while actively reading or listening to literary nonfiction.

Eighth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
Text Types and Purposes	
W.8.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	**EE.W.8.1** Write claims about topics or texts. a. Introduce the claim and provide reasons or pieces of evidence to support it. b. Write reasons to support a claim about a topic or text. c. Not applicable d. Not applicable e. Not applicable

CCSS Grade-Level Standards	DLM Essential Elements
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. 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**EE.W.8.2** Write to share information supported by details. a. Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. b. Write one or more facts or details related to the topic. c. Write complete thoughts as appropriate. d. Use domain specific vocabulary related to the topic. e. Not applicable f. Provide a closing.

CCSS Grade-Level Standards	DLM Essential Elements
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**EE.W.8.3** Write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. b. Not applicable c. Use temporal words (e.g., first, then, next) to signal order. d. Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events. e. Provide a closing.
Production and Distribution of Writing	
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**EE.W.8.4** Produce writing that is appropriate for the task, purpose, or audience.
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.	**EE.W.8.5** With guidance and support from adults and peers, plan before writing and revise own writing.
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.	**EE.W.8.6** Use technology, including the Internet, to produce writing to interact and collaborate with others.
Research to Build and Present Knowledge	

CCSS Grade-Level Standards	DLM Essential Elements
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.	**EE.W.8.7** Conduct short research projects to answer and pose questions based on one source of information.
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.	**EE.W.8.8** Select quotes providing relevant information about a topic from multiple print or digital sources.
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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."). 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.").	**EE.W.8.9** Use information from literary and informational text to support writing. 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."). b. Apply Essential Elements of Grade 8 Reading Standards to informational texts (e.g., "Use relevant and sufficient evidence for supporting the claims and argument.").
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.	**EE.W.8.10** Write routinely for a variety of tasks, purposes, and audiences.

Eighth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
Comprehension and Collaboration	
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. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	**EE.SL.8.1** Engage in collaborative discussions. a. Come to discussions prepared to share information previously studied. b. Follow simple rules and carry out assigned roles during discussions. c. Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion. d. Acknowledge new information expressed by others in a discussion and relate it to own ideas.
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.	**EE.SL.8.2** Determine the purpose of information presented in graphic, oral, visual, or multimodal formats.
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.	**EE.SL.8.3** Determine the argument made by a speaker on a topic.
Presentation of Knowledge and Ideas	

CCSS Grade-Level Standards	DLM Essential Elements
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.	**EE.SL.8.4** Present descriptions, facts, or details supporting specific points made on a topic.
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	**EE.SL.8.5** Include multimedia and visual information into presentations.
SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**EE.SL.8.6** Adapt communication to a variety of contexts and tasks.

Eighth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
Conventions of Standard English	
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*	**EE.L.8.1** Demonstrate standard English grammar and usage when communicating. a. Not applicable b. Form and use the simple verb tenses (e.g., *I walked, I walk, I will walk).* c. Use appropriate verbs to match nouns. d. Not applicable
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	**EE.L.8.2** Demonstrate understanding of conventions of standard English. a. Use end punctuation and capitalization when writing a sentence or question. b. Not applicable c. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
Knowledge of Language	
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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).	**EE.L.8.3** Use language to achieve desired outcomes when communicating. a. Use to-be verbs (am, *are, is, was, were, be, become, became)* accurately when writing and communicating.

Vocabulary Acquisition and Use	
W.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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede).* 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. 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).	**EE.L.8.4** Demonstrate knowledge of word meanings. a. Use context to determine which word is missing from a content area text. b. Use frequently occurring root words (e.g., *like*) and the words that result when affixes are added (e.g., *liked, disliked, liking*). c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. d. Not applicable
L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute).*	**EE.L.8.5** Demonstrate understanding of word relationships and use. a. Demonstrate understanding of the use of multiple meaning words. b. Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., *birdhouse, household*). c. Use descriptive words to add meaning when writing and communicating.
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.	**EE.L.8.6** Use general academic and domain-specific words and phrases across contexts.

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR NINTH-TENTH GRADE

Ninth-Tenth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
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.	**EE.RL.9-10.1** Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.
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.	**EE.RL.9-10.2** Recount events related to the theme or central idea, including details about character and setting.
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.	**EE.RL.9-10.3** Determine how characters change or develop over the course of a text.
Craft and Structure	
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).	**EE.RL.9-10.4** Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.
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.	**EE.RL.9-10.5** Identify where a text deviates from a chronological presentation of events.
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.	**EE.RL.9-10.6** Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience.

CCSS Grade-Level Standards	DLM Essential Elements
Integration of Knowledge and Ideas	
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).	**EE.RL.9-10.7** Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).
RL.9-10.8 (Not applicable to literature)	**EE.RL.9-10.8** (Not applicable to literature)
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).	**EE.RL.9-10.9** Identify when an author draws upon or references a different text.
Range of Reading and Level of Text Complexity	
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. 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.	**EE.RL.9-10.10** Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems.

Ninth-Tenth Grade English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
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.	**EE.RI.9-10.1** Determine which citations demonstrate what the text says explicitly as well as inferentially.
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.	**EE.RI.9-10.2** Determine the central idea of the text and select details to support it.
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.	**EE.RI.9-10.3** Determine logical connections between individuals, ideas, or events in a text.
Craft and Structure	
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).	**EE.RI.9-10.4** Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.
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).	**EE.RI.9-10.5** Locate sentences that support an author's central idea or claim.
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.	**EE.RI.9-10.6** Determine author's point of view and compare with own point of view.

CCSS Grade-Level Standards	DLM Essential Elements
Integration of Knowledge and Ideas	
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.	**EE.RI.9-10.7** Analyze two accounts of a subject told in different mediums to determine how they are the same and different.
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.	**EE.RI.9-10.8** Determine how the specific claims support the argument made in an informational text.
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.	**EE.RI.9-10.9** Make connections between texts with related themes and concepts.
Range of Reading and Level of Text Complexity	
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. 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.	**EE.RI.9-10.10** Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.

Ninth-Tenth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
Text Types and Purposes	
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. 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. 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. 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. 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. e. Provide a concluding statement or section that follows from and supports the argument presented.	**EE.W.9-10.1** Write claims about topics or texts. a. Introduce a topic or text and write one claim and one counterclaim about it. b. Not applicable c. Not applicable d. Not applicable e. Not applicable

CCSS Grade-Level Standards	DLM Essential Elements
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. 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. 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. 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. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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. 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).	**EE.W.9-10.2** Write to share information supported by details. a. Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate. b. Develop the topic with facts or details. c. Use complete, simple sentences as appropriate. d. Use domain specific vocabulary when writing claims related to a topic of study or text. e. Not applicable f. Providing a closing or concluding statement.

CCSS Grade-Level Standards	DLM Essential Elements
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. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**EE.W.9-10.3** Write about events or personal experiences. a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. b. Not applicable c. Organize the events in the narrative using temporal words to signal order as appropriate. d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. e. Provide a closing.
Production and Distribution of Writing	
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EE.W.9-10.4** Produce writing that is appropriate for the task, purpose, and audience.
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.	**EE.W.9-10.5** Develop writing by planning and revising own writing.

CCSS Grade-Level Standards	DLM Essential Elements
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.	**EE.W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products.
Research to Build and Present Knowledge	
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.	**EE.W.9-10.7** Conduct research projects to answer questions posed by self and others using multiple sources of information.
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.	**EE.W.9-10.8** Write answers to research questions by selecting relevant information from multiple resources.
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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.]"). 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.").	**EE.W.9-10.9** Use information from literary and informational text to support writing. a. 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."). b. Apply Essential Elements of Grade 9-10 Reading Standards to informational texts (e.g., "Use sound reasons for supporting the claims and argument.").

CCSS Grade-Level Standards	DLM Essential Elements
Range of Writing	
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.	**EE.W.9-10.10** Write routinely over time for a range of tasks, purposes, and audiences.

Ninth-Tenth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
Comprehension and Collaboration	
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. 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. 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. 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. 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.	**EE.SL.9-10.1** Engage in collaborative discussions. a. Prepare for discussions by collecting information on the topic. b. Work with adults and peers to set rules for discussions. c. Relate the topic of discussion to broader themes or ideas. d. Indicate agreement or disagreement with others during discussions.
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.	**EE.SL.9-10.2** Determine the credibility of information presented in diverse media or formats.

CCSS Grade-Level Standards	DLM Essential Elements
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.	**EE.SL.9-10.3** Determine the speaker's point of view on a topic.

Presentation of Knowledge and Ideas	
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.	**EE.SL.9-10.4** Present an argument on a topic with logically organized claims, reasons, and evidence.
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.	**EE.SL.9-10.5** Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**EE.SL.9-10.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

Ninth-Tenth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
Conventions of Standard English	
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* 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.	**EE.L.9-10.1** Demonstrate standard English grammar and usage when communicating. a. Not applicable b. Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	**EE.L.9-10.2** Demonstrate understanding of conventions of standard English. a. Use a comma and conjunction to combine two simple sentences. b. Not applicable c. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
Knowledge of Language	
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. 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.	**EE.L.9-10.3** Use language to achieve desired outcomes when communicating. a. Vary syntax when writing and communicating.

Vocabulary Acquisition and Use	
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. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy).* 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. 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).	**EE.L.9-10.4** Demonstrate knowledge of word meanings. a. Use context to determine the meaning of unknown b. Identify and use root words and the words that result when affixes are added or removed. c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. d. Not applicable (See EE.L.9- 10.4.c. above.)
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	**EE.L.9-10.5** Demonstrate understanding of word relationships and use. a. Interpret common figures of speech. b. Determine the intended meaning of multiple meaning words.
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.	**EE.L.9-10.6** Use general academic and domain-specific words and phrases across contexts.

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS
FOR ELEVENTH-TWELFTH GRADE

Eleventh-Twelfth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
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.	**EE.RL.11-12.1** Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.
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.	**EE.RL.11-12.2** Recount the main events of the text which are related to the theme or central idea.
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).	**EE.RL.11-12.3** Determine how characters, the setting or events change over the course of the story or drama.
Craft and Structure	
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. (Include Shakespeare as well as other authors.)	**EE.RL.11-12.4** Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.

CCSS Grade-Level Standards	DLM Essential Elements
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.	**EE.RL.11-12.5** Determine how the author's choice of where to end the story contributes to the meaning.
RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	**EE.RL.11-12.6** Determine the point of view when there is a difference between the author's actual language and intended meaning.
Integration of Knowledge and Ideas	
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. (Include at least one play by Shakespeare and one play by an American dramatist.)	**EE.RL.11-12.7** Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.
RL.11-12.8 (Not applicable to literature)	**EE.RL.11-12.8** (Not applicable to literature)
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.	**EE.RL.11-12.9** Demonstrate explicit understanding of recounted versions of foundational works of American literature.
Range of Reading and Level of Text Complexity	
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.	**EE.RL.11-12.10** Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems.

Eleventh-Twelfth Grade English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
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.	**EE.RI.11-12.1** Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.
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.	**EE.RI.11-12.2** Determine the central idea of a text; recount the text.
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.	**EE.RI.11-12.3** Determine how individuals, ideas, or events change over the course of the text.
Craft and Structure	
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).	**EE.RI.11-12.4** Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.
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.	**EE.RI.11-12.5** Determine whether the structure of a text enhances an author's claim.
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.	**EE.RI.11-12.6** Determine author's point of view and compare and contrast it with own point of view.

Integration of Knowledge and Ideas	
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.	**EE.RI.11-12.7** Analyze information presented in different media on related topics to answer questions or solve problems.
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).	**EE.RI.11-12.8** Determine whether the claims and reasoning enhance the author's argument in an informational text.
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.	**EE.RI.11-12.9** Compare and contrast arguments made by two different texts on the same topic.
Range of Reading and Level of Text Complexity	
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.	**EE.RI.11-12.10** Demonstrate understanding while actively engaged in reading or listening to literary non-fiction.

Eleventh-Twelfth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
Text Types and Purposes	
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. 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. 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. 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. 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. e. Provide a concluding statement or section that follows from and supports the argument presented.	**EE.W.11-12.1** Write arguments to support claims. a. Write an argument to support a claim that results from studying a topic or reading a text. b. Support claims with reasons and evidence drawn from text. c. Not applicable d. Not applicable e. Not applicable

CCSS Grade-Level Standards	DLM Essential Elements
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. 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. 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. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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. 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).	**EE.W.11-12.2** Write to share information supported by details. a. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate. b. Develop the topic with relevant facts, details, or quotes. c. Use complete, simple sentences, as well as compound and other complex sentences as appropriate. d. Use domain specific vocabulary when writing claims related to a topic of study or text. e. Not applicable f. Provide a closing or concluding statement.

CCSS Grade-Level Standards	DLM Essential Elements
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. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**EE.W.11-12.3** Write about events or personal experiences. a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. b. Not applicable c. Organize the events in the narrative using temporal words to signal order and add cohesion. d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. e. Provide a closing.
Production and Distribution of Writing	
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**EE.W.11-12.4** Produce writing that is appropriate to a particular task, purpose, and audience.
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.	**EE.W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, and rewriting.
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.	**EE.W.11-12.6** Use technology, including the Internet, to produce, publish and update an individual or shared writing project.

CCSS Grade-Level Standards	DLM Essential Elements
Research to Build and Present Knowledge	
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.	**EE.W.11-12.7** Conduct research projects to answer questions posed by self and others using multiple sources of information.
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 overreliance on any one source and following a standard format for citation.	**EE.W.11-12.8** Write answers to research questions by selecting relevant information from multiple resources.
W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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."). 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]..").	**EE.W.11-12.9** Cite evidence from literary or informational texts. 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]."). b. Apply Grades 11-12 Essential Elements for Reading Standards to informational texts (eg., "Compare and contrast reasoning and arguments used in one's work with those used in seminal U.S. texts.").

CCSS Grade-Level Standards	DLM Essential Elements
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.	**EE.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.

Eleventh-Twelfth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
Comprehension and Collaboration	
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. 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. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. 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. 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.	**EE.SL.11-12.1** Engage in collaborative discussions. a. Prepare for discussions by collecting information on the topic. b. Work with peers to set rules and goals for discussions. c. Ask and answer questions to verify or clarify own ideas and understandings during a discussion. d. Respond to agreements and disagreements in a discussion.

CCSS Grade-Level Standards	DLM Essential Elements
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.	**EE.SL.11-12.2** Determine the credibility and accuracy of information presented across diverse media or formats.
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.	**EE.SL.11-12.3** Determine whether the claims and reasoning enhance the speaker's argument on a topic.
Presentation of Knowledge and Ideas	
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.	**EE.SL.11-12.4** Present an argument on a topic using an organization appropriate to the purpose, audience, and task.
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.	**EE.SL.11-12.5** Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	**EE.SL.11-12.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

Eleventh-Twelfth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
Conventions of Standard English	
L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. 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.	**EE.L.11-12.1** Demonstrate standard English grammar and usage when communicating. a. Use conventions of standard English when needed. b. Use digital, electronic, and other resources and tools to improve uses of language as needed.
L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	**EE.L.11-12.2** Demonstrate understanding of conventions of standard English. a. Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing. b. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
Knowledge of Language	
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. 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.	**EE.L.11-12.3** Use language to achieve desired outcomes when communicating. a. Vary sentence structure using a variety of simple and compound sentence structures.

Vocabulary Acquisition and Use	
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. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable).* 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. 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).	**EE.L.11-12.4** Demonstrate knowledge of word meanings. a. Use context to determine the meaning of unknown words. b. Identify and use root words and the words that result when affixes are added or removed. c. Not applicable d. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	**EE.L.11-12.5** Demonstrate understanding of word relationships and use. a. Interpret simple figures of speech encountered while reading or listening. b. Not applicable
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.	**EE.L.11-12.6** Use general academic and domain-specific words and phrases across contexts.

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COMMON CORE ESSENTIAL ELEMENTS FOR KINDERGARTEN

Kindergarten Mathematics Domain: Counting and Cardinality

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Know number names and the count sequence		
K.CC.1. Count to 100 by ones and by tens.	**EE.K.CC.1.** Starting with one, count to 10 by ones.	No Change
K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at one).	**EE.K.CC.2.** NOT APPLICABLE	See EE.2.NBT.2.b
K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	**EE.K.CC.3.** NOT APPLICABLE	See EE. 2.NBT.3
CLUSTER: Count to tell the number of objects		
K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.	**EE.K.CC.4.** Demonstrate one-to-one correspondence pairing each object with one and only one number and each name with only one object.	No Change
K.CC.4.a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.		
K.CC.4.b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.		
K.CC.4.c. Understand that each successive number name refers to a quantity that is one larger.		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
K.CC.5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	**EE.K.CC.5.** Count out up to three objects from a larger set, pairing each object with one and only one number name to tell how many.	No Change
CLUSTER: Compare numbers		
K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	**EE.K.CC.6.** Identify whether the number of objects in one group is more or less than (when the quantities are clearly different) or equal to the number of objects in another group.	No Change
K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.	**EE.K.CC.7.** NOT APPLICABLE	See EE.2.NBT.4

Kindergarten Mathematics Domain: Operations and Algebraic Thinking

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from		
K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	**EE.K.OA.1.** Represent addition as "putting together" or subtraction as "taking from" in everyday activities.	No Change
K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**EE.K.OA.2.** NOT APPLICABLE	See 2.NBT.6-7
K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	**EE.K.OA.3.** NOT APPLICABLE	See 1.NBT.6
K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	**EE.K.OA.4.** NOT APPLICABLE	See 1.NBT.2
K.OA.5. Fluently add and subtract within 5.	**EE.K.OA.5.** NOT APPLICABLE	See 3.OA.4

[1] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

Kindergarten Mathematics Domain: Number and Operations in Base Ten

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Work with numbers 11-19 to gain foundations for place value		
K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	**EE.K.NBT.1.** ~~NOT APPLICABLE (See EE.K.NBT.1.4 and EE.K.NBT.1.6)~~	**EE.K.NBT.1.** NOT APPLICABLE (See EE.1.NBT.4 and EE.1.NBT.6)

Kindergarten Mathematics Domain: Measurement and Data

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Describe and compare measurable attributes		
K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	**EE.K.MD.1-3.** Classify objects according to attributes (big/small, heavy/light).	No Change
K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*		
CLUSTER: Classify objects and count the number of objects in each category		
K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[2]		See 1.MD.4

[2] Limit category counts to be less than or equal to 10.

Kindergarten Mathematics Domain: Geometry

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)		
K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.	**EE.K.G.1.** ~~Identify words of proximity to describe~~.	**EE.K.G.1**. (See EE.1.G.a)
K.G.2. Correctly name shapes regardless of their orientations or overall size. **K.G.3.** Identify shapes as two-dimensional (lying in a plane, "flat"; or three-dimensional, "solid").	**EE.K.G.2-3.** ~~Match two-dimensional shapes (circle, square, triangle).the relative position~~.	**EE.K.G.2-3.** Match shapes of same size and orientation (circle, square, rectangle, triangle).
CLUSTER: Analyze, compare, create, and compose shapes		
K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to de-scribe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).		**EE.K.G.4.** NOT APPLICABLE See EE.7.G.1
K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		**EE.K.G.5.** NOT APPLICABLE
K.G.6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rec-tangle?"		**EE.K.G.6.** NOT APPLICABLE (See EE.1.G.3)

COMMON CORE ESSENTIAL ELEMENTS FOR FIRST-GRADE

First Grade Mathematics Domain: Operations and Algebraic Thinking

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Represent and solve problems involving addition and subtraction		
1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**EE.1.OA.1.a.** ~~Use language to describe putting together and taking apart, aspects of addition and subtraction~~.	**EE.1.OA.1.a**. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), or acting out situations.
	EE.1.OA.1.b. Recognize two groups that have the same or equal quantity.	No Change
1.OA.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**EE.1.OA.2.** Use "putting together" to solve problems with two sets.	No Change
CLUSTER: Understand and apply properties of operations and the relationship between addition and subtraction		
1.OA.3. Apply properties of operations as strategies to add and subtract.[3] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a 10, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*	**EE.1.OA.3**. NOT APPLICABLE	See. EE.N-CN.2

[3] Students need not use formal terms for these properties.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
1.OA.4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20.*	**EE.1.OA.4**. ~~NOT APPLICABLE (See EE.NBT.1.4 and EE.NBT.1.6)~~	**EE.1.OA.4**. NOT APPLICABLE (See EE.1.NBT.4 and EE.1.NBT.6)
CLUSTER: Add and subtract within 20		
1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	**EE.1.OA.5.a.** Use manipulative or visual representations to indicate the number that results when adding one more.	
	EE.1.OA.5.b. Apply knowledge of "one less" to subtract one from the numbers.	**EE.1.OA.5.b.** Apply knowledge of "one less" to subtract one from a number.
1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	**EE.1.OA.6**. NOT APPLICABLE	SEE EE.3.OA.4
CLUSTER: Work with addition and subtraction equations		
1.OA.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	**EE.1.OA.7.** NOT APPLICABLE (See EE.1.OA.1.b)	See EE.1.OA.1.b and EE.2.NBT.5.a

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
1.OA.8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ – 3, 6 + 6 = _.*	**EE.1.OA.8**. NOT APPLICABLE	See EE.3.OA.4

First Grade Mathematics Domain: Number and Operations in Base Ten

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Extend the counting sequence		
1.NBT.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	**EE.1.NBT.1.a.** Count by ones to 30.	No Change
	EE.1.NBT.1.b. Count as many as 10 objects and represent the quantity with the corresponding numeral.	No Change
CLUSTER: Understand place value		
1.NBT.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	**EE.1.NBT.2.** Create sets of 10.	No Change
1.NBT.2.a. 10 can be thought of as a bundle of ten ones — called a "ten."		
1.NBT.2.b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.		
1.NBT.2.c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).		
1.NBT.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**EE.1.NBT.3.** Compare two groups of 10 or fewer items when the quantity of items in each group is similar.	**EE.1.NBT.3.** Compare two groups of 10 or fewer items when the number of items in each group is similar.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Use place value understanding and properties of operations to add and subtract		
1.NBT.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	**EE.1.NBT.4.** Compose numbers less than or equal to five in more than one way.	No Change
1.NBT.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	**EE.1.NBT.5.** NOT APPLICABLE (See EE.1.OA.5.a and EE.1.OA.5.b)	No Change
1.NBT.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	**EE.1.NBT.6.** Decompose numbers less than or equal to five in more than one way.	No Change

First Grade Mathematics Domain: Measurement and Data

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Measure lengths indirectly and by iterating length units		
1.MD.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	**EE.1.MD.1-2.** ~~Use appropriate vocabulary to describe the length of an object using the language of longer/shorter, taller/shorter~~.	**EE.1.MD.1-2**. Compare lengths to identify which is longer/shorter, taller/shorter
1.MD.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*		
CLUSTER: Tell and write time		
1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.	**EE.1.MD.3.a.** Demonstrate an understanding of the terms "tomorrow, yesterday, and today."	No Change
	EE.1.MD.3.b. ~~Name a day of the week for tomorrow and yesterday~~.	**EE.1.MD.3.b.** Demonstrate an understanding of the terms morning, afternoon, day, and night.
	EE.1.MD.3.c. Identify activities that come next, before, and after.	No Change
	EE.1.MD.3.d. Demonstrate an understanding that telling time is the same every day.	No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Represent and interpret data		
1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	**EE.1.MD.4.** ~~Given a count of the total number of data points in two categories, determine whether there are more or less in each category~~.	**EE.1.MD.4.** Organize data into categories by sorting.

First Grade Mathematics Domain: Geometry

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Reason with shapes and their attributes		
1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	**EE.1.G.1.** ~~Identify common two-dimensional shapes: square, circle, triangle, and rectangle~~.	**EE.1.G.1.** Identify the relative position of objects that are on, off, in, and out.
1.G.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[4]		**EE.1.G.2.** Sort shapes of same size and orientation (circle, square, rectangle, triangle).
1.G.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as *two of*, or *four of* the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	**EE.1.G.3.** Put together two pieces to make a shape that relates to the whole (i.e., two semicircles to make a circle, two squares to make a rectangle).	No Change

[4] Students do not need to learn formal names such as "right rectangular prism."

COMMON CORE ESSENTIAL ELEMENTS FOR SECOND GRADE

Second Grade Mathematics Domain: Operations and Algebraic Thinking

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Represent and solve problems involving addition and subtraction		
2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	**EE.2.OA.1.** ~~Add and subtract to solve real world one-step story problems from 0-20 when the result is unknown~~.	**EE.2.OA.1.** Add and subtract from 0-20 to solve real world, one-step story problems when the result is unknown.
CLUSTER: Add and subtract within 20		
2.OA.2. Fluently add and subtract within 20 using mental strategies.[5] By end of Grade 2, know from memory all sums of two one-digit numbers.	**EE.2.OA.2.** ~~NOT APPLICABLE (See EE.2.NBT.7)~~	**EE.2.OA.2.** NOT APPLICABLE (See EE.2.NBT.6-7 and EE.3.OA.4)
CLUSTER: Work with equal groups of objects to gain foundations for multiplication		
2.OA.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	**EE.2.OA.3.** Equally distribute even numbers of objects between two groups.	No Change
2.OA.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	**EE.2.OA.4.** Use addition to find the total number of objects arranged within equal groups up to a total of 10.	No Change

[5] See standard 1.OA.6 for a list of mental strategies.

Second Grade Mathematics: Number and Operations in Base Ten

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Understand place value		
2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	**EE.2.NBT.1.** Represent numbers through 30 with sets of tens and ones with objects in columns or arrays.	No Change
2.NBT.1.a. 100 can be thought of as a bundle of ten tens — called a "hundred."		
2.NBT.1.b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).		
2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.	**EE.2.NBT.2.a.** Count from 1 to 30 (count with meaning; cardinality).	No Change
	EE.2.NBT.2.b. Name the next number in a sequence between 1 and 10.	No Change
2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	**EE.2.NBT.3.** Identify number symbols 1 to 30.	No Change
2.NBT.4. Compare two, three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	**EE.2.NBT.4.** Compare sets of objects and numbers using appropriate vocabulary (more, less, equal).	No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Use place value understanding and properties of operations to add and subtract		
2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	**EE.2.NBT.5.a.** Identify the meaning of the "+" sign (i.e., combine, plus, add), "–" sign (i.e., separate, subtract, take) and the "=" sign (equal).	No Change
	EE.2.NBT.5.b. Using concrete examples, compose and decompose numbers up to 10 in more than one way.	No Change
2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	**EE.2.NBT.6-7.** Use objects, representations, and numbers (0-20) to add and subtract.	No Change
2.NBT.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.		
2.NBT.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	**EE.2.NBT.8-9.** NOT APPLICABLE	**EE.2.NBT.8.** NOT APPLICABLE
2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.[6]		**EE.2.NBT.9.** NOT APPLICABLE

[6] Explanations may be supported by drawings or objects.

Second Grade Mathematics Domain: Measurement and Data

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Measure and estimate lengths in standard units		
2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	**EE.2.MD.1.** Measure the length of objects using non-standard units.	No Change
2.MD.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.		**EE.2.MD.2**. NOT APPLICABLE
2.MD.3. Estimate lengths using units of inches, feet, centimeters, and meters.	**EE.2.MD.3-4.** Order by length using non-standard units.	No Change
2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		
CLUSTER: Relate addition and subtraction to length		
2.MD.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	**EE.2.MD.5.** Increase or decrease length by adding or subtracting unit(s).	No Change
2.MD.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, . . . , and represent whole-number sums and differences within 100 on a number line diagram.	**EE.2.MD.6.** Use a number line to add one more unit of length.	No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Work with time and money		
2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	**EE.2.MD.7.** ~~Indicate the digit that tells the hour on a digital clock~~.	**EE.2.MD.7**. Identify on a digital clock the hour that matches a routine activity.
2.MD.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	**EE.2.MD.8.** Recognize that money has value.	No Change
CLUSTER: Represent and interpret data		
2.MD.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	**EE.2.MD.9-10.** Create picture graphs from collected measurement data.	No Change
2.MD.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.		

Second Grade Mathematics Domain: Geometry

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Reason with shapes and their attributes		
2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[7] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	**EE.2.G.1.** Describe attributes of two-dimensional shapes.	No Change
2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	**EE.2.G.2.** NOT APPLICABLE	No Change
2.G.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	**EE.2.G.3.** NOT APPLICABLE	See EE.4.G.3 and EE.4.NF.1-2

[7] Sizes are compared directly or visually, not compared by measuring.

COMMON CORE ESSENTIAL ELEMENTS FOR THIRD GRADE

Third Grade Mathematics Domain: Operations and Algebraic Thinking

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Represent and solve problems involving multiplication and division		
3.OA.1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*	**EE.3.OA.1-2.** ~~Use repeated addition and equal groups to find the total number of objects to find the sum~~.	**EE.3.OA.1-2**. Use repeated addition to find the total number of objects and determine the sum.
3.OA.2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*		
3.OA.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	**EE.3.OA.3.** See EE.3.OA.1. **f**or repeated addition, a foundational skill for multiplication and division. (~~Multiplication begins in grade 4 and division begins in grade 5~~).	See EE.3.OA.1 and 5.NBT.5
3.OA.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?*	**EE.3.OA.4.** ~~Solve addition and subtraction problems when result is unknown with number 0-30~~.	**EE.3.OA.4**. Solve addition and subtraction problems when result is unknown within 20.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Understand properties of multiplication and the relationship between multiplication and division		
3.OA.5. Apply properties of operations as strategies to multiply and divide.[8] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*	**EE.3.OA.5.** NOT APPLICABLE (~~Multiplication begins at grade 4~~).	See EE.10.N-CN.2
3.OA.6. Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*	**EE.3.OA.6.** NOT APPLICABLE (~~Division begins at grade 5~~).	See EE.5.NBT.6-7
CLUSTER: Multiply and divide within 100		
3.OA.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	**EE.3.OA.7**. NOT APPLICABLE (~~Multiplication begins grade 4 and division begins in grade 5~~).	See EE.7.NS.2.a and EE.7.NS.2.b

[8] Students need not use formal terms for these properties.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Solve problems involving the four operations, and identify and explain patterns in arithmetic		
3.OA.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[9]	**EE.3.OA.8.** ~~Add to solve real world one-step story problems from 0-30~~.	**EE.3.OA.8**. Solve real world one-step real-world problems using addition or subtraction within 20.
3.OA.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*	**EE.3.OA.9.** Identify arithmetic patterns.	No Change

[9] This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order.

Third Grade Mathematics Domain: Number and Operations in Base Ten

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Use place value understanding and properties of operations to perform multi-digit arithmetic[10]		
3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100.	**EE.3.NBT.1.** ~~Identify the two 10s a number comes in between on a number line (numbers 0-30)~~.	**EE.3.NBT.1**. Use decade numbers as benchmarks to demonstrate understanding of place value (numbers 0-30)
3.NBT.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	**EE.3.NBT.2.** ~~Identify place value to tens~~.	**EE.3.NBT.2**. Demonstrate understanding of place value to tens.
3.NBT.3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	**EE.3.NBT.3**. ~~Count by tens using money~~.	**EE.3.NBT.3**. Count by tens using models such as objects, base ten blocks, or money.

[10] A range of algorithms may be used.

Third Grade Mathematics Domain: Number and Operations--Fractions[11]

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Develop understanding of fractions as numbers		
3.NF.1. Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a/b* as the quantity formed by *a* parts of size 1/*b*.	**EE.3.NF.1-3.** Differentiate a fractional part from a whole.	No Change
3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.		
3.NF.2.a. Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.		
3.NF.2.b. Represent a fraction *a*/*b* on a number line diagram by marking off a lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line.		
3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.		
3.NF.3.a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.		

[11] Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
3.NF.3.b. Recognize and generate simple equivalent fractions, (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.		No Change
3.NF.3.c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*		
3.NF.3.d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.		

Third Grade Mathematics Domain: Measurement and Data

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects		
3.MD.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	**EE.3.MD.1.** Tell time to the hour on a digital clock.	No Change
3.MD.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[12] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[13]	**EE.3.MD.2.** ~~Identify standard units of measure for mass and liquid~~.	**EE.3.MD.2** Identify the appropriate measurement tool to solve one-step word problems involving mass and volume.
CLUSTER: Represent and interpret data		
3.MD.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*	**EE.3.MD.3.** Use picture or bar graph data to answer questions about data.	No Change

[12] Excludes compound units such as cm3 and finding the geometric volume of a container.
[13] Excludes multiplicative comparison problems (problems involving notions of "times as much".

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
3.MD.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	**EE.3.MD.4.** Measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks.	No Change
CLUSTER: Geometric measurement: understand concepts of area and relate area to multiplication and to addition		
3.MD.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.	**EE.3.MD.5-7.** NOT APPLICABLE See EE.4.MD.2	No Change
3.MD.5.a. A square with side length of 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.		
3.MD.5.b. A plane figure, which can be covered without gaps or overlaps by n unit squares, is said to have an area of *n* square units.		
3.MD.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).		
3.MD.7. Relate area to the operations of multiplication and addition.		
3.MD.7.a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.		
3.MD.7.b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
3.MD.7.c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b* + *c* is the sum of *a* × *b* and *a* × *c*. Use area models to represent the distributive property in mathematical reasoning.		
3.MD.7.d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.		
CLUSTER: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures		
3.MD.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	**EE.3.MD.8.** NOT APPLICABLE See EE.7.G.4 and EE.8.G.9	No Change

Third Grade Mathematics Domain: Geometry

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Reason with shapes and their attributes		
3.G.1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	**EE.3.G.1.** ~~Recognize that shapes in different categories can share attributes~~.	**EE.3.G.1**. Sort shapes of different size, color, or texture into appropriate categories (e.g. square, circle, triangle, and rectangle).
3.G.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*	**EE.3.G.2.** Recognize that shapes can be partitioned into equal areas.	No Change

COMMON CORE ESSENTIAL ELEMENTS FOR FOURTH GRADE

Fourth Grade Mathematics Domain: Operations and Algebraic Thinking

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Use the four operations with whole numbers to solve problems		
4.OA.1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	**EE.4.OA.1-2.** Demonstrate the connection between repeated addition and multiplication.	No Change
4.OA.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.		
4.OA.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	**EE.4.OA.3.** ~~Solve one-step word problems using addition or subtraction~~.	**EE.4.OA.3**. Solve one-step real world problems using addition or subtraction within 100.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Gain familiarity with factors and multiples		
4.OA.4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	**EE.4.OA.4.** Show one way to arrive at product.	No Change
CLUSTER: Generate and analyze patterns		
4.OA.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*	**EE.4.OA.5.** Use repeating patterns to make predictions.	No Change

Fourth Grade Mathematics Domain: Numbers and Operations in Base Ten

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Generalize place value understanding for multi-digit whole numbers		
4.NBT.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*	**EE.4.NBT.1.** ~~Compare numbers to each other based on place value groups by composing and decomposing to 50~~.	**EE.4.NBT.1**. Compare numbers to 99 using base ten models.
4.NBT.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	**EE.4.NBT.2.** ~~Compare whole numbers (<, >, =)~~.	**EE.4.NBT.2**. Compare whole numbers to 10 using symbols (<, >, =).
4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.	**EE.4.NBT.3.** ~~Round one- and two-digit whole numbers from 0—50 to the nearest 10~~.	**EE.4.NBT.3**. Identify the closest decade number to any one or two digit whole number 0-30.
CLUSTER: Use place value understanding and properties of operations to perform multi-digit arithmetic		
4.NBT.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.	**EE.4.NBT 4.** Add and subtract double-digit whole numbers.	**EE.4.NBT 4.** Add and subtract two-digit whole numbers.
4.NBT.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**EE.4.NBT 5.** NOT APPLICABLE (See EE. 4.OA.1.)	No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
4.NBT.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**EE.4.NBT 6.** NOT APPLICABLE	No Change

Fourth Grade Mathematics Domain: Number and Operations--Fractions[14]

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Extend understanding of fraction equivalence and ordering		
4.NF.1. Explain why a fraction *a*/*b* is equivalent to a fraction (*n* × *a*)/(*n* × *b*) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	**EE.4.NF.1-2.** ~~Understand 2/4 = 1/2~~.	**EE.4.NF.1-2**. Identify ½ and ¼.
4.NF.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.		
CLUSTER: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers		
4.NF.3. Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.	**EE.4.NF.3.** ~~Differentiate between whole, half, and fourth~~.	**EE.4.NF.3.** Differentiate between whole and half.
4.NF.3.a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.		

[14] Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
4.NF.3.b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*		
4.NF.3.c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.		
4.NF.3.d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.		
4.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	**EE.4.NF.4.** NOT APPLICABLE (See EE.4.OA.1-2 and EE.5.NBT.5.)	No Change
4.NF.4.a. Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*		
4.NF.4.b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.).*		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
4.NF.4.c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*		
CLUSTER: Understand decimal notation for fractions, and compare decimal fractions		
4.NF.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[15] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*	**EE.4.NF.~~5.~~** ~~NOT APPLICABLE (Decimals begin at grade 7)~~.	**EE.4.NF.5-7.** NOT APPLICABLE Se EE.7.NS.2.c-d
4.NF.6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*		
4.NF.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.		

[15] Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

Fourth Grade Mathematics Domain: Measurement and Data

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit		
4.MD.1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft. is 12 times as long as 1 in. Express the length of a 4 ft. snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), . . .*	**EE.4.MD.1.** ~~Identify the smaller measurement units that divide a larger unit within a measurement system~~.	**EE.4.MD.1**. Identify the smaller measurement unit that comprises a larger unit within a measurement system (inches/foot, cm/m, minutes/hour).
4.MD.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	**EE.4.MD.2.a.** Tell time to the half hour using a digital or to the hour using an analog clock.	**EE.4.MD.2.a.** Tell time to the half hour using a digital clock or to the hour using an analog clock.
	EE.4.MD.2.b. ~~Select the appropriate measurement tool from two related options to solve problems~~.	**EE.4.MD.2.b.** Measure mass or volume using standard tools.
	EE.4.MD.2.c. Use standard measurement to compare lengths of objects.	No Change
	EE.4.MD.2.d. ~~Identify objects that have volume~~.	**EE.4.MD.2.d. * DELETE ***
	EE.4.MD.2.d. Identify coins (penny, nickel, dime, quarter) and their values.	No Change
4.MD.3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*	**EE.4.MD.3**. ~~NOT APPLICABLE~~ ~~(Area begins at 6th grade and perimeter begins at 7th grade).~~	EE.4.MD.3. Determine the area of a square or rectangle by counting units of measure (unit squares).

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Represent and interpret data		
4.MD.4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*	**EE.4.MD.4.a.** ~~Insert data into a preconstructed bar graph template~~.	**EE.4.MD.4.a.** Represent data on a picture or bar graph given a model and a graph to complete.
	EE.4.MD.4.b. ~~Interpret data from a variety of graphs to answer questions~~.	**EE.4.MD.4.b**. Interpret data from a picture or bar graph.
CLUSTER: Geometric measurement: understand concepts of angle and measure angles		
4.MD.5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	**EE.4.MD.5.** Recognize angles in geometric shapes.	
4.MD.5.a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.		**Move to EE.4.G.2.a.**
4.MD.5.b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.		
4.MD.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	**EE.4.MD.6.** Identify angles as larger and smaller.	**Move to EE.4.G.2.b.**

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
4.MD.7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	**EE.4.MD.7**. NOT APPLICABLE (See EE.4.G.2.a.)	No Change

Fourth Grade Mathematics Domain: Geometry

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Draw and identify lines and angles, and classify shapes by properties of their lines and angles		
4.G.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	**EE.4.G.1.** ~~Distinguish between parallel and intersecting lines~~.	**EE.4.G.1**. Recognize parallel lines and intersecting lines.
4.G.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	**EE.4.G.2.** ~~Distinguish between different attributes of shapes (lines, curves, angles)~~.	**EE.4.G.2**. Describe the defining attributes of two-dimensional shapes.
		EE.4.G.2.a. Recognize angles in geometric shapes.
		EE.4.G.2.b. Identify angles as larger and smaller.
4.G.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	**EE.4.G.3.** ~~Recognize a line of symmetry in a simple shape~~.	**EE.4.G.3**. Recognize that shapes can be partitioned into equal areas.

COMMON CORE ESSENTIAL ELEMENTS FOR FIFTH GRADE

Fifth Grade Mathematics Domain: Operation and Algebraic Thinking

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Write and interpret numerical expressions		
5.OA.1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	**EE.5.OA.1-~~2.~~** ~~NOT APPLICABLE~~	**EE.5.OA.1.** NOT APPLICABLE
5.OA.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*		**EE.5.OA.2.** NOT APPLICABLE
CLUSTER: Analyze patterns and relationships		
5.OA.3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*	**EE.5.OA.3.** Identify and extend numerical patterns.	No Change

Fifth Grade Mathematics Domain: Number and Operations in Base Ten

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE/NOTES
CLUSTER: Understand the place value system		
5.NBT.1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	**EE.5.NBT.1.** ~~Compare numbers to each other based on place value groups by composing and decomposing to 99~~.	**EE.5.NBT.1**. Compare numbers to 99 using base ten models.
5.NBT.2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	**EE.5.NBT.2.** ~~Recognize patterns in the number of zeros when multiplying a number by powers of 10~~.	**EE.5.NBT.2**. Use the number of zeros in numbers that are powers of 10 to determine which values are equal, greater than, or less than.
5.NBT.3. Read, write, and compare decimals to 1000ths.	**EE.5.NBT.3.** ~~Round two-digit whole numbers to the nearest 10 from 0—90~~.	**EE.5.NBT.3**. Compare whole numbers to 100 using symbols (<, >, =).
5.NBT.3.a. Read and write decimals to 1000ths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).		
5.NBT.3.b. Compare two decimals to 1000ths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.		
5.NBT.4. Use place value understanding to round decimals to any place.	**EE.5.NBT.4.** ~~Round money to a nearest dollar~~.	**EE.5.NBT.4**. Round two-digit whole numbers to the nearest 10 from 0—90.
CLUSTER: Perform operations with multi-digit whole numbers and with decimals to hundredths		
5.NBT.5. Fluently multiply multi-digit whole numbers using the standard algorithm.	**EE.5.NBT.5.** Multiply whole numbers up to 5 x 5.	No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE/NOTES
5.NBT.6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**EE.5.NBT.6-7.** Illustrate the concept of division using fair and equal shares.	No Change
5.NBT.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		

Fifth Grade Mathematics Domain: Number and Operations—Fractions

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Use equivalent fractions as a strategy to add and subtract fractions		
5.NF.1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd).*	**EE.5.NF.1.** ~~Differentiate between halves, fourths, and eighths~~.	**EE.5.NF.1**. Identify halves and fourths (1/2, 2/2, 3/4, 4/4)
5.NF.2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*	**EE.5.NF.2.** ~~Solve two-step word problems using addition and subtraction of whole numbers~~.	**EE.5.NF.2**. Identify thirds and tenths.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Apply and extend previous understandings of multiplication and division to multiply and divide fractions		
5.NF.3. Interpret a fraction as division of the numerator by the denominator (*a*/*b* = *a* ÷ *b*). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*	**EE.5.NF.3**. NOT APPLICABLE (See EE.6.RP.1	No Change
5.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	**EE.5.NF.4-5**. NOT APPLICABLE	**EE.5.NF.4**. NOT APPLICABLE
5.NF.4.a. Interpret the product (*a*/*b*) × *q* as a parts of a partition of *q* into *b* equal parts; equivalently, as the result of a sequence of operations *a* × *q* ÷ *b*. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)*		
5.NF.4.b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
5.NF.5. Interpret multiplication as scaling (resizing), by:		**EE.5.NF.5**. NOT APPLICABLE
5.NF.5.a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.		
5.NF.5.b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.		
5.NF.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	**EE.5.NF. 6-~~7~~**. ~~NOT APPLICABLE~~	**EE.5.NF. 6**. NOT APPLICABLE See EE.10.N-CN.2.b
5.NF.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[16]		**EE.5.NF. 7**. NOT APPLICABLE See EE.7.NS.2.b

[16] Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
5.NF.7.a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*		
5.NF.7.b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.*		
5.NF.7.c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*		

Fifth Grade Mathematics Domain: Measurement and Data

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Convert like measurement units within a given measurement system		
5.MD.1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	**EE.5.MD.1.a.** Tell time using an analog or digital clock to the half or quarter hour.	No Change
	EE.5.MD.1.b. ~~Use customary units to measure weight and length of objects~~.	**EE.5.MD.1.b.** Use standard units to measure weight and length of objects.
	EE.5.MD.1.c. Indicate relative value of collections of coins.	No Change
CLUSTER: Represent and interpret data		
5.MD.2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*	**EE.5.MD.2.a.** ~~Represent and interpret data on a picture, line plot, or bar graph given a model and a graph to complete~~.	**EE.5.MD.2.** Represent and interpret data on a picture, line plot, or bar graph.
CLUSTER: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition		
5.MD.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	**EE.5.MD.3-5.** ~~Determine volume of a cube by counting units of measure~~.	**EE.5.MD.3** Identify common three-dimensional shapes.
5.MD.3.a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.		
5.MD.3.b. A solid figure, which can be packed without gaps or overlaps using *n* unit cubes, is said to have a volume of *n* cubic units.		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
5.MD.4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.		**EE.5.MD.4-5.** Determine volume of a rectangular prism by counting units of measure (unit cubes).
5.MD.5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.		
5.MD.5.a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.		
5.MD.5.b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.		
5.MD.5.c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.		

Fifth Grade Mathematics Domain: Geometry

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Graph points on the coordinate plane to solve real-world and mathematical problems		
5.G.1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).	**EE.5.G.1-5.** ~~Sort two-dimensional figures and describe the common attributes such as angles, number of sides, corners (dimension), and color~~.	**EE.5.G.1-4**. Sort two-dimensional figures and identify the attributes (angles, number of sides, corners, color) they have in common.
5.G.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.		
5.G.3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.		
5.G.4. Classify two-dimensional figures in a hierarchy based on properties.		

COMMON CORE ESSENTIAL ELEMENTS FOR SIXTH GRADE

Sixth Grade Mathematics Domain: Ratios and Proportional Relationships

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Understand ratio concepts and use ratio reasoning to solve problems		
6.RP.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*	**EE.6.RP.1.** Demonstrate a simple ratio relationship.	No Change
6.RP.2. Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*[17]		NOT APPLICABLE See EE.7.RP.1-3
6.RP.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.		NOT APPLICABLE. See EE.8.F.1-3

[17] Expectations for unit rates in this grade are limited to non-complex fractions.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
6.RP.3.a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.		NOT APPLICABLE
6.RP.3.b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*		NOT APPLICABLE
6.RP.3.c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.		
6.RP.3.d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.		

Sixth Grade Mathematics Domain: The Number System

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Apply and extend previous understandings of multiplication and division to divide fractions by fractions		
6.NS.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb. of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? Compute fluently with multi-digit numbers and find common factors and multiples.*	**EE.6.NS.1.** Compare the relationships between two unit fractions.	No Change
CLUSTER: Compute fluently with multi-digit numbers and find common factors and multiples		
6.NS.2. Fluently divide multi-digit numbers using the standard algorithm.	**EE.6.NS.2**. Apply the concept of fair share and equal shares to divide.	No Change
6.NS.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	**EE.6.NS.3.** Solve two factor multiplication problems with products up to 50 using concrete objects and/or calculators.	**EE.6.NS.3.** Solve two factor multiplication problems with products up to 50 using concrete objects and/or a calculator.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
6.NS.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2). Apply and extend previous understandings of numbers to the system of rational numbers.*	**EE.6.NS.4**. NOT APPLICABLE	No Change
CLUSTER: Apply and extend previous understandings of numbers to the system of rational numbers		
6.NS.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	**EE.6.NS.5-8.** Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero).	No Change
6.NS.6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.		
6.NS.6.a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
6.NS.6.b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.		
6.NS.6.c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.		
6.NS.7. Understand ordering and absolute value of rational numbers.		
6.NS.7.a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret -3 > -7 as a statement that -3 is located to the right of -7 on a number line oriented from left to right.*		
6.NS.7.b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write -3^{o} C > -7^{o} C to express the fact that -3^{o}C is warmer than -7^{o}C.*		
6.NS.7.c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of -30 dollars, write |-30| = 30 to describe the size of the debt in dollars.*		
6.NS.7.d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.*		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
6.NS.8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.		

Sixth Grade Mathematics Domain: Expressions and Equations

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Apply and extend previous understandings of arithmetic to algebraic expressions		
6.EE.1. Write and evaluate numerical expressions involving whole-number exponents.	**EE.6.EE.1-2.** Identify equivalent number sentences.	No Change
6.EE.2. Write, read, and evaluate expressions in which letters stand for numbers.		
6.EE.2.a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.*		
6.EE.2.b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.*		
6.EE.2.c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.*		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
6.EE.3. Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.*	**EE.6.EE.3-4.** ~~Demonstrate understanding of equivalent expressions~~.	**EE.6.EE.3**. Apply the properties of addition to identify equivalent number sentences.
6.EE.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for. Reason about and solve one-variable equations and inequalities.*		**EE.6.EE.4**. NOT APPLICABLE
CLUSTER: Reason about and solve one-variable equations and inequalities		
6.EE.5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	**EE.6.EE.5-7.** Match an equation to a real-world problem in which variables are used to represent numbers.	No Change
6.EE.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
6.EE.7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.		
6.EE.8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x <$ c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.		NOT APPLICABLE
CLUSTER: Represent and analyze quantitative relationships between dependent and independent variables		
6.EE.9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.	**EE.6.EE.9**. NOT APPLICABLE	No Change

Sixth Grade Mathematics Domain: Geometry

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Solve real-world and mathematical problems involving area, surface area, and volume		
6.G.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real world and mathematical problems.	**EE.6.G.1-2.** ~~Demonstrate area~~.	**EE.6.G.1**. Solve real world and mathematical problems about area using unit squares.
6.G.2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\ w\ h$ and $V = b\ h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.		**EE.6.G.2**. Solve real world and mathematical problems about volume using unit cubes.
6.G.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.		**EE.6.G.3.** NOT APPLICABLE
6.G.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	~~**EE.6.G.4.** Identify common three-dimensional shapes.~~	**EE.6.G.4** NOT APPLICABLE

Sixth Grade Mathematics Domain: Statistics and Probability

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Develop understanding of statistical variability		
6.SP.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*	**EE.6.SP.1-2.** Display data on a graph or table that shows variability in the data.	No Change
6.SP.2. Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center, spread, and overall shape.		
6.SP.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	**EE.6.SP.3**. NOT APPLICABLE See EE.10.S-ID.4	No Change
CLUSTER: Summarize and describe distributions		
6.SP.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	**EE.6.SP.4.** NOT APPLICABLE (See EE.6.SP.1-2)	No Change
6.SP.5. Summarize numerical data sets in relation to their context, such as by:	**EE.6.SP.5.** ~~Summarize data distributions on a graph or table~~.	**EE.6.SP.5.** Summarize data distributions shown in graphs or tables.
6.SP.5.a. Reporting the number of observations.		
6.SP.5.b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
6.SP.5.c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.		
6.SP.5.d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.		

COMMON CORE ESSENTIAL ELEMENTS FOR SEVENTH GRADE

Seventh Grade Mathematics Domain: Ratios and Proportional Relationships

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Analyze proportional relationships and use them to solve real-world and mathematical problems		
7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $^{1/2}/_{1/4}$ miles per hour, equivalently 2 miles per hour.*	**EE.7.RP.1-3.** Use a ratio to model or describe a relationship.	No Change
7.RP.2. Recognize and represent proportional relationships between quantities.		
7.RP.2.a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.		
7.RP.2.b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.		
7.RP.2.c. Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.*		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
7.RP.2.d. Explain what a point (*x*, *y*) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r*) where r is the unit rate.		
7.RP.3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.		

Seventh Grade Mathematics Domain: The Number System

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers		
7.NS.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	**EE.7.NS.1.** ~~Add fractions with like denominators (halves, thirds, fourths, and tenths) so the solution is less than or equal to one~~.	**EE.7.NS.1.** Add fractions with like denominators (halves, thirds, fourths, and tenths) with sums less than or equal to one.
7.NS.1.a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*		
7.NS.1.b. Understand $p + q$ as the number located a distance $\|q\|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.		
7.NS.1.c. Understand subtraction of rational numbers as adding the additive inverse, $p – q = p + (–q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.		
7.NS.1.d. Apply properties of operations as strategies to add and subtract rational numbers.		
CLUSTER: Apply properties of operations as strategies to add and subtract rational numbers		
7.NS.2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
7.NS.2.a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	**EE.7.NS.2.a.** Solve multiplication problems with products to 100.	
7.NS.2.b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If *p* and *q* are integers, then –(*p*/*q*) = (–*p*)/*q* = *p*/(–*q*). Interpret quotients of rational numbers by describing real-world contexts.	**EE.7.NS.2.b.** Solve division problems with divisors up to five and also with a divisor of 10 without remainders.	
7.NS.2.c. Apply properties of operations as strategies to multiply and divide rational numbers **7.NS.2.d.** Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	**EE.7.NS.2.c-d.** ~~Compare fractions to fractions and decimals to decimals using rational numbers less than one~~.	**EE.7.NS.2.c-d**. Express a fraction with a denominator of 10 as a decimal.
7.NS.3. Solve real-world and mathematical problems involving the four operations with rational numbers.[18]	**EE.7.NS.3.** ~~Demonstrate the value of various money amounts using decimals~~.	**EE.7.NS.3.** Compare quantities represented as decimals in real world examples to tenths.

[18] Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

Seventh Grade Mathematics Domain: Expressions and Equations

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Use properties of operations to generate equivalent expressions		
7.EE.1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. **7.EE.2.** Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*	**EE.7.EE.1-2.** ~~Use the relationship within addition and/or multiplication to illustrate that two expressions are equivalent~~.	**EE.7.EE.1-2**. Use the properties of operations as strategies to demonstrate that expressions are equivalent.
CLUSTER: Solve real-life and mathematical problems using numerical and algebraic expressions and equations		
7.EE.3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*	~~**EE.7.EE.3-4.** Use the concept of equality with models to solve one-step addition and subtraction equations.~~	**EE.7.EE.3.** Identify an arithmetic sequence of whole numbers with a whole number common difference.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
7.EE.4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.		**EE.7.EE.4.** Use the concept of equality with models to solve one-step addition and subtraction equations.
7.EE.4.a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*		
7.EE.4.b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*		

Seventh Grade Mathematics Domain: Geometry

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Draw construct, and describe geometrical figures and describe the relationships between them		
7.G.1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	**EE.7.G.1-2.** ~~Draw or classify and recognize basic two-dimensional geometric shapes without a model (circle, triangle, rectangle/square)~~.	**EE.7.G.1**. Match two similar geometric shapes that are proportional in size and in the same orientation.
7.G.2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.		**EE.7.G.2**. Recognize geometric shapes with given conditions.
7.G.3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	**EE.7.G.3.** Match a two-dimensional shape with a three-dimensional shape that shares an attribute.	No Change
CLUSTER: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume		
7.G.4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	~~**EE.7.G.4**. NOT APPLICABLE~~	**EE.7.G4.** Determine perimeter of a rectangle by adding the measures of the sides.
7.G.5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	**EE.7.G.5.** ~~Find the perimeter of a rectangle given the length and width~~.	**EE.7.G.5**. Recognize angles that are acute, obtuse, and right.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
7.G.6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	**EE.7.G.6.** ~~Find the area of a rectangle given the length and width using a model~~.	**EE.7.G.6**. Determine the area of a rectangle using the formula for length x width and confirm the result using tiling or partitioning into unit squares.

Seventh Grade Mathematics Domain: Statistics and Probability

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Use random sampling to draw inferences about a population		
7.SP.1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	**EE.7.SP.1-2.** Answer a question related to the collected data from an experiment, given a model of data, or from data collected by the student.	No Change
7.SP.2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Draw informal comparative inferences about two populations		
7.SP.3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*	**EE.7.SP.3.** Compare two sets of data within a single data display such as a picture graph, line plot, or bar graph.	No Change
7.SP.4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*		**EE.7.SP.4**. NOT APPLICABLE. See EE.10.S-ID.4
CLUSTER: Investigate chance processes and develop, use, and evaluate probability models		
7.SP.5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	**EE.7.SP.5-7.** Describe the probability of events occurring as possible or impossible.	No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
7.SP.6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*		
7.SP.7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.		
7.SP.7.a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*		
7.SP.7.b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*		
7.SP.8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
7.SP.8.a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.		
7.SP.8.b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.		
7.SP.8.c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*		

COMMON CORE ESSENTIAL ELEMENTS FOR EIGHTH GRADE

Eighth Grade Mathematics Domain: The Number System

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Know that there are numbers that are not rational, and approximate them by rational numbers		
8.NS.1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	**EE.8.NS.1.** Subtract fractions with like denominators (halves, thirds, fourths, and tenths) with minuends less than or equal to one.	No Change
8.NS.2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*	**EE.8.NS.2.** ~~Represent different forms and values of decimal numbers using fractions with numerators that are multiples of five and a denominator of 100~~.	**EE.8.NS.2.a.** Express a fraction with a denominator of 100 as a decimal.
		EE.8.NS.2.b. Compare quantities represented as decimals in real world examples to hundredths.

Eighth Grade Mathematics Domain: Expressions and Equations

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Expressions and Equations. Work with radicals and integer exponents		
8.EE.1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.	**EE.8.EE.1-4.** ~~Compose and decompose numbers to three digits~~.	**EE.8.EE.1** Identify the meaning of an exponent (limited to exponents of 2 and 3). **EE.8.EE.2**. Identify a geometric sequence of whole numbers with a whole number common ratio. **EE.8.EE.3-4**. Compose and decompose whole numbers up to 999.
8.EE.2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.		
8.EE.3. Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3 times 10^8 and the population of the world as 7 times 10^9, and determine that the world population is more than 20 times larger.*		
8.EE.4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Understand the connections between proportional relationships, lines, and linear equations		
8.EE.5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.	**EE.8.EE.5-6.** ~~Graph a simple ratio using the x and y axis points when given the ratio in standard form (2:1) and convert to 2/1~~.	**EE.8.EE.5-6**. Graph a simple ratio by connecting the origin to a point representing the ratio in the form of y/x. For example, when given a ratio in standard form (2:1), convert to 2/1, and plot the point (1,2).
8.EE.6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.		
CLUSTER: Analyze and solve linear equations and pairs of simultaneous linear equations		
8.EE.7. Solve linear equations in one variable.	**EE.8.EE.7.** ~~Solve algebraic expressions using simple addition and subtraction~~.	**EE.8.EE.7**. Solve simple algebraic equations with one variable using addition and subtraction.
8.EE.7.a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).		
8.EE.7.b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.		
8.EE.8. Analyze and solve pairs of simultaneous linear equations.	**EE.8.EE.8.** NOT APPLICABLE (See EE.8.EE.5-6)	No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
8.EE.8.a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.		
8.EE.8.b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.*		
8.EE.8.c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*		

Eighth Grade Mathematics Domain: Functions

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Define, evaluate, and compare functions		
8.F.1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.[19]	**EE.8.F.1-3.** ~~Given a function table, identify the missing number~~.	**EE.8.F.1-3**. Given a function table containing at least 2 complete ordered pairs, identify a missing number that completes another ordered pair. (Limited to linear functions)
8.F.2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*		
8.F.3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*		

[19] Function notation is not required in Grade 8.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Use functions to model relationships between quantities		
8.F.4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (*x, y*) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	**EE.8.F.4.** Determine the values or rule of a function using a graph or a table.	No Change
8.F.5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	**EE.8.F.5.** Describe how a graph represents a relationship between two quantities.	No Change

Eighth Grade Mathematics Domain: Geometry

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Understand congruence and similarity using physical models, transparencies, or geometry software		
8.G.1. Verify experimentally the properties of rotations, reflections, and translations:	**EE.8.G.1-3.** ~~Identify similarity and congruence (same) in objects and shapes containing angles without translations~~.	**EE.8.G.1**. Recognize translations, rotations, and reflections of shapes.
8.G.1.a. Lines are taken to lines, and line segments to line segments of the same length.		
8.G.1.b. Angles are taken to angles of the same measure.		
8.G.1.c. Parallel lines are taken to parallel lines.		
8.G.2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.		**EE.8.G.2**. Identify shapes that are congruent.
8.G.3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.		**EE.8.G.3**. NOT APPLICABLE
8.G.4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	**EE.8.G.4.** Identify similar shapes with and without rotation.	No Change

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
8.G.5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*	**EE.8.G.5.** ~~Compare measures of angles to a right angle (greater than, less than, or equal to)~~.	**EE.8.G.5**. Compare any angle to a right angle and describe the angle as greater than, less than, or congruent to a right angle.
CLUSTER: Understand and apply the Pythagorean Theorem		
8.G.6. Explain a proof of the Pythagorean Theorem and its converse.	**EE.8.G.6-8**. NOT APPLICABLE	**EE.8.G.6**. NOT APPLICABLE
8.G.7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.		**EE.8.G.7**. NOT APPLICABLE
8.G.8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.		**EE.8.G.8**. NOT APPLICABLE
CLUSTER: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres		
8.G.9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	**EE.8.G.9.** ~~Identify volume of common measures (cups, pints, quarts, gallons, etc.)~~.	**EE.8.G.9**. Use the formulas for perimeter, area, and volume to solve real world and mathematical problems. (Limited to perimeter and area of rectangles and volume of rectangular prisms)

Eighth Grade Mathematics Domain: Statistics and Probability

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Investigate patterns of association in bivariate data		
8.SP.1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	**EE.8.SP.1~~-3.~~** ~~NOT APPLICABLE~~	**EE.8.SP.1.** NOT APPLICABLE
8.SP.2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.		**EE.8.SP.2.** NOT APPLICABLE See EE.10.S-ID.1-2 and EE.10.S-ID.3
8.SP.3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*		**EE.8.SP.3.** NOT APPLICABLE

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
8.SP.4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*	**EE.8.SP.4.** Construct a graph or table from given categorical data and compare data categorized in the graph or table.	No Change

COMMON CORE ESSENTIAL ELEMENTS FOR HIGH SCHOOL

High School Mathematics Domain: Number and Quantity - The Real Number System

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Extend the properties of exponents to rational exponents		
N-RN.1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.*	**EE.N-RN.1.** ~~Solve division problems with remainders using concrete objects~~.	**EE.N-RN.1**. Determine the value of a quantity that is squared or cubed.
N-RN.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.	**EE.N-RN.2.** NOT APPLICABLE	No Change
CLUSTER: Use properties of rational and irrational numbers		
N-RN.3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	**EE.N-RN.3**. NOT APPLICABLE	No Change

High School Mathematics Domain: Number and Quantity – Quantities

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Reason quantitatively and use units to solve problems		
N-Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	**EE.N-Q.1-3.** Express quantities to the appropriate precision of measurement.	No Change
N-Q.2. Define appropriate quantities for the purpose of descriptive modeling.		
N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.		

High School Mathematics Domain: Number and Quantity - The Complex Number System

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Perform arithmetic operations with complex numbers		
N-CN.1. Know there is a complex number *i* such that $i^2 = -1$, and every complex number has the form $a + bi$ with *a* and *b* real.	**EE.N-CN.1**. NOT APPLICABLE	No Change
N-CN.2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	**EE.N-CN.2.** ~~Use the operations of addition, subtraction, and multiplication with decimals (decimal value x whole number) in real world situations using money as the standard units ($20, $10, $5, $1, $0.25, $0.10, $0.05, and $0.01)~~.	**EE.N-CN.2**. Use the commutative, associative, and distributive properties to add, subtract, and multiply whole numbers.
		EE.N-CN.2.a. Solve real world problems involving addition and subtraction of decimals, using models when needed.
		EE.N-CN.2.b. Solve real world problems involving multiplication of decimals and whole numbers, using models when needed.
CLUSTER: Use complex numbers in polynomial identities and equations		
N-CN.7. Solve quadratic equations with real coefficients that have complex solutions.	**EE.N-CN.7.** NOT APPLICABLE	No Change

High School Mathematics Domain: Number and Quantity – Vector and Matrix Quantities

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Perform operations on vectors		
N-VM.4.a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.		
N-VM.4.b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.		
N-VM.4.c. Understand vector subtraction $v – w$ as $v + (–w)$, where $–w$ is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.		
N-VM.5.a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.		
N-VM.5.b. Compute the magnitude of a scalar multiple cv using $\|\|cv\|\| = \|c\|v$. Compute the direction of cv knowing that when $\|c\|v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).		

High School Mathematics Domain: Algebra - Seeing Structure in Expressions

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Interpret the structure of expressions		
A-SSE.1. Interpret expressions that represent a quantity in terms of its context.	**EE.A-SSE.1.** ~~Match an algebraic expression involving one operation to represent a given word expression with an illustration~~.	**EE.A-SSE.1**. Identify an algebraic expression involving one arithmetic operation to represent a real-world problem.
A-SSE.1.a. Interpret parts of an expression, such as terms, factors, and coefficients.		
A-SSE.1.b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.*		
A-SSE.2. Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 – y^4$ as $(x^2)^2 – (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 – y^2)(x^2 + y^2)$.*	**EE.A-SSE.2.** NOT APPLICABLE	No Change
CLUSTER: Write expressions in equivalent forms to solve problems		
A-SSE.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	~~**EE.A-SSE.3.** Solve simple one-step equations (multiplication and division) with a variable.~~	**EE.A-SSE.3**. Solve simple algebraic equations with one variable using multiplication and division.
A-SSE.3.a. Factor a quadratic expression to reveal the zeros of the function it defines.		
A-SSE.3.b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
A-SSE.3.c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*		
A-SSE.4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.*	**EE.A-SSE.4.** ~~Identify the missing part in any other equivalent ratio when given any ratio~~.	**EE.A-SSE.4**. Determine the successive term in a geometric sequence given the common ratio.

High School Mathematics Domain: Algebra - Arithmetic with Polynomials and Rational Expressions

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Perform arithmetic operations on polynomials		
A-APR.1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	**EE.A-APR.1**. NOT APPLICABLE	No Change
CLUSTER: Understand the relationship between zeros and factors of polynomials		
A-APR.2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x – a$ is $p(a)$, so $p(a) = 0$ if and only if $(x – a)$ is a factor of $p(x)$.		NOT APPLICABLE
A-APR.3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.		NOT APPLICABLE
CLUSTER: Use polynomial identities to solve problems		
A-APR.4. Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 – y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*		NOT APPLICABLE
CLUSTER: Rewrite rational expressions		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
A-APR.6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.		NOT APPLICABLE

High School Mathematics Domain: Algebra - Creating Equations

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Create equations that describe numbers or relationships		
A-CED.1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*	**EE.A-CED.1.** ~~Solve an algebraic expression using subtraction~~.	**EE.A-CED.1**. Create an equation involving one operation with one variable and use it to solve a real-world problem.
A-CED.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	**EE.A-CED.2-4.** Solve one-step inequalities.	No Change
A-CED.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*		
A-CED.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*		

High School Mathematics Domain: Algebra - Reasoning with Equations and Inequalities

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Understand solving equations as a process of reasoning and explain the reasoning		
A-REI.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	**EE.A-REI.1-~~2.~~** ~~NOT APPLICABLE~~	**EE.A-REI.1**. NOT APPLICABLE
A-REI.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.		**EE.A-REI.2**. NOT APPLICABLE See EE.A-CED.1
CLUSTER: Solve equations and inequalities in one variable		
A-REI.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	**EE.A-REI.3**. ~~NOT APPLICABLE~~ ~~(See EE.A-ECED.1-2.)~~	**EE.A-REI.3**. NOT APPLICABLE (See EE.A-CED.1)
A-REI.4. Solve quadratic equations in one variable.		NOT APPLICABLE
A-REI.4.a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.		
A-REI.4.b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Solve systems of equations		
A-REI.5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	**EE.A-REI.5.** NOT APPLICABLE	No Change
A-REI.6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	**EE.A-REI.6-~~7~~**. NOT APPLICABLE ~~(See EE.A-REI.10-12.)~~	**EE.A-REI.6**. NOT APPLICABLE (See EE.A-REI.10-12.)
A-REI.7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.		**EE.A-REI.7**. NOT APPLICABLE (See EE.A-REI.10-12.)
CLUSTER: Represent and solve equations and inequalities graphically		
A-REI.10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	**EE.A-REI.10.-12.** ~~Determine the two pieces of information that are plotted on a graph of an equation with two variables that form a line when plotted~~.	**EE.A-REI.10.-12**. Interpret the meaning of a point on the graph of a line. For example, on a graph of pizza purchases, trace the graph to a point and tell the number of pizzas purchased and the total cost of the pizzas.
A-REI.11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
A-REI.12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.		

High School Mathematics Domain: Functions - Interpreting Functions

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Understand the concept of a function and use function notation		
F-IF.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If *f* is a function and *x* is an element of its domain, then *f*(*x*) denotes the output of *f* corresponding to the input *x*. The graph of *f* is the graph of the equation *y* = *f*(*x*).	**EE.F-IF.1-3.** Use the concept of function to solve problems.	No Change
F-IF.2. Use function notations, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.		
F-IF.3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.*		
CLUSTER: Interpret functions that arise in applications in terms of the context		
F-IF.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity*.	**EE.F-IF.4-6.** ~~Interpret rate of change (e.g., higher/lower, faster/slower)~~.	**EE.F-IF.4-6**. Construct graphs that represent linear functions with different rates of change and interpret which is faster/slower, higher/lower, etc.

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
F-IF.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*		
F-IF.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.		
CLUSTER: Analyze functions using different representations		
F-IF.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	**EE.F-IF.7**. NOT APPLICABLE (See EE.F-IF.1-3)	No Change
F-IF.7.a. Graph linear and quadratic functions and show intercepts, maxima, and minima.		
F-IF.7.b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.		
F-IF.7.c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.		
F-IF.7.e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
F-IF.8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	**EE.F-IF.8.** NOT APPLICABLE	No Change
F-IF.8.a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.		
F-IF.8.b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.02)t, y = (0.97)t, y = (1.01)12t, y = (1.2)t/10, and classify them as representing exponential growth or decay.		
F-IF.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*	**EE.F-IF.9.** NOT APPLICABLE	No Change

High School Mathematics Domain: Functions - Building Functions

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Build a function that models a relationship between two quantities		
F-BF.1. Write a function that describes a relationship between two quantities.	**EE.F-BF.1.** Select the appropriate graphical representation (first quadrant) given a situation involving constant rate of change.	No Change
F-BF.1.a. Determine an explicit expression, a recursive process, or steps for calculation from a context.		
F-BF.1.b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*		
F-BF.2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	**EE.F-BF.2.** ~~Build an arithmetic sequence when provided a recursive rule with whole numbers~~.	**EE.F-BF.2**. Determine an arithmetic sequence with whole numbers when provided a recursive rule.
CLUSTER: Build new functions from existing functions		
F-BF.3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	**EE.F-BF.3-4.** ~~NOT APPLICABLE~~	**EE.F-BF.3.** NOT APPLICABLE
F-BF.4. Find inverse functions.		**EE.F-BF.4.** NOT APPLICABLE
F-BF.4.a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
expression for the inverse. *For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.*		

High School Mathematics Domain: Functions - Linear, Quadratic, and Exponential Models

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Construct and compare linear, quadratic, and exponential models and solve problems		
F-LE.1. Distinguish between situations that can be modeled with linear functions and with exponential functions.	**EE.F-LE.1.** ~~Model a simple linear function such as y=mx to show functions grow by equal factors over equal intervals~~.	**EE.F-LE.1-3.** Model a simple linear function such as y=mx to show that these functions increase by equal amounts over equal intervals.
F-LE.1.a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.		
F-LE.1.b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.		
F-LE.1.c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.		
F-LE.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).		
F-LE.3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
F-LE.4. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where *a*, *c*, and *d* are numbers and the base *b* is 2, 10, or *e*; evaluate the logarithm using technology.		NOT APPLICABLE
CLUSTER: Interpret expressions for functions in terms of the situation they model		
F-LE.5. Interpret the parameters in a linear or exponential function in terms of a context.	**EE.F-LE.5**. NOT APPLICABLE **SeeEE.10.F-IF.1-3**	No Change

High School Mathematics Domain: Functions - Trigonometric Functions

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Extend the domain of trigonometric functions using the unit circle		
F-TF.1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	**EE.F-TF.1-2**. NOT APPLICABLE	**EE.F-TF.1**. NOT APPLICABLE
F-TF.2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.		**EE.F-TF.2**. NOT APPLICABLE
CLUSTER: Model periodic phenomena with trigonometric functions		
F-TF.5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	**EE.F-TF.5.** NOT APPLICABLE	NOT APPLICABLE
CLUSTER: Prove and apply trigonometric identities		
F-TF.8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.	**EE.F-TF.8**. NOT APPLICABLE	NOT APPLICABLE

High School Mathematics Domain: Geometry – Congruence

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Experiment with transformations in the plane		
G.CO.1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	**EE.G-CO.1.** Know the attributes of perpendicular lines, parallel lines, and line segments, angles, and circles.	No Change
G-CO.2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	**EE.G-CO.2**. NOT APPLICABLE	NOT APPLICABLE
G-CO.3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	**EE.G-CO.3**. NOT APPLICABLE	NOT APPLICABLE
G-CO.4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	**EE.G-CO.4-5.** ~~Identify rotations, reflections, and slides~~.	**EE.G-CO.4-5**. Given a geometric figure and a rotation, reflection, or translation of that figure, identify the components of the two figures that are congruent.
G-CO.5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Understand congruence in terms of rigid motions		
G-CO.6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	**EE.G-CO.6-8.** ~~Identify corresponding congruent (the same) parts of shapes~~.	**EE.G-CO.6-8**. Identify corresponding congruent and similar parts of shapes.
G-CO.7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.		
G-CO.8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.		
CLUSTER: Prove geometric theorems		
G-CO.9. Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*	**EE.G-CO.9-11**. ~~NOT APPLICABLE~~	**EE.G-CO.9**. NOT APPLICABLE
G-CO.10. Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*		**EE.G-CO.10**. NOT APPLICABLE

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
G-CO.11. Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*		**EE.G-CO.11**. NOT APPLICABLE
CLUSTER: Make geometric constructions		
G-CO.12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*	**EE.G-CO.12~~-13~~**. ~~NOT APPLICABLE~~	**EE.G-CO.12**. NOT APPLICABLE (!&2)
G-CO.13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.		**EE.G-CO.13**. NOT APPLICABLE

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Understand similarity in terms of similarity transformations		
G-SRT.1. Verify experimentally the properties of dilations given by a center and a scale factor:	**EE.G-SRT.1-~~3~~.** ~~NOT APPLICABLE (See EE.G-CO.6-8.)~~	**EE.8.SP.1.** NOT APPLICABLE (See EE.G-CO.6-8.)
G-SRT.1.a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.		
G-SRT.1.b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.		
G-SRT.2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.		**EE.8.SP.2.** NOT APPLICABLE (See EE.G-CO.6-8.)
G-SRT.3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.		**EE.8.SP.3.** NOT APPLICABLE (See EE.G-CO.6-8.)
CLUSTER: Prove theorems involving similarity		
G-SRT.4. Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*	**EE.G-SRT.4-~~5~~.** ~~NOT APPLICABLE~~	**EE.G-SRT.4**. NOT APPLICABLE

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
G-SRT.5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.		**EE.G-SRT.5**. NOT APPLICABLE (See EE.G-CO.6-8
CLUSTER: Define trigonometric ratios and solve problems involving right triangles		
G-SRT.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	**EE.G-SRT.6~~-8~~**. ~~NOT APPLICABLE~~	**EE.G-SRT.6**. NOT APPLICABLE
G-SRT.7. Explain and use the relationship between the sine and cosine of complementary angles.		**EE.G-SRT.7**. NOT APPLICABLE
G-SRT.8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.		**EE.G-SRT.8**. NOT APPLICABLE

High School Mathematics Domain: Geometry – Circles

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Understand and apply theorems about circles		
G-C.1. Prove that all circles are similar.	**EE.G-C.1-3.** NOT APPLICABLE	**EE.G-C.1.** NOT APPLICABLE
G-C.2. Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*		**EE.G-C.2.** NOT APPLICABLE
G-C.3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.		**EE.G-C.3.** NOT APPLICABLE
CLUSTER: Find arc lengths and areas of sectors of circles		
G-C.5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	**EE.G-C.5.** NOT APPLICABLE	No Change

High School Mathematics Domain: Geometry - Expressing Geometric Properties with Equations

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Translate between the geometric description and the equation for a conic section		
G-GPE.1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	**EE.G-GPE.1.** NOT APPLICABLE	No Change
G-GPE.2. Derive the equation of a parabola given a focus and directrix.	**EE.G-GPE.2-4.** ~~NOT APPLICABLE~~	**EE.G-GPE.2.** NOT APPLICABLE
CLUSTER: Use coordinates to prove simple geometric theorems algebraically		
G-GPE.4. Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).*	**EE.G-GPE.4**. NOT APPLICABLE (See EE.G-GPE)	No Change
G-GPE.5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	**EE.G-GPE.5-6**. ~~NOT APPLICABLE~~ ~~(See EEG.CO.1)~~	**EE.G-GPE.5**. NOT APPLICABLE (See EEG.CO.1)
G-GPE.6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.		**EE.G-GPE.6**. NOT APPLICABLE (See EEG.CO.1)
G-GPE.7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	**EE.G-GPE.7.** Find perimeter and area of squares and rectangles to solve real-world problems.	No Change

High School Mathematics Domain: Geometry - Geometric Measurement and Dimension

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Explain volume formulas and use them to solve problems		
G-GMD.1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*	**EE.G-GMD.1-3.** ~~Make a prediction based on knowledge of volume to identify volume of common containers (cups, pints, gallons, etc.)~~.	**EE.G-GMD.1-3**. Make a prediction about the volume of a container, the area of a figure, and the perimeter of a figure; then test the prediction using formulas or models.
G-GMD.3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.		NOT APPLICABLE See EE.8.G.9 and EE.10.G-GPE.
CLUSTER: Visualize relationships between two-dimensional and three-dimensional objects		
G-GMD.4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	**EE.G-GMD.4.** ~~Distinguish between two-dimensional and three-dimensional objects to solve real-world problems~~.	**EE.G-GMD.4**. Identify the shapes of two-dimensional cross-sections of three dimensional objects.
CLUSTER: Apply geometric concepts in modeling situations		
G-MG.1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).	**EE.G-MG.1-3**. Use properties of geometric shapes to describe real-life objects.	No Change
G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).		
G-MG.3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).		

High School Mathematics Domain: Statistics and Probability - Interpreting Categorical and Quantitative Data

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Summarize, represent, and interpret data on a single count or measurement variable		
S-ID.1. Represent data with plots on the real number line (dot plots, histograms, and box plots). **S-ID.2.** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	**EE.S-ID.1-2**. ~~Given data, construct a simple graph (table, line, pie, bar, or picture) and answer questions about the data~~.	**EE.S-ID.1-2**. Given data, construct a simple graph (table, line, pie, bar, or picture) and interpret the data.
S-ID.3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	**EE.S-ID.3.** ~~Indicate general trends on a graph or chart~~.	**EE.S-ID.3**. Interpret general trends on a graph or chart.
S-ID.4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	**EE.S-ID.4.** ~~Calculate the mean of a given data set (limit data points to less than five)~~.	**EE.S-ID.4.** Calculate the mean of a given data set (limit the number of data points to fewer than five).
CLUSTER: Summarize, represent, and interpret data on two categorical and quantitative variables		
S-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	**EE.S-ID.5**. NOT APPLICABLE (See EE.F-IF.1. and EE.A-REI.6-7)	No Change
S-ID.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
S-ID.6.a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.		
S-ID.6.b. Informally assess the fit of a function by plotting and analyzing residuals.		
S-ID.6.c. Fit a linear function for a scatter plot that suggests a linear association.		
CLUSTER: Interpret linear models		
S-ID.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	**EE.S-ID.7**. NOT APPLICABLE (See EE.F-IF.4-6)	No Change
S-ID.8. Compute (using technology) and interpret the correlation coefficient of a linear fit.	**EE.S-ID.8~~-9~~**. ~~NOT APPLICABLE~~	**EE.S-ID.8**. NOT APPLICABLE
S-ID.9. Distinguish between correlation and causation.		**EE.S-ID.9**. NOT APPLICABLE

High School Mathematics Domain: Statistics and Probability - Making Inferences and Justifying Conclusions

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Understand and evaluate random processes underlying statistical experiments		
S-IC.1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	**EE.S-IC.1-2.** Determine the likelihood of an event occurring when the outcomes are equally likely to occur.	
S-IC.2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*		
CLUSTER: Make inferences and justify conclusions from sample surveys, experiments, and observational studies		
S-IC.3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	**EE.S-IC.3~~-6~~. NOT APPLICABLE ~~(See EE.S-ID.1-2)~~**	**EE.S-IC.3**. NOT APPLICABLE (See EE.S-ID.1-2)
S-IC.4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.		**EE.S-IC.4**. NOT APPLICABLE (See EE.S-ID.1-2)
S-IC.5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.		**EE.S-IC.5**. NOT APPLICABLE (See EE.S-ID.1-2)
S-IC.6. Evaluate reports based on data.		**EE.S-IC.6**. NOT APPLICABLE (See EE.S-ID.1-2)

High School Mathematics Domain: Statistics and Probability - Conditional Probability and the Rules of Probability

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
CLUSTER: Understand independence and conditional probability and use them to interpret data		
S-CP.1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	**EE.S-CP.1-5.** Identify when events are independent or dependent.	
S-CP.2. Understand that two events *A* and *B* are independent if the probability of *A* and *B* occurring together is the product of their probabilities, and use this characterization to determine if they are independent.		
S-CP.3. Understand the conditional probability of *A* given *B* as *P*(*A* and *B*)/*P*(*B*), and interpret independence of *A* and *B* as saying that the conditional probability of *A* given *B* is the same as the probability of *A*, and the conditional probability of *B* given *A* is the same as the probability of *B*.		
S-CP.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*		

CCSS Grade-Level Standards	Common Core Essential Elements	Proposed EE
S-CP.5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*		
CLUSTER: Use the rules of probability to compute probabilities of compound events in a uniform probability model		
S-CP.6. Find the conditional probability of *A* given *B* as the fraction of *B*'s outcomes that also belong to *A*, and interpret the answer in terms of the model.	**EE.S-CP.6-7**. ~~NOT APPLICABLE (See EE.S-IC.1-2)~~	**EE.S-CP.6**. NOT APPLICABLE (See EE.S-IC.1-2)
S-CP.7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.		**EE.S-CP.7**. NOT APPLICABLE (See EE.S-IC.1-2)
CLUSTER: Use probability to evaluate outcomes of decisions		
S-MD.5.a. Find the expected payoff for a game of chance. *For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.*		
S-MD.5.b. Evaluate and compare strategies on the basis of expected values. *For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*		

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS

FOR

Mathematics

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Background on the Dynamic Learning Maps Essential Elements

The Dynamic Learning Maps Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards. The purpose of the Dynamic Learning Maps Essential Elements is to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities. The initial draft of the Dynamic Learning Maps Essential Elements (then called the Common Core Essential Elements) was released in the spring of 2012.

The initial version of the Dynamic Learning Maps Essential Elements (DLM EEs) was developed by a group of educators and content specialists from the 12 member states of the Dynamic Learning Maps Alternate Assessment Consortium (DLM) in the spring of 2011. Led by Edvantia, Inc., a sub-contractor of DLM, representatives from each state education agency and the educators and content specialists they selected developed the original draft of DLM EEs. Experts in mathematics and English language arts, as well as individuals with expertise in instruction for students with significant cognitive disabilities reviewed the draft documents. Edvantia then compiled the information into the version released in the spring of 2012.

Concurrent with the development of the DLM EEs, the DLM consortium was actively engaged in building learning maps in mathematics and English language arts. The DLM learning maps are highly connected representations of how academic skills are acquired, as reflected in research literature. In the case of the DLM project, the Common Core State Standards helped to specify academic targets, while the surrounding map content clarified how students could reach

the specified standard. Learning maps of this size had not been previously developed, and as a result, alignment between the DLM EEs and the learning maps was not possible until the fall of 2012, when an initial draft of the learning maps was available for review.

Alignment of the DLM EEs to the DLM Learning Maps

Teams of content experts worked together to revise the initial version of the DLM EEs and the learning maps to ensure appropriate alignment of these two critical elements of the project. Alignment involved horizontal alignment of the DLM EEs with the Common Core State Standards and vertical alignment of the DLM EEs with meaningful progressions in the learning maps. The alignment process began when researchers Caroline Mark and Kelli Thomas compared the learning maps with the initial version of the DLM EEs to determine how the map and the DLM EEs should be adjusted to improve their alignment. The teams of content experts most closely involved with this alignment work included:

Mathematics	**English Language Arts**
Kelli Thomas, Ph.D. (co-lead)	Caroline Mark, Ph.D. (lead)
Angela Broaddus, Ph.D. (co-lead)	Jonathan Schuster, Ph.D.
Perneet Sood	Russell Swinburne Romine, Ph.D.
Kristin Joannou	Suzanne Peterson
Bryan Candea Kromm	

These teams worked in consultation with Sue Bechard, Ph.D. and Karen Erickson, Ph.D., who offered guidance based on their experience in alternate assessments of students with significant cognitive disabilities.

The Alignment Process

The process of aligning the learning map and the DLM EEs began by identifying nodes in the maps that represented the essential elements in mathematics and English language arts.

This process revealed areas in the maps where additional nodes were needed to account for incremental growth reflected from an essential element in one grade to the next. Also identified were areas in which an essential element was out of place developmentally, according to research, with other essential elements. For example, adjustments were made when an essential element related to a higher-grade map node appeared earlier on the map than an essential element related to a map node from a lower grade (e.g., a fifth-grade skill preceded a third-grade skill). Finally, the alignment process revealed DLM EEs that were actually written as instructional tasks rather than learning outcomes.

This initial review step provided the roadmap for subsequent revision of both the learning maps and the DLM EEs. The next step in the DLM project was to develop the claims document, which served as the basis for the evidence-centered design of the DLM project and helped to further refine both the modeling of academic learning in the maps and the final revisions to the DLM EEs.

Claims and Conceptual Areas

The DLM system uses a variant of evidence-centered design (ECD) as the framework for developing the DLM Alternate Assessment System. While ECD is multifaceted, it starts with a set of claims regarding important knowledge in the domains of interest (mathematics and English language arts), as well as an understanding of how that knowledge is acquired. Two sets of claims have been developed for DLM that identify the major domains of interest within mathematics and English language arts for students with significant cognitive disabilities. These claims are broad statements about expected student learning that serve to focus the scope of the assessment. Because the learning map identifies particular paths to the acquisition of

academic skills, the claims also help to organize the structures in the learning map for this population of students. Specifically, conceptual areas within the map further define the knowledge and skills required to meet the broad claims identified by DLM.

The claims are also significant because they provide another means through which to evaluate alignment between the DLM EEs and the learning map nodes, and serve as the foundation for evaluating the validity of inferences made from test scores. DLM EEs related to a particular claim and conceptual area must clearly link to one another, and the learning map must reflect how that knowledge is acquired. Developing the claims and conceptual areas for DLM provided a critical framework for organizing nodes on the learning maps and, accordingly, the DLM EEs that align with each node.

The table below reveals the relationships among the claims, conceptual areas, and DLM EEs in mathematics. The DLM EEs are represented with codes that reflect the domains in mathematics. For example, the first letter or digit represents the grade of record, the next code reflects the domain, followed by the number that aligns with the Common Core State Standard grade level expectation. As such, K.CC.1 is the code for the DLM EE that aligns with kindergarten (K), counting and cardinality (CC), standard 1. Keys to the codes can be found under the table.

Clearly articulated claims and conceptual areas for DLM served as an important evidence-centered framework within which this version of the DLM EEs was developed. With the claims and conceptual areas in place, the relationship between DLM EEs within a claim and conceptual area or across grade levels is easier to track and strengthen. The learning maps, as well as the claims and conceptual areas, had not yet been developed when the original versions

of the DLM EEs were created. As such, the relationship of DLM EEs within and across grade levels was more difficult to evaluate at that time.

Table 1. Dynamic Learning Maps Claims and Conceptual Areas for Students with Significant Cognitive Disabilities in Mathematics

Claim 1	**Number Sense: Students demonstrate increasingly complex understanding of number sense.** Conceptual Areas in the Dynamic Learning Map: **MC 1.1 Understand number structures (counting, place value, fraction)** *Essential Elements Included: K.CC.1.4, 5; 1.NBT.1a-b; 2.NBT.2a-b, 3; 3.NBT.1, 2, 3, 4,NBT.3; NF.1-3; 4.NF.1-2, 3; 5.NF.1, 2; 6.RP.1; 7.RP.1-3; 7.NS.2.c-d; M.EE.8.NS.2.a* **MC 1.2 Compare, compose, and decompose numbers and sets** *Essential Elements Included: K.CC.6; 1.NBT.2, 3, 4, 6; 2.NBT.1, 4, 5b; 4.NBT.1, 2; 5.NBT.1, 2, 3, 4; 6.NS.1, 5-8; 7.NS.3; 8.NS.2.b; 8.EE.1-4* **MC 1.3 Calculate accurately and efficiently using simple arithmetic operations** *Essential Elements Included: 2.NBT.5.a, 6-7; 3.OA.4; 4.NBT.4, 5, 6-7; 6.NS.2, 3; 7.NS.1, 2a, 2b; 8.NS.1; 8.EE.1; HS.N-CN.2, 2.a, 2.b; HS.N-RN.1; HS.S-CP.1-5; HS.S-IC.1-22*
Claim 2	**Geometry: Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.** Conceptual Areas in the Dynamic Learning Map: **MC 2.1 Understand and use geometric properties of two- and three-dimensional shapes** *Essential Elements Included: K.MD.1; K.G.2-3; 1.G.1, 2; 2.G.1; 3.G.1; 4.G.1, 2, 2a, 2b; 5.G.1-4; 5.MD.3; 7.G.1, 2, 3, 5; 8.G.1, 2, 4, 5; HS.G-CO.1, 4-5, 6-8; HS.G-GMD.1-3, 4* **MC 2.2 Solve problems involving area, perimeter, and volume** *Essential Elements Included: 1.G.3; 3.G.2; 4.G.3; 4.MD.2; 5.MD.4-5; 6.G.1, 2; 7.G.4, 6; 8.G.9; HS.G-GMD.1-3; HS.G-GPE.7*
Claim 3	**Measurement Data and Analysis: Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.** Conceptual Areas in the Dynamic Learning Map: **MC 3.1 Understand and use measurement principles and units of measure** *Essential Elements Included: 1.MD.1-2, 3a, 3b, 3c, 3d; 2.MD.1, 3-4, 5, 6, 7, 8; 3.MD.1, 2, 4; 4.MD.1, 2a, 2b, 2c, 2e; 5.MD.1a, 1b, 1c; HS.N-Q.1-3*

	MC 3.2 Represent and interpret data displays *Essential Elements Included: 1.MD.4; 2.MD.9-10; 3.MD.3; 4.MD.4a, 4b; 5.MD.2; 6.SP.1-2, 5; 7.SP.1-2, 3, 5-7; 8.SP.4; HS.S-ID.1-2, 3, 4*
Claim 4	**Algebraic and functional reasoning: Students solve increasingly complex mathematical problems, making productive use of algebra and functions.** Conceptual Areas in the Dynamic Learning Map: **MC 4.1. Use operations and models to solve problems** *Essential Elements Included: K.OA.1, 1a, 1b, 2, 5a, 5b; 2.OA.1, 3, 4; 3.OA.1-2, 8; 4.OA.1-2, 3, 4; 6.EE.1-2, 3, 5-7; 7.EE.1-2, 4; 8.EE.7; HS.A-CED.1, 2-4; HS.A-SSE.1, 3* **MC 4.2 Understand patterns and functional thinking** *Essential Elements Included: 3.OA.9; 4.OA.5; 5.OA.3; 7.EE.3; 8.EE.5-6; 8.F.1-3, 4, 5; HS.A-REI.10-12; HS.A-SSE.4; HS.F-BF.1, 2; HS.F-IF.1-3, 4-6; HS.F-LE.1*

A-CED = creating equations; A-SSE = seeing structure in equations BF = building functions; CC = counting & cardinality; EE = expressions & equations; F-BF = basic fractions; F-IF = interpreting functions; G = geometry; G-GMD = geometric measurement & dimension; G-GPE = general properties & equations; MD = measurement & data; NBT = numbers & operations in base ten; N-CN = complex number system; NF = numbers & operations - fractions; N-RN = real number system; NS = number systems; N-Q = number & quantity; OA = operations & algebraic thinking; RP = ratios & proportional relationships; S-IC- statistics & probability - making inferences/justifying conclusions; S-ID = statistics & probability - interpreting categorical & quantitative data; SP = statistics & probability

Resulting Changes to the DLM Essential Elements

The development of the entire DLM Alternate Assessment System guided a final round of revisions to the DLM EEs, which can be organized into four broad categories: alignment across grade levels, language specificity, common core alignment, and defining learning expectations (rather than instructional tasks). The first type of revision was required to align the DLM EEs across grade levels, both vertically and horizontally. The maps, and the research supporting them, were critical in determining the appropriate progression of skills and understandings from grade to grade. This alignment across grade levels was important within and across standards, strands, and domains. For example, in determining when it was appropriate to introduce concepts in mathematics regarding the relative position of objects, we had to consider the grade level at which prepositions that describe relative position were introduced in English language

arts. Examining the research-based skill development outlined in the learning map aided in these kinds of determinations.

The articulation of the claims and conceptual areas reinforced the need for specific language in the DLM EEs to describe learning within an area. Because teams assigned to grade bands developed the first round of DLM EEs, the language choices from one grade to the next were not consistent. Even when closely related skills, concepts, or understandings were targeted, the same terms were not always selected to describe the intended learning outcome. The teams of content experts who worked on this revised version of the DLM EEs were very intentional in selecting a common set of terms to reflect the claims and conceptual areas and applied them consistently across the entire set of DLM EEs.

Another important change in this version of the DLM EEs involved alignment to the Common Core State Standards (CCSS). Given that the DLM EEs are intended to clarify the bridge to the CCSS expectations for students with the most significant cognitive disabilities, it is critical that alignment be as close as possible without compromising learning and development over time. While there was never a one-to-one correspondence between the CCSS and the DLM EEs, the revisions have made the alignment between the two more precise than it was in the first version.

Finally, revisions to the DLM EEs involved shifting the focus of a small number of DLM EEs that were written in the form of instructional tasks rather than learning expectations, and adding “With guidance and support” to the beginning of a few of the DLM EEs in the primary grades in English language arts to reflect the expectations articulated in the CCSS.

Members of the DLM consortium reviewed each of the changes to the original version of the DLM EEs. Four states provided substantive feedback on the revisions, and this document incorporates the changes those teams suggested.

Access to Instruction and Assessment

The DLM EEs specify learning targets for students with significant cognitive disabilities; however, they do not describe all of the ways that students can engage in instruction or demonstrate understanding through an assessment. Appropriate modes of communication, both for presentation or response, are not stated in the DLM EEs unless a specific mode is an expectation. Where no limitation has been stated, no limitation should be inferred. Students' opportunities to learn and to demonstrate learning during assessment should be maximized by providing whatever communication, assistive technologies, augmentative and alternative communication (AAC) devices, or other access tools that are necessary and routinely used by the student during instruction.

Students with significant cognitive disabilities include a broad range of students with diverse disabilities and communication needs. For some students with significant cognitive disabilities, a range of assistive technologies is required to access content and demonstrate achievement. For other students, AAC devices or accommodations for hearing and visual impairments will be needed. During instruction, teams should meet individual student needs using whatever technologies and accommodations are required. Examples of some of the ways that students may use technology while learning and demonstrating learning are topics for professional development, and include:

- communication devices that compensate for a student's physical inability to produce independent speech.

- alternate access devices that compensate for a student's physical inability to point to responses, turn pages in a book, or use a pencil or keyboard to answer questions or produce writing.

Guidance and Support

The authors of the CCSS use the words "prompting and support" at the earliest grade levels to indicate when students are not expected to achieve standards completely independently. Generally, "prompting" refers to "the action of saying something to persuade, encourage, or remind someone to do or say something" (McKean, 2005). However, in special education, prompting is often used to mean a system of structured cues to elicit desired behaviors that otherwise would not occur. In order to clearly communicate that teacher assistance is permitted during instruction of the DLM EEs and is not limited to structured prompting procedures, the decision was made by the stakeholder group to use the more general term *guidance* throughout the DLM EEs.

Guidance and support during instruction should be interpreted as teacher encouragement, general assistance, and informative feedback to support the student in learning. Some examples of the kinds of teacher behaviors that would be considered guidance and support include verbal supports, such as

- getting the student started (e.g., “Tell me what to do first.”),
- providing a hint in the right direction without revealing the answer (e.g., Student wants to write *dog* but is unsure how, so the teacher might say, “See if you can write the first letter in the word, /d/og [phonetically pronounced].”),
- using structured technologies such as task-specific word banks, or
- providing structured cues such as those found in prompting procedures (e.g., least-to-most prompts, simultaneous prompting, and graduated guidance).

Guidance and support as described above applies to instruction and is also linked to demonstrating learning relative to DLM EEs, where guidance and support is specifically called out within the standards.

Conclusion

Developing the research-based model of knowledge and skill development represented in the DLM Learning Maps supported the articulation of assessment claims for mathematics and English language arts. This articulation subsequently allowed for a careful revision of the DLM EEs to reflect both horizontal alignment with the CCSS and vertical alignment across the grades, with the goal of moving students toward more sophisticated understandings in both domains. Though the contributions made by Edvantia and our state partners in developing the initial set of DLM EEs were a critical first step, additional revisions to the DLM EEs were required to ensure consistency across all elements of the Dynamic Learning Maps Alternate Assessment System.

APPENDIX

Development of the Dynamic Learning Maps Essential Elements has been a collaborative effort among practitioners, researchers, and our state representatives. Listed below are the reviews and the individuals involved with each round of improvements to the Dynamic Learning Maps Essential Elements. Thank you to all of our contributors.

Review of Draft Two of Dynamic Learning Maps Essential Elements

A special thanks to all of the experts nominated by their state to review draft two of the Dynamic Learning Maps Essential Elements. We are grateful for your time and efforts to improve these standards for students with significant cognitive disabilities. Your comments have been incorporated into this draft. The states with teams who reviewed draft two include:

Illinois	Oklahoma
Iowa	Utah
Kansas	Virginia
Michigan	West Virginia
Missouri	Wisconsin

Development of the Original Dynamic Learning Maps Common Core Essential Elements

A special thanks to Edvantia and the team of representatives from Dynamic Learning Maps consortium states who developed the original Common Core Essential Elements upon which the revised Dynamic Learning Maps Essential Elements are based. The team from Edvantia who

led the original effort included:

Jan Sheinker, Sheinker Educational Services, Inc.
Beth Judy, Director, Assessment, Alignment, and Accountability Services
Nathan Davis, Information Technology Specialist
Kristen Deitrick, Corporate Communications Specialist

Linda Jones, Executive Assistant

Representatives from Dynamic Learning Maps consortium states included:

IOWA
SEA Representatives: Tom Deeter, Emily Thatcher
Stakeholders: Peggy Akins, Judy Hamer, Kathleen Kvamme-Promes, Donna Shaw

KANSAS
SEA Representatives: Debbie Matthews, Kris Shaw
Stakeholders: Debby Byrne, Holly Draper, Dawn Gresham, Linda Hickey

MICHIGAN
SEA Representatives: Joanne Wilkelman, Adam Wyse
Stakeholders: Debra Susan Asano, Thomai Gersh, Marcia O'Brian, Terri Portice

MISSOURI
SEA Representatives: Lynn Everett, Jane VanDeZande
Stakeholders: Melia Franklin, Lou Ann Hoover, Debbie Jameson, Kate Sadler

NEW JERSEY
SEA Representatives: Melanie O'Dea
Stakeholders: Brenda Berrios, Neal Webster, Tina Yurcho

NORTH CAROLINA
SEA Representatives: Claire Greer, Sarah Reives
Stakeholders: Emma Hatfield-Sidden, Judy Jennings, Jennifer Michalenok,

OKLAHOMA
SEA Representatives: Jennifer Burnes, Amy Dougherty
Stakeholders: Pam Cox, Dianna Daubenspeck, Sondra LeGrande, Christie Stephenson

UTAH
SEA Representatives: Wendy Carver, Kurt Farnsworth
Stakeholders: James Bray, Janice Hill, Linda Stallviere, Ryan Webb

VIRGINIA
SEA Representative: John Eisenberg
Stakeholders: Maria Beck, Daniel Blegun, Al Klugh, Cheryl Ann Prevatte

WASHINGTON
SEA Representatives: Judy Kraft, Janice Tornow
Stakeholders: Annalisa Brewster, Kim Cook, Jeffrey Dunn, Kimberly Perisho

WEST VIRGINIA
SEA Representatives: Beth Cipoletti, Melissa Gholson
Stakeholders: Robert Bartlett, Gerald Hartley, Angel Harris, Angela See

WISCONSIN
SEA Representatives: Emilie Amundson, Kristen Burton
Stakeholders: Lori Hillyer, Tamara Maxwell, Connie Persike, Sara Vold

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR KINDERGARTEN

Kindergarten Mathematics Domain: Counting and Cardinality

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Know number names and the count sequence.	
K.CC.1. Count to 100 by ones and by tens.	EE.K.CC.1. Starting with one, count to 10 by ones.
K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Not applicable. See EE.2.NBT.2.b.
K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	Not applicable. See EE.2.NBT.3.
CLUSTER: Count to tell the number of objects.	
K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.	EE.K.CC.4. Demonstrate one-to-one correspondence, pairing each object with one and only one number and each number with one and only one object.
K.CC.4.a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	
K.CC.4.b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	
K.CC.4.c. Understand that each successive number name refers to a quantity that is one larger.	
K.CC.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	EE.K.CC.5. Count out up to three objects from a larger set, pairing each object with one and only one number name to tell how many.

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Compare numbers.	
K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1]	EE.K.CC.6. Identify whether the number of objects in one group is more or less than (when the quantities are clearly different) or equal to the number of objects in another group.
K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.	Not applicable. See EE.2.NBT.4.

[1] Include groups with up to ten objects.

Kindergarten Mathematics Domain: Operations and Algebraic Thinking

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings[2], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	EE.K.OA.1. Represent addition as "putting together" or subtraction as "taking from" in everyday activities.
K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Not applicable See EE.2.NBT.6–7.
K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	Not applicable. See EE.1.NBT.6.
K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Not applicable. See EE.1.NBT.2.
K.OA.5. Fluently add and subtract within 5.	Not applicable. See EE.3.OA.4.

[2] Drawings need not show details but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

Kindergarten Mathematics Domain: Number and Operations in Base Ten

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Work with numbers 11–19 to gain foundations for place value.	
K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Not applicable. See EE.1.NBT.4 and EE.1.NBT.6.

Kindergarten Mathematics Domain: Measurement and Data

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Describe and compare measurable attributes.	
K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	EE.K.MD.1-3. Classify objects according to attributes (big/small, heavy/light).
K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children, and describe one child as taller/shorter.*	
CLUSTER: Classify objects and count the number of objects in each category.	
K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[3]	Not applicable. See EE.1.MD.4.

[3] Limit category counts to be less than or equal to 10.

Kindergarten Mathematics Domain: Geometry

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.	Not applicable. See EE.1.G.a.
K.G.2. Correctly name shapes regardless of their orientations or overall size.	EE.K.G.2–3. Match shapes of same size and orientation (circle, square, rectangle, triangle).
K.G.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	
CLUSTER: Analyze, compare, create, and compose shapes.	
K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Not applicable. See EE.7.G.1.
K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Not applicable.
K.G.6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*	Not applicable. See EE.1.G.3.

First Grade Mathematics Domain: Operations and Algebraic Thinking

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Represent and solve problems involving addition and subtraction.	
1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	EE.1.OA.1.a. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), or acting out situations.
	EE.1.OA.1.b. Recognize two groups that have the same or equal quantity.
1.OA.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	EE.1.OA.2. Use "putting together" to solve problems with two sets.
CLUSTER: Understand and apply properties of operations and the relationship between addition and subtraction.	
1.OA.3. Apply properties of operations as strategies to add and subtract.[4] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a 10, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*	Not applicable. See EE.6.EE.3 and EE.N-CN.2.
1.OA.4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*	Not applicable. See EE.1.NBT.4 and EE.1.NBT.6.

[4] Students need not use formal terms for these properties.

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Add and subtract within 20.	
1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	EE.1.OA.5.a. Use manipulatives or visual representations to indicate the number that results when adding one more.
	EE.1.OA.5.b. Apply knowledge of "one less" to subtract one from a number.
1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	Not applicable. See EE.3.OA.4.
CLUSTER: Work with addition and subtraction equations.	
1.OA.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*	Not applicable. See EE.1.OA.1.b and EE.2.NBT.5.a.
1.OA.8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ – 3, 6 + 6 = _.*	Not applicable. See EE.3.OA.4.

First Grade Mathematics Domain: Number and Operations in Base Ten

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Extend the counting sequence.	
1.NBT.1. Count to 120, starting at any number less than 120. In this range, read and write numerals, and represent a number of objects with a written numeral.	EE.1.NBT.1.a. Count by ones to 30.
	EE.1.NBT.1.b. Count as many as 10 objects and represent the quantity with the corresponding numeral.
CLUSTER: Understand place value.	
1.NBT.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	EE.1.NBT.2. Create sets of 10.
1.NBT.2.a. 10 can be thought of as a bundle of ten ones—called a "ten."	
1.NBT.2.b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	
1.NBT.2.c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	
1.NBT.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	EE.1.NBT.3. Compare two groups of 10 or fewer items when the number of items in each group is similar.
CLUSTER: Use place value understanding and properties of operations to add and subtract.	
1.NBT.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	EE.1.NBT.4. Compose numbers less than or equal to five in more than one way.

CCSS Grade-Level Standards	DLM Essential Elements
1.NBT.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Not applicable. See EE.1.OA.5.a and EE.1.OA.5.b.
1.NBT.6. Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	EE.1.NBT.6. Decompose numbers less than or equal to five in more than one way.

First Grade Mathematics Domain: Measurement and Data

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Measure lengths indirectly and by iterating length units.	
1.MD.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	EE.1.MD.1–2. Compare lengths to identify which is longer/shorter, taller/shorter.
1.MD.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*	
CLUSTER: Tell and write time.	
1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.	EE.1.MD.3.a. Demonstrate an understanding of the terms *tomorrow*, *yesterday*, and *today*.
	EE.1.MD.3.b. Demonstrate an understanding of the terms *morning*, *afternoon*, *day*, and *night*.
	EE.1.MD.3.c. Identify activities that come before, next, and after.
	EE.1.MD.3.d. Demonstrate an understanding that telling time is the same every day.
CLUSTER: Represent and interpret data.	
1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	EE.1.MD.4. Organize data into categories by sorting.

First Grade Mathematics Domain: Geometry

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Reason with shapes and their attributes.	
1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	EE.1.G.1. Identify the relative position of objects that are on, off, in, and out.
1.G.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[5]	EE.1.G.2. Sort shapes of same size and orientation (circle, square, rectangle, triangle).
1.G.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as *two of* or *four of* the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	EE.1.G.3. Put together two pieces to make a shape that relates to the whole (i.e., two semicircles to make a circle, two squares to make a rectangle).

[5] Students do not need to learn formal names such as “right rectangular prism.”

Second Grade Mathematics Domain: Operations and Algebraic Thinking

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Represent and solve problems involving addition and subtraction.	
2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Not applicable. See EE.3.OA.4.
CLUSTER: Add and subtract within 20.	
2.OA.2. Fluently add and subtract within 20 using mental strategies.[6] By end of Grade 2, know from memory all sums of two one-digit numbers.	Not applicable. See EE.2.NBT.6–7 and EE.3.OA.4.
CLUSTER: Word with equal groups of objects to gain foundations for multiplication.	
2.OA.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	EE.2.OA.3. Equally distribute even numbers of objects between two groups.
2.OA.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	EE.2.OA.4. Use addition to find the total number of objects arranged within equal groups up to a total of 10.

[6] See standard 1.OA.C.6 for a list of mental strategies.

Second Grade Mathematics: Number and Operations in Base Ten

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Understand place value.	
2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	EE.2.NBT.1. Represent numbers up to 30 with sets of tens and ones using objects in columns or arrays.
2.NBT.1.a. 100 can be thought of as a bundle of ten tens—called a "hundred."	
2.NBT.1.b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	
2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.	EE.2.NBT.2.a. Count from 1 to 30 (count with meaning; cardinality).
	EE.2.NBT.2.b. Name the next number in a sequence between 1 and 10.
2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	EE.2.NBT.3. Identify numerals 1 to 30.
2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	EE.2.NBT.4. Compare sets of objects and numbers using appropriate vocabulary (more, less, equal).
CLUSTER: Use place value understanding and properties of operations to add and subtract.	
2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	EE.2.NBT.5.a. Identify the meaning of the "+" sign (i.e., combine, plus, add), "–" sign (i.e., separate, subtract, take), and the "=" sign (equal).
	EE.2.NBT.5.b. Using concrete examples, compose and decompose numbers up to 10 in more than one way.

CCSS Grade-Level Standards	DLM Essential Elements
2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	EE.2.NBT.6-7. Use objects, representations, and numbers (0–20) to add and subtract.
2.NBT.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	
2.NBT.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	Not applicable.
2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.[7]	Not applicable.

[7] Explanations may be supported by drawings or objects.

Second Grade Mathematics Domain: Measurement and Data

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Measure and estimate lengths in standard units.	
2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	EE.2.MD.1. Measure the length of objects using non-standard units.
2.MD.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Not applicable.
2.MD.3. Estimate lengths using units of inches, feet, centimeters, and meters.	EE.2.MD.3–4. Order by length using non-standard units.
2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	
CLUSTER: Relate addition and subtraction to length.	
2.MD.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	EE.2.MD.5. Increase or decrease length by adding or subtracting unit(s).
2.MD.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	EE.2.MD.6. Use a number line to add one more unit of length.
CLUSTER: Work with time and money.	
2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using *a.m.* and *p.m.*	EE.2.MD.7. Identify on a digital clock the hour that matches a routine activity.
2.MD.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*	EE.2.MD.8. Recognize that money has value.

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Represent and interpret data.	
2.MD.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	EE.2.MD.9-10. Create picture graphs from collected measurement data.
2.MD.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	

Second Grade Mathematics Domain: Geometry

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Reason with shapes and their attributes.	
2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[8] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	EE.2.G.1. Identify common two-dimensional shapes: square, circle, triangle, and rectangle.
2.G.2. Partition a rectangle into rows and columns of same-size squares, and count to find the total number of them.	Not applicable.
2.G.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as *two halves*, *three thirds*, *four fourths*. Recognize that equal shares of identical wholes need not have the same shape.	Not applicable. See EE.4.G.3 and EE.4.NF.1–2.

[8] Sizes are compared directly or visually, not compared by measuring.

Third Grade Mathematics Domain: Operations and Algebraic Thinking

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Represent and solve problems involving multiplication and division.	
3.OA.1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*	EE.3.OA.1-2. Use repeated addition to find the total number of objects and determine the sum.
3.OA.2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*	
3.OA.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Not applicable See EE.3.OA.1 and EE.5.NBT.5.
3.OA.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?*	EE.3.OA.4. Solve addition and subtraction problems when result is unknown, limited to operands and results within 20.

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Understand properties of multiplication and the relationship between multiplication and division.	
3.OA.5. Apply properties of operations as strategies to multiply and divide.[9] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*	Not applicable. See EE.N-CN.2.
3.OA.6. Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*	Not applicable. See EE.5.NBT.6–7.
CLUSTER: Multiply and divide within 100.	
3.OA.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	Not applicable. See EE.7.NS.2.a and EE.7.NS.2.b.
CLUSTER: Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
3.OA.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[10]	EE.3.OA.8. Solve one-step real-world problems using addition or subtraction within 20.
3.OA.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*	EE.3.OA.9. Identify arithmetic patterns.

[9] Students need not use formal terms for these properties.

[10] This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order.

Third Grade Mathematics Domain: Number and Operations in Base Ten

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Use place value understanding and properties of operations to perform multi-digit arithmetic.[11]	
3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100.	EE.3.NBT.1. Use decade numbers (10, 20, 30) as benchmarks to demonstrate understanding of place value for numbers 0–30.
3.NBT.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	EE.3.NBT.2. Demonstrate understanding of place value to tens.
3.NBT.3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	EE.3.NBT.3. Count by tens using models such as objects, base ten blocks, or money.

[11] A range of algorithms may be used.

Third Grade Mathematics Domain: Number and Operations—Fractions[12]

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Develop understanding of fractions as numbers.	
3.NF.1. Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b.*	EE.3.NF.1–3. Differentiate a fractional part from a whole.
3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.	
3.NF.2.a. Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.	
3.NF.2.b. Represent a fraction *a*/*b* on a number line diagram by marking off a lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line.	
3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	
3.NF.3.a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	
3.NF.3.b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	
3.NF.3.c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*	
3.NF.3.d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	

[12] Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.

Third Grade Mathematics Domain: Measurement and Data

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
3.MD.1. Tell and write time to the nearest minute, and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	EE.3.MD.1. Tell time to the hour on a digital clock.
3.MD.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[13] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[14]	EE.3.MD.2. Identify the appropriate measurement tool to solve one-step word problems involving mass and volume.
CLUSTER: Represent and interpret data.	
3.MD.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*	EE.3.MD.3. Use picture or bar graph data to answer questions about data.
3.MD.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	EE.3.MD.4. Measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks.

[13] Excludes compound units such as cm^3 and finding the geometric volume of a container.
[14] Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Glossary, Table 2).

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Geometric measurement: understand concepts of area, and relate area to multiplication and to addition.	
3.MD.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.	Not applicable. See EE.4.MD.2.
3.MD.5.a. A square with side length of 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	
3.MD.5.b. A plane figure, which can be covered without gaps or overlaps by *n* unit squares, is said to have an area of *n* square units.	
3.MD.6. Measure areas by counting unit squares (square cm, square m, square in., square ft, and improvised units).	
3.MD.7. Relate area to the operations of multiplication and addition.	
3.MD.7.a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	
3.MD.7.b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	
3.MD.7.c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b* + *c* is the sum of *a* × *b* and *a* × *c*. Use area models to represent the distributive property in mathematical reasoning.	
3.MD.7.d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.	
CLUSTER: Geometric measurement: recognize perimeter as an attribute of plane figures, and distinguish between linear and area measures.	
3.MD.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	Not applicable. See EE.7.G.4 and EE.8.G.9.

Third Grade Mathematics Domain: Geometry

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Reason with shapes and their attributes.	
3.G.1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	EE.3.G.1. Describe attributes of two-dimensional shapes.
3.G.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*	EE.3.G.2. Recognize that shapes can be partitioned into equal areas.

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR FOURTH GRADE

Fourth Grade Mathematics Domain: Operations and Algebraic Thinking

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Use the four operations with whole numbers to solve problems.	
4.OA.1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	EE.4.OA.1-2. Demonstrate the connection between repeated addition and multiplication.
4.OA.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	
4.OA.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	EE.4.OA.3. Solve one-step real-world problems using addition or subtraction within 100.
CLUSTER: Gain familiarity with factors and multiples.	
4.OA.4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	EE.4.OA.4. Show one way to arrive at a product.
CLUSTER: Generate and analyze patterns.	
4.OA.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*	EE.4.OA.5. Use repeating patterns to make predictions.

Fourth Grade Mathematics Domain: Numbers and Operations in Base Ten[15]

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Generalize place value understanding for multi-digit whole numbers.	
4.NBT.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*	Not applicable. See EE.5.NBT.1.
4.NBT.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	EE.4.NBT.2. Compare whole numbers to 10 using symbols (<, >, =).
4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.	EE.4.NBT.3. Round any whole number 0-30 to the nearest ten.
CLUSTER: Use place value understanding and properties of operations to perform multi-digit arithmetic.	
4.NBT.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.	EE.4.NBT.4. Add and subtract two-digit whole numbers.
4.NBT.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Not applicable. See EE.4.OA.1.
4.NBT.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Not applicable.

[15] Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

Fourth Grade Mathematics Domain: Number and Operations—Fractions[16]

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Extend understanding of fraction equivalence and ordering.	
4.NF.1. Explain why a fraction *a*/*b* is equivalent to a fraction (*n* × *a*)/(*n* × *b*) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	EE.4.NF.1–2. Identify models of one half (1/2) and one fourth (1/4).
4.NF.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	
CLUSTER: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	
4.NF.3. Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.	EE.4.NF.3. Differentiate between whole and half.
4.NF.3.a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	
4.NF.3.b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*	
4.NF.3.c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	
4.NF.3.d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	

[16] Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

CCSS Grade-Level Standards	DLM Essential Elements
4.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Not applicable. See EE.4.OA.1–2 and EE.5.NBT.5.
4.NF.4.a. Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*	
4.NF.4.b. Understand a multiple of *a*/*b* as a multiple of 1/*b*, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*	
4.NF.4.c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*	
CLUSTER: Understand decimal notation for fractions, and compare decimal fractions.	
4.NF.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[17] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*	Not applicable. See EE.7.NS.2.c-d.
4.NF.6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*	
4.NF.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	

[17] Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

Fourth Grade Mathematics Domain: Measurement and Data

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	
4.MD.1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*	EE.4.MD.1. Identify the smaller measurement unit that comprises a larger unit within a measurement system (inches/foot, centimeter/meter, minutes/hour).
4.MD.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	EE.4.MD.2.a. Tell time using a digital clock. Tell time to the nearest hour using an analog clock.
	EE.4.MD.2.b. Measure mass or volume using standard tools.
	EE.4.MD.2.c. Use standard measurement to compare lengths of objects.
	EE.4.MD.2.d. Identify coins (penny, nickel, dime, quarter) and their values.
4.MD.3. Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length by viewing the area formula as a multiplication equation with an unknown factor.*	EE.4.MD.3. Determine the area of a square or rectangle by counting units of measure (unit squares).
CLUSTER: Represent and interpret data.	
4.MD.4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*	EE.4.MD.4.a. Represent data on a picture or bar graph given a model and a graph to complete.
	EE.4.MD.4.b. Interpret data from a picture or bar graph.

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Geometric measurement: understand concepts of angle and measure angles.	
4.MD.5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	EE.4.MD.5. Recognize angles in geometric shapes.
4.MD.5.a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.	
4.MD.5.b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.	
4.MD.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	EE.4.MD.6. Identify angles as larger and smaller.
4.MD.7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	Not applicable. See EE.4.G.2.a.

Fourth Grade Mathematics Domain: Geometry

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	
4.G.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	EE.4.G.1. Recognize parallel lines and intersecting lines.
4.G.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	EE.4.G.2. Describe the defining attributes of two-dimensional shapes.
4.G.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures, and draw lines of symmetry.	EE.4.G.3. Recognize that lines of symmetry partition shapes into equal areas.

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR FIFTH GRADE

Fifth Grade Mathematics Domain: Operations and Algebraic Thinking

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Write and interpret numerical expressions.	
5.OA.1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Not applicable.
5.OA.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*	Not applicable.
CLUSTER: Analyze patterns and relationships.	
5.OA.3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*	EE.5.OA.3. Identify and extend numerical patterns.

Fifth Grade Mathematics Domain: Number and Operations in Base Ten

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Understand the place value system.	
5.NBT.1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	EE.5.NBT.1. Compare numbers up to 99 using base ten models.
5.NBT.2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	EE.5.NBT.2. Use the number of zeros in numbers that are powers of 10 to determine which values are equal, greater than, or less than.
5.NBT.3. Read, write, and compare decimals to thousandths.	EE.5.NBT.3. Compare whole numbers up to 100 using symbols (<, >, =).
5.NBT.3.a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	
5.NBT.3.b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	
5.NBT.4. Use place value understanding to round decimals to any place.	EE.5.NBT.4. Round two-digit whole numbers to the nearest 10 from 0—90.
CLUSTER: Perform operations with multi-digit whole numbers and with decimals to hundredths.	
5.NBT.5. Fluently multiply multi-digit whole numbers using the standard algorithm.	EE.5.NBT.5. Multiply whole numbers up to 5 × 5.
5.NBT.6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	EE.5.NBT.6–7. Illustrate the concept of division using fair and equal shares.
5.NBT.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	

Fifth Grade Mathematics Domain: Number and Operations—Fractions

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Use equivalent fractions as a strategy to add and subtract fractions.	
5.NF.1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*	EE.5.NF.1. Identify models of halves (1/2, 2/2) and fourths (1/4, 2/4, 3/4, 4/4).
5.NF.2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*	EE.5.NF.2. Identify models of thirds (1/3. 2/3, 3/3) and tenths (1/10, 2/10, 3/10, 4/10, 5/10, 6/10, 7/10, 8/10, 9/10, 10/10).
CLUSTER: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	
5.NF.3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*	Not applicable. See EE.6.RP.1.
5.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	
5.NF.4.a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)*	Not applicable.

CCSS Grade-Level Standards	DLM Essential Elements
5.NF.4.b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	
5.NF.5. Interpret multiplication as scaling (resizing), by:	Not applicable.
5.NF.5.a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	
5.NF.5.b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	
5.NF.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Not applicable. See EE.10.N-CN.2.b.
5.NF.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[18]	Not applicable. See EE.7.NS.2.b.
5.NF.7.a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*	
5.NF.7.b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.*	

[18] Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

CCSS Grade-Level Standards	DLM Essential Elements
5.NF.7.c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*	

Fifth Grade Mathematics Domain: Measurement and Data

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Convert like measurement units within a given measurement system.	
5.MD.1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.	EE.5.MD.1.a. Tell time using an analog or digital clock to the half or quarter hour.
	EE.5.MD.1.b. Use standard units to measure weight and length of objects.
	EE.5.MD.1.c. Indicate relative value of collections of coins.
CLUSTER: Represent and interpret data.	
5.MD.2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*	EE.5.MD.2. Represent and interpret data on a picture, line plot, or bar graph.
CLUSTER: Geometric measurement: understand concepts of volume, and relate volume to multiplication and to addition.	
5.MD.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	EE.5.MD.3. Identify common three-dimensional shapes.
5.MD.3.a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.	
5.MD.3.b. A solid figure, which can be packed without gaps or overlaps using *n* unit cubes, is said to have a volume of *n* cubic units.	

CCSS Grade-Level Standards	DLM Essential Elements
5.MD.4. Measure volumes by counting unit cubes, using cubic cm, cubic in., cubic ft, and improvised units.	EE.5.MD.4–5. Determine the volume of a rectangular prism by counting units of measure (unit cubes).
5.MD.5. Relate volume to the operations of multiplication and addition, and solve real-world and mathematical problems involving volume.	
5.MD.5.a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	
5.MD.5.b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.	
5.MD.5.c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.	

Fifth Grade Mathematics Domain: Geometry

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Graph points on the coordinate plane to solve real-world and mathematical problems.	
5.G.1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).	EE.5.G.1-4. Sort two-dimensional figures and identify the attributes (angles, number of sides, corners, color) they have in common.
5.G.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	
CLUSTER: Classify two-dimensional figures into categories based on their properties.	
5.G.3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*	EE.5.G.1-4. Sort two-dimensional figures and identify the attributes (angles, number of sides, corners, color) they have in common.
5.G.4. Classify two-dimensional figures in a hierarchy based on properties.	

Sixth Grade Mathematics Domain: Ratios and Proportional Relationships

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Understand ratio concepts, and use ratio reasoning to solve problems.	
6.RP.1. Understand the concept of a ratio, and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*	EE.6.RP.1. Demonstrate a simple ratio relationship.
6.RP.2. Understand the concept of a unit rate *a/b* associated with a ratio *a:b* with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*[19]	Not applicable. See EE.7.RP.1–3.
6.RP.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	Not applicable. See EE.8.F.1–3.
6.RP.3.a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	
6.RP.3.b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*	
6.RP.3.c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	

[19] Expectations for unit rates in this grade are limited to non-complex fractions.

CCSS Grade-Level Standards	DLM Essential Elements
6.RP.3.d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	

Sixth Grade Mathematics Domain: The Number System

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	
6.NS.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4), and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb. of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*	EE.6.NS.1. Compare the relationships between two unit fractions.
CLUSTER: Compute fluently with multi-digit numbers, and find common factors and multiples.	
6.NS.2. Fluently divide multi-digit numbers using the standard algorithm.	EE.6.NS.2. Apply the concept of fair share and equal shares to divide.
6.NS.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	EE.6.NS.3. Solve two-factor multiplication problems with products up to 50 using concrete objects and/or a calculator.
6.NS.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4(9 + 2).*	Not applicable.

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Apply and extend previous understandings of numbers to the system of rational numbers.	
6.NS.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	EE.6.NS.5–8. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero).
6.NS.6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	
6.NS.6.a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.	
6.NS.6.b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	
6.NS.6.c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	
6.NS.7. Understand ordering and absolute value of rational numbers.	
6.NS.7.a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.*	
6.NS.7.b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3^{o} C > –7^{o} C to express the fact that –3^{o}C is warmer than –7^{o}C.*	
6.NS.7.c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.*	
6.NS.7.d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.*	

CCSS Grade-Level Standards	DLM Essential Elements
6.NS.8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	EE.6.NS.5–8. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero).

Sixth Grade Mathematics Domain: Expressions and Equations

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Apply and extend previous understandings of arithmetic to algebraic expressions.	
6.EE.1. Write and evaluate numerical expressions involving whole-number exponents.	EE.6.EE.1–2. Identify equivalent number sentences.
6.EE.2. Write, read, and evaluate expressions in which letters stand for numbers.	
6.EE.2.a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract* y *from 5" as 5 –* y*.*	
6.EE.2.b. Identify parts of an expression using mathematical terms (*sum, term, product, factor, quotient, coefficient*); view one or more parts of an expression as a single entity. *For example, describe the expression 2(8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.*	
6.EE.2.c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas* V = s^3 *and* A = $6s^2$ *to find the volume and surface area of a cube with sides of length* s = *1/2.*	
6.EE.3. Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3(2 +* x*) to produce the equivalent expression 6 + 3*x*; apply the distributive property to the expression 24*x *+ 18*y *to produce the equivalent expression 6(4*x *+ 3*y*); apply properties of operations to* y + y + y *to produce the equivalent expression 3*y*.*	EE.6.EE.3. Apply the properties of addition to identify equivalent numerical expressions.
6.EE.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions* y + y + y *and 3*y *are equivalent because they name the same number regardless of which number* y *stands for.*	Not applicable.

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Reason about and solve one-variable equations and inequalities.	
6.EE.5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	EE.6.EE.5–7. Match an equation to a real-world problem in which variables are used to represent numbers.
6.EE.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	
6.EE.7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.	
6.EE.8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x <$ c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	Not applicable.
CLUSTER: Represent and analyze quantitative relationships between dependent and independent variables.	
6.EE.9.Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.*	Not applicable.

Sixth Grade Mathematics Domain: Geometry

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Solve real-world and mathematical problems involving area, surface area, and volume.	
6.G.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	EE.6.G.1. Solve real-world and mathematical problems about area using unit squares.
6.G.2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	EE.6.G.2. Solve real-world and mathematical problems about volume using unit cubes.
6.G.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	Not applicable.
6.G.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	Not applicable.

Sixth Grade Mathematics Domain: Statistics and Probability

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Develop understanding of statistical variability.	
6.SP.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*	EE.6.SP.1–2. Display data on a graph or table that shows variability in the data.
6.SP.2. Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center, spread, and overall shape.	
6.SP.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	Not applicable. See EE.S-ID.4.
CLUSTER: Summarize and describe distributions.	
6.SP.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Not applicable. See EE.6.SP.1–2.
6.SP.5. Summarize numerical data sets in relation to their context, such as by:	EE.6.SP.5. Summarize data distributions shown in graphs or tables.
6.SP.5.a. Reporting the number of observations.	
6.SP.5.b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	
6.SP.5.c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	
6.SP.5.d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	

Seventh Grade Mathematics Domain: Ratios and Proportional Relationships

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Analyze proportional relationships and use them to solve real-world and mathematical problems.	
7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction* $^{1/2}/_{1/4}$ *miles per hour, equivalently 2 miles per hour.*	EE.7.RP.1–3. Use a ratio to model or describe a relationship.
7.RP.2. Recognize and represent proportional relationships between quantities.	
7.RP.2.a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	
7.RP.2.b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	
7.RP.2.c. Represent proportional relationships by equations. *For example, if total cost* t *is proportional to the number* n *of items purchased at a constant price* p*, the relationship between the total cost and the number of items can be expressed as* t = pn*.*	
7.RP.2.d. Explain what a point (*x*, *y*) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r*) where *r* is the unit rate.	
7.RP.3. Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*	

Seventh Grade Mathematics Domain: The Number System

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	
7.NS.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	EE.7.NS.1. Add fractions with like denominators (halves, thirds, fourths, and tenths) with sums less than or equal to one.
7.NS.1.a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*	
7.NS.1.b. Understand $p + q$ as the number located a distance $\|q\|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	
7.NS.1.c. Understand subtraction of rational numbers as adding the additive inverse, $p – q = p + (–q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	
7.NS.1.d. Apply properties of operations as strategies to add and subtract rational numbers.	
7.NS.2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	See below.
7.NS.2.a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(–1)(–1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	EE.7.NS.2.a. Solve multiplication problems with products to 100.
7.NS.2.b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $–(p/q) = (–p)/q = p/(–q)$. Interpret quotients of rational numbers by describing real-world contexts.	EE.7.NS.2.b. Solve division problems with divisors up to five and also with a divisor of 10 without remainders.
7.NS.2.c. Apply properties of operations as strategies to multiply and divide rational numbers	EE.7.NS.2.c–d. Express a fraction with a denominator of 10 as a decimal.
7.NS.2.d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	

CCSS Grade-Level Standards	DLM Essential Elements
7.NS.3. Solve real-world and mathematical problems involving the four operations with rational numbers.[20]	EE.7.NS.3. Compare quantities represented as decimals in real-world examples to tenths.

[20] Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

Seventh Grade Mathematics Domain: Expressions and Equations

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Use properties of operations to generate equivalent expressions.	
7.EE.1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	EE.7.EE.1. Use the properties of operations as strategies to demonstrate that expressions are equivalent.
7.EE.2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example,* a + *0.05*a = *1.05*a *means that "increase by 5%" is the same as "multiply by 1.05."*	EE.7.EE.2. Identify an arithmetic sequence of whole numbers with a whole number common difference.
CLUSTER: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	
7.EE.3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form, convert between forms as appropriate, and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*	Not applicable.
7.EE.4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	EE.7.EE.4. Use the concept of equality with models to solve one-step addition and subtraction equations.
7.EE.4.a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*	

CCSS Grade-Level Standards	DLM Essential Elements
7.EE.4.b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*	

Seventh Grade Mathematics Domain: Geometry

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Draw, construct, and describe geometrical figures and describe the relationships between them	
7.G.1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	EE.7.G.1. Match two similar geometric shapes that are proportional in size and in the same orientation.
7.G.2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	EE.7.G.2. Recognize geometric shapes with given conditions.
7.G.3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	EE.7.G.3. Match a two-dimensional shape with a three-dimensional shape that shares an attribute.
CLUSTER: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	
7.G.4. Know the formulas for the area and circumference of a circle, and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	EE.7.G4. Determine the perimeter of a rectangle by adding the measures of the sides.
7.G.5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	EE.7.G.5. Recognize angles that are acute, obtuse, and right.
7.G.6. Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	EE.7.G.6. Determine the area of a rectangle using the formula for length × width, and confirm the result using tiling or partitioning into unit squares.

Seventh Grade Mathematics Domain: Statistics and Probability

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Use random sampling to draw inferences about a population.	
7.SP.1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	EE.7.SP.1–2. Answer a question related to the collected data from an experiment, given a model of data, or from data collected by the student.
7.SP.2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*	
CLUSTER: Draw informal comparative inferences about two populations.	
7.SP.3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*	EE.7.SP.3. Compare two sets of data within a single data display such as a picture graph, line plot, or bar graph.
7.SP.4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*	Not applicable. See EE.S-ID.4.

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Investigate chance processes, and develop, use, and evaluate probability models.	
7.SP.5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	EE.7.SP.5–7. Describe the probability of events occurring as possible or impossible.
7.SP.6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*	
7.SP.7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	
7.SP.7.a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*	
7.SP.7.b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*	

CCSS Grade-Level Standards	DLM Essential Elements
7.SP.8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Not applicable.
7.SP.8.a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	
7.SP.8.b. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	
7.SP.8.c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*	

Eighth Grade Mathematics Domain: The Number System

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Know that there are numbers that are not rational, and approximate them by rational numbers.	
8.NS.1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	EE.8.NS.1. Subtract fractions with like denominators (halves, thirds, fourths, and tenths) with minuends less than or equal to one.
8.NS.2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*	EE.8.NS.2.a. Express a fraction with a denominator of 100 as a decimal.
	EE.8.NS.2.b. Compare quantities represented as decimals in real-world examples to hundredths.

Eighth Grade Mathematics Domain: Expressions and Equations

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Work with radicals and integer exponents.	
8.EE.1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,* $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.	EE.8.EE.1. Identify the meaning of an exponent (limited to exponents of 2 and 3).
8.EE.2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 =$ p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	EE.8.EE.2. Identify a geometric sequence of whole numbers with a whole number common ratio.
8.EE.3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as* 3×10^8 *and the population of the world as* 7×10^9*, and determine that the world population is more than 20 times larger.*	EE.8.EE.3–4. Compose and decompose whole numbers up to 999.
8.EE.4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation, and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	
CLUSTER: Understand the connections between proportional relationships, lines, and linear equations.	
8.EE.5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*	EE.8.EE.5–6. Graph a simple ratio by connecting the origin to a point representing the ratio in the form of *y*/*x*. *For example, when given a ratio in standard form (2:1), convert to 2/1, and plot the point (1,2).*
8.EE.6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.	

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Analyze and solve linear equations and pairs of simultaneous linear equations.	
8.EE.7. Solve linear equations in one variable.	EE.8.EE.7. Solve simple algebraic equations with one variable using addition and subtraction.
8.EE.7.a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form *x* = *a*, *a* = *a*, or *a* = *b* results (where *a* and *b* are different numbers).	
8.EE.7.b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	
8.EE.8. Analyze and solve pairs of simultaneous linear equations.	Not applicable. See EE.8.EE.5–6.
8.EE.8.a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	
8.EE.8.b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, 3*x + *2*y *= 5 and 3*x + *2*y *= 6 have no solution because 3*x + *2*y *cannot simultaneously be 5 and 6.*	
8.EE.8.c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*	

Eighth Grade Mathematics Domain: Functions

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Define, evaluate, and compare functions.	
8.F.1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.[21]	EE.8.F.1–3. Given a function table containing at least 2 complete ordered pairs, identify a missing number that completes another ordered pair (limited to linear functions).
8.F.2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*	
8.F.3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function* $A = s^2$ *giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*	
CLUSTER: Use functions to model relationships between quantities.	
8.F.4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (*x, y*) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	EE.8.F.4. Determine the values or rule of a function using a graph or a table.
8.F.5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	EE.8.F.5. Describe how a graph represents a relationship between two quantities.

[21] Function notation is not required in Grade 8.

Eighth Grade Mathematics Domain: Geometry

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Understand congruence and similarity using physical models, transparencies, or geometry software.	
8.G.1. Verify experimentally the properties of rotations, reflections, and translations:	EE.8.G.1. Recognize translations, rotations, and reflections of shapes.
8.G.1.a. Lines are taken to lines, and line segments to line segments of the same length.	
8.G.1.b. Angles are taken to angles of the same measure.	
8.G.1.c. Parallel lines are taken to parallel lines.	
8.G.2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	EE.8.G.2. Identify shapes that are congruent.
8.G.3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	Not applicable.
8.G.4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	EE.8.G.4. Identify similar shapes with and without rotation.
8.G.5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*	EE.8.G.5. Compare any angle to a right angle, and describe the angle as greater than, less than, or congruent to a right angle.
CLUSTER: Understand and apply the Pythagorean Theorem.	
8.G.6. Explain a proof of the Pythagorean Theorem and its converse.	Not applicable.
8.G.7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	Not applicable.

CCSS Grade-Level Standards	DLM Essential Elements
8.G.8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Not applicable.
CLUSTER: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	
8.G.9. Know the formulas for the volumes of cones, cylinders, and spheres, and use them to solve real-world and mathematical problems.	EE.8.G.9. Use the formulas for perimeter, area, and volume to solve real-world and mathematical problems (limited to perimeter and area of rectangles and volume of rectangular prisms).

Eighth Grade Mathematics Domain: Statistics and Probability

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Investigate patterns of association in bivariate data.	
8.SP.1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	Not applicable.
8.SP.2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	Not applicable. See EE.10.S-ID.1–2 and EE.10.S-ID.3.
8.SP.3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*	Not applicable.
8.SP.4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*	EE.8.SP.4. Construct a graph or table from given categorical data, and compare data categorized in the graph or table.

High School Mathematics Domain: Number and Quantity—The Real Number System

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Extend the properties of exponents to rational exponents.	
N-RN.1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define* $5^{1/3}$ *to be the cube root of 5 because we want* $(5^{1/3})^3 = 5^{(1/3)3}$ *to hold, so* $(5^{1/3})^3$ *must equal 5.*	EE.N-RN.1. Determine the value of a quantity that is squared or cubed.
N-RN.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.	Not applicable.
CLUSTER: Use properties of rational and irrational numbers.	
N-RN.3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	Not applicable.

High School Mathematics Domain: Number and Quantity—Quantities★

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Reason quantitatively, and use units to solve problems.	
N-Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	EE.N-Q.1–3. Express quantities to the appropriate precision of measurement.
N-Q.2. Define appropriate quantities for the purpose of descriptive modeling.	
N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	

High School Mathematics Domain: Number and Quantity—The Complex Number System

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Perform arithmetic operations with complex numbers.	
N-CN.1. Know there is a complex number *i* such that $i^2 = –1$, and every complex number has the form *a* + *bi* with *a* and *b* real.	Not applicable.
N-CN.2. Use the relation $i^2 = –1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	EE.N-CN.2.a. Use the commutative, associative, and distributive properties to add, subtract, and multiply whole numbers.
	EE.N-CN.2.b. Solve real-world problems involving addition and subtraction of decimals, using models when needed.
	EE.N-CN.2.c. Solve real-world problems involving multiplication of decimals and whole numbers, using models when needed.
N-CN.3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.	Not applicable.
CLUSTER: Represent complex numbers and their operations on the complex plane.	
N-CN.4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.	Not applicable.
N-CN.5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. *For example,* $(–1 + \sqrt{3}i)^3 = 8$ *because* $(–1 + \sqrt{3}i)$*has modulus 2 and argument 120°.*	Not applicable.
N-CN.6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.	Not applicable.

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Use complex numbers in polynomial identities and equations.	
N-CN.7. Solve quadratic equations with real coefficients that have complex solutions.	Not applicable.
N-CN.8. (+) Extend polynomial identities to the complex numbers. *For example, rewrite* $x^2 + 4$ *as* $(x + 2i)(x - 2i)$.	Not applicable.
N-CN.9. (+) Know the Fundamental Theorum of Algebra; show that it is true for quadratic polynomials	Not applicable.

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Represent and model with vector quantities.	
N-VM.1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., $\boldsymbol{v}$, $\lvert\boldsymbol{v}\rvert$, $\lVert\boldsymbol{v}\rVert$, v).	Not applicable.
N-VM.2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.	Not applicable.
N-VM.3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.	Not applicable.
CLUSTER: Perform operations on vectors.	
N-VM.4. (+) Add and subtract vectors.	Not applicable.
N-VM.4.a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.	
N-VM.4.b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.	
N-VM.4.c. Understand vector subtraction $\boldsymbol{v} - \boldsymbol{w}$ as $\boldsymbol{v} + (-\boldsymbol{w})$, where $-\boldsymbol{w}$ is the additive inverse of $\boldsymbol{w}$, with the same magnitude as $\boldsymbol{w}$ and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.	
N-VM.5. (+) Multiply a vector by a scalar.	Not applicable.
N-VM.5.a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.	
N-VM.5.b. Compute the magnitude of a scalar multiple $c\boldsymbol{v}$ using $\lVert c\boldsymbol{v}\rVert = \lvert c\rvert v$. Compute the direction of $c\boldsymbol{v}$ knowing that when $\lvert c\rvert v \neq 0$, the direction of $c\boldsymbol{v}$ is either along $\boldsymbol{v}$ (for $c > 0$) or against $\boldsymbol{v}$ (for $c < 0$).	

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Perform operations on matrices, and use matrices in applications.	
N-VM.6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	Not applicable.
N-VM.7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	Not applicable.
N-VM.8. (+) Add, subtract, and multiply matrices of appropriate dimensions.	Not applicable.
N-VM.9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	Not applicable.
N-VM.10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	Not applicable.
N-VM.11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	Not applicable.
N-VM.12. (+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	Not applicable.

High School Mathematics Domain: Algebra—Seeing Structure in Expressions

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Interpret the structure of expressions.	
A-SSE.1. Interpret expressions that represent a quantity in terms of its context.★	EE.A-SSE.1. Identify an algebraic expression involving one arithmetic operation to represent a real-world problem.
A-SSE.1.a. Interpret parts of an expression, such as terms, factors, and coefficients.	
A-SSE.1.b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret* $P(1+r)^n$ *as the product of* P *and a factor not depending on* P.	
A-SSE.2. Use the structure of an expression to identify ways to rewrite it. *For example, see* $x^4 - y^4$ *as* $(x^2)^2 - (y^2)^2$*, thus recognizing it as a difference of squares that can be factored as* $(x^2 - y^2)(x^2 + y^2)$.	Not applicable.
CLUSTER: Write expressions in equivalent forms to solve problems.	
A-SSE.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.★	EE.A-SSE.3. Solve simple algebraic equations with one variable using multiplication and division.
A-SSE.3.a. Factor a quadratic expression to reveal the zeros of the function it defines.	
A-SSE.3.b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	
A-SSE.3.c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression* 1.15^t *can be rewritten as* $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ *to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*	
A-SSE.4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.*★	EE.A-SSE.4. Determine the successive term in a geometric sequence given the common ratio.

High School Mathematics Domain: Algebra—Arithmetic with Polynomials and Rational Expressions

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Perform arithmetic operations on polynomials.	
A-APR.1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Not applicable.
CLUSTER: Understand the relationship between zeros and factors of polynomials.	
A-APR.2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x – a$ is $p(a)$, so $p(a) = 0$ if and only if $(x – a)$ is a factor of $p(x)$.	Not applicable.
A-APR.3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	Not applicable.
CLUSTER: Use polynomial identities to solve problems.	
A-APR.4. Prove polynomial identities, and use them to describe numerical relationships. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 – y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*	Not applicable.
A-APR.5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.[22]	Not applicable.

[22] The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Rewrite rational expressions.	
A-APR.6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.	Not applicable.
A.APR.7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	Not applicable.

High School Mathematics Domain: Algebra—Creating Equations★

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Create equations that describe numbers or relationships.	
A-CED.1. Create equations and inequalities in one variable, and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*	EE.A-CED.1. Create an equation involving one operation with one variable, and use it to solve a real-world problem.
A-CED.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	EE.A-CED.2–4. Solve one-step inequalities.
A-CED.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*	
A-CED.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law* V = IR *to highlight resistance* R.	

High School Mathematics Domain: Algebra—Reasoning with Equations and Inequalities

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Understand solving equations as a process of reasoning, and explain the reasoning.	
A-REI.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	Not applicable.
A-REI.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	Not applicable. See EE.A-CED.1.
CLUSTER: Solve equations and inequalities in one variable.	
A-REI.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Not applicable. See EE.A-CED.1.
A-REI.4. Solve quadratic equations in one variable.	Not applicable.
A-REI.4.a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x – p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.	
A-REI.4.b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions, and write them as $a \pm bi$ for real numbers a and b.	
CLUSTER: Solve systems of equations.	
A-REI.5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	Not applicable.
A-REI.6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	Not applicable. See EE.A-REI.10–12.

CCSS Grade-Level Standards	DLM Essential Elements
A-REI.7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. *For example, find the points of intersection between the line* $y = -3x$ *and the circle* $x^2 + y^2 = 3$.	Not applicable. See EE.A-REI.10–12.
A-REI.8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.	Not applicable.
A-REI.9. (+) Find the inverse of a matrix if it exists, and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).	Not applicable.
CLUSTER: Represent and solve equations and inequalities graphically.	
A-REI.10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	EE.A-REI.10–12. Interpret the meaning of a point on the graph of a line. *For example, on a graph of pizza purchases, trace the graph to a point and tell the number of pizzas purchased and the total cost of the pizzas.*
A-REI.11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★	
A-REI.12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	

High School Mathematics Domain: Functions—Interpreting Functions

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Understand the concept of a function, and use function notation.	
F-IF.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If *f* is a function and *x* is an element of its domain, then *f*(*x*) denotes the output of *f* corresponding to the input *x*. The graph of *f* is the graph of the equation *y* = *f*(*x*).	EE.F-IF.1–3. Use the concept of function to solve problems.
F-IF.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	
F-IF.3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by* f*(0)* = f*(1)* = *1,* f(n + *1)* = f(n*)* + f(n – *1) for* n ≥ *1.*	
CLUSTER: Interpret functions that arise in applications in terms of the context.	
F-IF.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity*.★	EE.F-IF.4–6. Construct graphs that represent linear functions with different rates of change and interpret which is faster/slower, higher/lower, etc.
F-IF.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function* h(n*) gives the number of person-hours it takes to assemble* n *engines in a factory, then the positive integers would be an appropriate domain for the function.*★	
F-IF.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★	

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Analyze functions using different representations.	
F-IF.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★	Not applicable. See EE.F-IF.1–3.
F-IF.7.a. Graph linear and quadratic functions, and show intercepts, maxima, and minima.	
F-IF.7.b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	
F-IF.7.c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	
F-IF.7.d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.	
F-IF.7.e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	
F-IF.8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	Not applicable.
F-IF.8.a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	
F-IF.8.b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as* $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, *and classify them as representing exponential growth or decay.*	
F-IF.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*	Not applicable.

High School Mathematics Domain: Functions—Building Functions

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Build a function that models a relationship between two quantities.	
F-BF.1. Write a function that describes a relationship between two quantities.*	EE.F-BF.1. Select the appropriate graphical representation (first quadrant) given a situation involving constant rate of change.
F-BF.1.a. Determine an explicit expression, a recursive process, or steps for calculation from a context.	
F-BF.1.b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*	
F-BF.1.c. (+) Compose functions. *For example, if* T(y) *is the temperature in the atmosphere as a function of height, and* h(t) *is the height of a weather ballon as a function of time, then* T(h(t)) *is the temperature at the location of the weather balloon as a function of time.*	Not applicable.
F-BF.2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*	EE.F-BF.2. Determine an arithmetic sequence with whole numbers when provided a recursive rule.
CLUSTER: Build new functions from existing functions.	
F-BF.3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases, and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*	Not applicable.
F-BF.4. Find inverse functions.	Not applicable.
F-BF.4.a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. *For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x–1)$ for $x \neq 1$.*	
F-BF.4.b. (+) Verify by composition that one function is the inverse of another.	
F-BF.4.c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.	

CCSS Grade-Level Standards	DLM Essential Elements
F-BF.4.d. (+) Produce an invertible function from a non-invertible function by restricting the domain.	
F-BF.5. (+) Understand the inverse relationship between exponents and logarithms, and use this relationship to solve problems involving logarithms and exponents.	Not applicable.

High School Mathematics Domain: Functions—Linear, Quadratic, and Exponential Models★

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Construct and compare linear, quadratic, and exponential models, and solve problems.	
F-LE.1. Distinguish between situations that can be modeled with linear functions and with exponential functions.	EE.F-LE.1–3. Model a simple linear function such as $y = mx$ to show that these functions increase by equal amounts over equal intervals.
F-LE.1.a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.	
F-LE.1.b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	
F-LE.1.c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	
F-LE.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	
F-LE.3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	
F-LE.4. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	Not applicable.
CLUSTER: Interpret expressions for functions in terms of the situation they model.	
F-LE.5. Interpret the parameters in a linear or exponential function in terms of a context.	Not applicable. See EE.F-IF.1–3.

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Extend the domain of trigonometric functions using the unit circle.	
F-TF.1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	Not applicable.
F-TF.2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	Not applicable.
F-TF.3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$, and $\pi/6$, and use the unit circle to express the values of since, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x, where x is any real number.	Not applicable.
F-TF.4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.	Not applicable.
CLUSTER: Model periodic phenomena with trigonometric functions.	
F-TF.5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.★	Not applicable.
F-TF.6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.	Not applicable.
F-TF.7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology; and interpret them in terms of the context.★	Not applicable.
CLUSTER: Prove and apply trigonometric identities	
F-TF.8. Prove the Pythagorean identity $\sin^2(\ ) + \cos^2(\ ) = 1$, and use it to find sin( ), cos( ), or tan( ) given sin( ), cos( ), or tan( ) and the quadrant of the angle.	Not applicable.
F-TF.9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent, and use them to solve problems.	Not applicable.

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Experiment with transformations in the plane.	
G.CO.1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	EE.G-CO.1. Know the attributes of perpendicular lines, parallel lines, and line segments; angles; and circles.
G-CO.2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	Not applicable.
G-CO.3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	Not applicable.
G-CO.4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	EE.G-CO.4–5. Given a geometric figure and a rotation, reflection, or translation of that figure, identify the components of the two figures that are congruent.
G-CO.5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	
CLUSTER: Understand congruence in terms of rigid motions.	
G-CO.6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	EE.G-CO.6–8. Identify corresponding congruent and similar parts of shapes.
G-CO.7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	
G-CO.8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Prove geometric theorems.	
G-CO.9. Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*	Not applicable.
G-CO.10. Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*	Not applicable.
G-CO.11. Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*	Not applicable.
CLUSTER: Make geometric constructions.	
G-CO.12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*	Not applicable.
G-CO.13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	Not applicable.

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Understand similarity in terms of similarity transformations.	
G-SRT.1. Verify experimentally the properties of dilations given by a center and a scale factor:	Not applicable. See EE.G-CO.6–8.
G-SRT.1.a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.	
G-SRT.1.b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	
G-SRT.2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	Not applicable. See EE.G-CO.6–8.
G-SRT.3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	Not applicable. See EE.G-CO.6–8.
CLUSTER: Prove theorems involving similarity.	
G-SRT.4. Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*	Not applicable.
G-SRT.5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	Not applicable. See EE.G-CO.6–8.
CLUSTER: Define trigonometric ratios, and solve problems involving right triangles.	
G-SRT.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	Not applicable.
G-SRT.7. Explain and use the relationship between the sine and cosine of complementary angles.	Not applicable.

CCSS Grade-Level Standards	DLM Essential Elements
G-SRT.8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*	Not applicable.
CLUSTER: Apply trigonometry to general triangles.	
G-SRT.9. (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	Not applicable.
G-SRT.10. (+) Prove the Laws of Sines and Cosines, and use them to solve problems.	Not applicable.
G-SRT.11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	Not applicable.

High School Mathematics Domain: Geometry—Circles

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Understand and apply theorems about circles.	
G-C.1. Prove that all circles are similar.	Not applicable.
G-C.2. Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*	Not applicable.
G-C.3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	Not applicable.
G-C.4. (+) Construct a tangent line from a point outside a give circle to the circle.	Not applicable.
CLUSTER: Find arc lengths and areas of sectors of circles.	
G-C.5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	Not applicable.

High School Mathematics Domain: Geometry—Expressing Geometric Properties with Equations

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Translate between the geometric description and the equation for a conic section.	
G-GPE.1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	Not applicable.
G-GPE.2. Derive the equation of a parabola given a focus and directrix.	Not applicable.
G-GPE.3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.	Not applicable.
CLUSTER: Use coordinates to prove simple geometric theorems algebraically.	
G-GPE.4. Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).*	Not applicable.
G-GPE.5. Prove the slope criteria for parallel and perpendicular lines, and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	Not applicable. See EE.G.CO.1.
G-GPE.6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	Not applicable. See EE.G.CO.1.
G-GPE.7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★	EE.G-GPE.7. Find perimeters and areas of squares and rectangles to solve real-world problems.

High School Mathematics Domain: Geometry—Geometric Measurement and Dimension

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Explain volume formulas, and use them to solve problems.	
G-GMD.1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*	EE.G-GMD.1–3. Make a prediction about the volume of a container, the area of a figure, and the perimeter of a figure, and then test the prediction using formulas or models.
G-GMD.2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	Not applicable.
G-GMD.3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.★	Not applicable. See EE.8.G.9 and EE.G-GPE.7.
CLUSTER: Visualize relationships between two-dimensional and three-dimensional objects.	
G-GMD.4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	EE.G-GMD.4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects.

High School Mathematics Domain: Geometry—Modeling with Geometry

CLUSTER: Apply geometric concepts in modeling situations.	
G-MG.1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).★	EE.G-MG.1–3. Use properties of geometric shapes to describe real-life objects.
G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).★	
G-MG.3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).★	

High School Mathematics Domain: Statistics and Probability★—Interpreting Categorical and Quantitative Data

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Summarize, represent, and interpret data on a single count or measurement variable.	
S-ID.1. Represent data with plots on the real number line (dot plots, histograms, and box plots).	EE.S-ID.1–2. Given data, construct a simple graph (line, pie, bar, or picture) or table, and interpret the data.
S-ID.2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	
S-ID.3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	EE.S-ID.3. Interpret general trends on a graph or chart.
S-ID.4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	EE.S-ID.4. Calculate the mean of a given data set (limit the number of data points to fewer than five).
CLUSTER: Summarize, represent, and interpret data on two categorical and quantitative variables.	
S-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	Not applicable. See EE.F-IF.1 and EE.A-REI.6–7.
S-ID.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.	Not applicable.
S-ID.6.a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions, or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.*	
S-ID.6.b. Informally assess the fit of a function by plotting and analyzing residuals.	
S-ID.6.c. Fit a linear function for a scatter plot that suggests a linear association.	
CLUSTER: Interpret linear models.	
S-ID.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	Not applicable. See EE.F-IF.4–6.

CCSS Grade-Level Standards	DLM Essential Elements
S-ID.8. Compute (using technology), and interpret the correlation coefficient of a linear fit.	Not applicable.
S-ID.9. Distinguish between correlation and causation.	Not applicable.

High School Mathematics Domain: Statistics and Probability—Making Inferences and Justifying Conclusions

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Understand and evaluate random processes underlying statistical experiments.	
S-IC.1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	EE.S-IC.1–2. Determine the likelihood of an event occurring when the outcomes are equally likely to occur.
S-IC.2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*	
CLUSTER: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	
S-IC.3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	Not applicable. See EE.S-ID.1–2.
S-IC.4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	Not applicable. See EE.S-ID.1–2.
S-IC.5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	Not applicable. See EE.S-ID.1–2.
S-IC.6. Evaluate reports based on data.	Not applicable. See EE.S-ID.1–2.

High School Mathematics Domain: Statistics and Probability—Conditional Probability and the Rules of Probability

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Understand independence and conditional probability, and use them to interpret data.	
S-CP.1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	EE.S-CP.1–5. Identify when events are independent or dependent.
S-CP.2. Understand that two events *A* and *B* are independent if the probability of *A* and *B* occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	
S-CP.3. Understand the conditional probability of *A* given *B* as *P*(*A* and *B*)/*P*(*B*), and interpret independence of *A* and *B* as saying that the conditional probability of *A* given *B* is the same as the probability of *A*, and the conditional probability of *B* given *A* is the same as the probability of *B*.	
S-CP.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*	
S-CP.5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*	
CLUSTER: Use the rules of probability to compute probabilities of compound events in a uniform probability model.	
S-CP.6. Find the conditional probability of *A* given *B* as the fraction of *B*'s outcomes that also belong to *A*, and interpret the answer in terms of the model.	Not applicable. See EE.S-IC.1–2.
S-CP.7. Apply the Addition Rule, *P*(*A* or *B*) = *P*(*A*) + *P*(*B*) – *P*(*A* and *B*), and interpret the answer in terms of the model.	Not applicable. See EE.S-IC.1–2.

CCSS Grade-Level Standards	DLM Essential Elements
S-CP.8. (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B\|A) = P(B)P(A\|B)$, and interpret the answer in terms of the model.	Not applicable.
S-CP.9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.	Not applicable.

High School Mathematics Domain: Statistics and Probability—Using Probability to Make Decisions

CCSS Grade-Level Standards	DLM Essential Elements
CLUSTER: Calculate expected values, and use them to solve problems.	
S-MD.1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	Not applicable.
S-MD.2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	Not applicable.
S-MD.3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. *For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.*	Not applicable.
S-MD.4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. *For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?*	Not applicable.
CLUSTER: Use probability to evaluate outcomes of decisions.	
S-MD.5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.	Not applicable.
S-MD.5.a. Find the expected payoff for a game of chance. *For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.*	
S-MD.5.b. Evaluate and compare strategies on the basis of expected values. *For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*	
S-MD.6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	Not applicable.

CCSS Grade-Level Standards	DLM Essential Elements
S-MD.7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	Not applicable.