ALIGNMENT OF KANSAS ENGLISH LANGUAGE ARTS STANDARDS WITH DYNAMIC LEARNING MAPS® ESSENTIAL ELEMENTS IN

English Language Arts

KANSAS STATE DEPARTMENT OF EDUCATION

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Background on the Dynamic Learning Maps® Essential Elements (DLM® EEs)

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 DLM® EEs draft.

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®

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 the alternate assessment 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 (ELA).

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. Areas were also identified 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 lower-grade map node (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 shows the major ELA claims in DLM® and the conceptual areas within each claim.

Table 1. DLM® – English Language Arts (ELA) Major Claims

STANDARD	DEFINITION	CONCEPTUAL AREAS IN THE DLM®
ELA C1	Students can comprehend text in increasingly complex ways.	• ELA.C1.1 Determine Critical Elements of Text • ELA.C1.2 Construct Understandings of Text • ELA.C1.3 Integrate Ideas and Information from Text
ELA C2	Students can produce writing for a range of purposes and audiences.	• ELA.C2.1 Use Writing to Communicate • ELA.C2.2 Integrate Ideas and Information in Writing
ELA C3	Students can communicate for a range of purposes and audiences.	• ELA.C3.1 Use Language to Communicate with Others • ELA.C3.2 Clarify and Contribute in Discussion
ELA C4	Students can engage in research/inquiry to investigate topics and present information.	• ELA.C4.1 Use Sources and Information • ELA.C4.2 Collaborate and Present Ideas

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, were not yet 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.

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 are 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.

Many students with significant cognitive disabilities have difficulty with or cannot use speech to communicate and/or are supported by the use of communication symbols (e.g., communication boards, voice output communication devices) and supports to augment their speech and other means of communication. Students who require symbols and other AAC supports require frequent modeling in the use of those symbols to interact and respond during instruction. Students who use symbols and other communication supports need as much modeling as children who use speech to communicate. Modeling in this way is not viewed as a means of prompting, guidance, or support, just as having a teacher talk serves those purposes for a student who communicates using speech.

When modeling the use of symbols and other communication supports, teachers use the symbols and supports themselves, hand them to students without communication impairments to use, and involve the students who need to use them every day. Each of these steps can play an important role in validating the use of symbols and communication supports and demonstrating multiple levels of expertise in their use.

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 apply 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
- Iowa
- Kansas
- Michigan
- Missouri
- Oklahoma
- Utah
- Virginia
- West Virginia
- 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

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Kansas Standards and DLM®

States are required to ensure alignment of alternate academic achievement standards for students with the most significant cognitive disabilities to the State's challenging academic content standards for the grade in which the student is enrolled. In spring 2025, KSDE provided the following document to verify alignment between the DLM® Essential Elements for English Language Arts and the Kansas Standards for English Language Arts (2023).

It is important to note that Kansas Standards for English Language Arts vary slightly from the CCSS. The 2023 English Language Arts Standards were updated to reflect the vision of the Kansas State Board of Education: To Lead the World in the Success of Each Student. These standards were reviewed and revised to support each school district's ability to utilize structured literacy as the explicit and evidence-based approach to teaching literacy skills to all students. To this end, these standards were built with the purpose of providing educators, parents, and other education stakeholders a clear view of what English Language Arts and Literacy instruction should look like in Kansas.

Further, the English Language Arts Standards are built upon a foundation of common understandings – or practices – which provide a "big picture view" of broad goals for English Language Arts and Literacy instruction for each student across the state. These five foundational practices are intended to support a philosophy aligned with the Kansas State Board of Education's vision and goals, which are intended to ensure that, through their pre-K-12 experiences, Kansas kids are equipped with the academic, cognitive, metacognitive, technical and employability skills required for postsecondary success, as well as the capacity to positively impact the world around them.

KSDE found that there is a strong link between the Kansas Standards for English Language Arts and the EEs. While DLM® has language standards, Kansas embeds the language standards by genre and modality to include language use when learning foundational structures, reading literature, reading informational text, when writing, and when speaking and listening.

Kindergarten

Reading: Foundational

Print Concepts

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RF.K.1	Demonstrate understanding of the organization and basic features of print.	ELA.EE.RF.K.1	Demonstrate emerging understanding of the organization of print.
RF.K.1.a	Follow words from left to right, top to bottom, and page by page.	ELA.EE.RF.K.1.a	With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end.
RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.	ELA.EE.RF.K.1.b	Not applicable.
RF.K.1.c	Understand that words are separated by spaces in print.	ELA.EE.RF.K.1.c	Not applicable.
RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.	ELA.EE.RF.K.1.d	Not applicable.

Phonological Awareness

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RF.K.2	Demonstrate understanding of phonemes (sounds).	ELA.EE.RF.K.2	Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2.a	Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness)	ELA.EE.RF.K.2.a	With guidance and support, recognize rhyming words.
RF.K.2.b	Isolate and pronounce the initial, medial vowel, and final phonemes (sounds)) in three phoneme (consonant-vowel- consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (Phonemic awareness)	ELA.EE.RF.K.2.b	With guidance and support, recognize the number of words in a spoken message.
RF.K.2.c	Count, produce, blend, and segment syllables in spoken words.	ELA.EE.RF.K.2.c	With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.
RF.K.2.d	Blend and segment onsets and rimes (word families) of single-syllable spoken words.	ELA.EE.RF.K.2.d	Not applicable.
		ELA.EE.RF.K.2.e	Not applicable.

KINDERGARTEN

Phonics and Word Recognition

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	ELA.EE.RF.K.3	Demonstrate emerging awareness of print.
RF.K.3.a	Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants.	ELA.EE.RF.K.3.a	With guidance and support, recognize first letter of own name in print.
RF.K.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	ELA.EE.RF.K.3.b	Not applicable.
RF.K.3.c	Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does).	ELA.EE.RF.K.3.c	With guidance and support, recognize environmental print.
RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., bat/cat, bat/bit/, bat/bad).	ELA.EE.RF.K.3.d	Not applicable.

Fluency

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RF.K.4	Read decodable texts that support instruction.	ELA.EE.RF.K.4	Engage in purposeful shared reading of familiar text.

Reading: Literature

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	ELA.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 events.	ELA.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.	ELA.EE.RL.K.3	With guidance and support, identify characters and settings in a familiar story.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RL.K.4	Ask and answer questions about unknown words in a text.	ELA.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).	ELA.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.	ELA.EE.RL.K.6	With guidance and support, distinguish between words and illustrations in a story.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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).	ELA.EE.RL.K.7	With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	ELA.EE.RL.K.9	With guidance and support, identify the adventures or experiences of a character in a familiar story.

KINDERGARTEN

Language in Reading: Literature (DLM®: Language-Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RL.K.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension. RL.K.11.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck). RL.K.11.b Use the most frequently occurring inflectional endings and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	ELA.EE.L.K.4	Demonstrate emerging knowledge of word meanings. ELA.EE.L.K.4.a With guidance and support, demonstrate understanding of words used in every day routines. ELA.EE.L.K.4.b Not applicable.
RL.K.12	With guidance and support from adults, explore word relationships and nuances in word meanings to expand language comprehension. RL.K.12.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent RL.K.12.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). RL.K.12.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). RL.K.12.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	ELA.EE.L.K.5	Demonstrate emerging understanding of word relationships. ELA.EE.L.K.5.a With guidance and support, sort common objects into familiar categories. ELA.EE.L.K.5.b With guidance and support, demonstrate understanding of frequently occurring opposites. ELA.EE.L.K.5.c With guidance and support, use words to communicate in real-life situations. ELA.EE.L.K.5.d With guidance and support, demonstrate an understanding of common verbs.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RL.K.13	Listen to high quality drama, prose, and poetry to expand language comprehension.	ELA.EE.RL.K.10	With guidance and support, actively engage in shared reading.

Reading: Informational

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	ELA.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.	ELA.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.	ELA.EE.RI.K.3	With guidance and support, identify individuals, events, or details in a familiar informational text.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	ELA.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.	ELA.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.	ELA.EE.RI.K.6	With guidance and support, distinguish between words and illustrations in an informational text.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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).	ELA.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.	ELA.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).	ELA.EE.RI.K.9	With guidance and support, match similar parts of two familiar texts on the same topic.

Language in Reading: Informational (DLM®: Language - Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RI.K.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in reading and content to expand language comprehension. RI.K.11.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck). RI.K.11.b Use the most frequently occurring inflectional endings and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	ELA.EE.L.K.4	Demonstrate emerging knowledge of word meanings. ELA.EE.L.K.4.a With guidance and support, demonstrate understanding of words used in every day routines. ELA.EE.L.K.4.b Not applicable.
RI.K.12	With guidance and support from adults, explore word relationships and nuances in word meanings. RI.K.12.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent RI.K.12.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). RI.K.12.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). RI.K.12.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	ELA.EE.L.K.5	Demonstrate emerging understanding of word relationships. ELA.EE.L.K.5.a With guidance and support, sort common objects into familiar categories. ELA.EE.L.K.5.b With guidance and support, demonstrate understanding of frequently occurring opposites. ELA.EE.L.K.5.c With guidance and support, use words to communicate in real-life situations. ELA.EE.L.K.5.d With guidance and support, demonstrate an understanding of common verbs.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RI.K.13	Actively engage in individual or group readings of informational text with purpose and understanding.	ELA.EE.RI.K.10	With guidance and support, actively engage in shared reading of informational text.

Writing

Text Types and Purposes

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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 …).	ELA.EE.W.K.1	With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.
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.	ELA.EE.W.K.2	With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.
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.	ELA.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

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	ELA.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.	ELA.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

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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).	ELA.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.	ELA.EE.W.K.8	With guidance and support from adults, identify information, objects, or events that relate to personal experiences.

Language in Writing (DLM®: Language - Conventions of Standard English)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.K.10	Demonstrate command of the conventions of standards English grammar and usage when writing. W.K.10.a Correctly form upper and lowercase letters with line awareness. W.K.10.b Use frequently occurring nouns and verbs in writing. W.K.10.c Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). W.K.10.d Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). W.K.10.e Produce and expand complete sentences in shared language activities.	ELA.EE.L.K.1	Demonstrate emerging understanding of letter and word use. ELA.EE.L.K.1.a With guidance and support, distinguish between letters and other symbols or shapes. ELA.EE.L.K.1.b With guidance and support, use frequently occurring nouns in communication. ELA.EE.L.K.1.c With guidance and support, use frequently occurring plural nouns. ELA.EE.L.K.1.d With guidance and support, identify answers to simple questions (e.g., who, what) from an array of choices. ELA.EE.L.K.1.e With guidance and support, demonstrate understanding of common prepositions: on, off, in, out. ELA.EE.L.K.1.f With guidance and support, link two or more words together in communication.
W.K.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W.K.11 a. Capitalize the first word in a sentence and the pronoun I. W.K.11 b. Recognize and name end punctuation. W.K.11 c. Write a letter or letters for most consonant and short- vowel sounds (phonemes). W.K.11 d. Spell simple words phonetically, drawing on knowledge of sound- letter relationships.	Not applicable.	

Speaking and Listening

Comprehension and Collaboration

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
SL.K.1	Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.b Continue a conversation through multiple exchanges.	ELA.EE.SL.K.1	Participate in conversations with others. ELA.EE.SL.K.1.a Communicate directly with supportive adults or peers. ELA.EE.SL.K.1.b Participate in multiple-turn communication exchanges with support from adults.
SL.K.2	Confirm sequence of events of a read aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood.	ELA.EE.SL.K.2	Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.
SL.K.3	Ask and answer questions to seek help, get information or clarify what is not understood.	ELA.EE.SL.K.3	Ask for help when needed.

Presentation of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
SL.K.4	Use details to describe familiar people, places, things or events with prompting and support.	ELA.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 supply additional detail to descriptions.	ELA.EE.SL.K.5	With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
SL.K.6	Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly.	ELA.EE.SL.K.6	With guidance and support, communicate thoughts, feelings, and ideas.

KINDERGARTEN

Language in Speaking and Listening (DLM® : Language - Conventions of Standard English/Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
SL.K.7	Demonstrate command of the conventions of standards English grammar and usage when speaking. SL.K.7.a Use frequently occurring nouns and verbs in speech. SL.K.7.b Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). SL.K.7.c Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). SL.K.7.d Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). SL.K.7.e Produce and expand complete sentences in shared language activities.	ELA.EE.L.K.1	Demonstrate emerging understanding of letter and word use. ELA.EE.L.K.1.f With guidance and support, distinguish between letters and other symbols or shapes. ELA.EE.L.K.1.g With guidance and support, use frequently occurring nouns in communication. ELA.EE.L.K.1.h With guidance and support, use frequently occurring plural nouns. ELA.EE.L.K.1.i With guidance and support, identify answers to simple questions (e.g., who, what) from an array of choices. ELA.EE.L.K.1.j With guidance and support, demonstrate understanding of common prepositions: on, off, in, out. With guidance and support, link two or more words together in communication.
SL.K.8	Use words and phrases acquired through conversations, reading, and read alouds.	ELA.EE.L.K.6	With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

ALIGNMENT OF KANSAS ENGLISH LANGUAGE ARTS STANDARDS WITH DYNAMIC LEARNING MAPS® ESSENTIAL ELEMENTS IN ENGLISH LANGUAGE ARTS

Grade 1

Reading: Foundational

Print Concepts

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RF.1.1	Demonstrate understanding of the organization and basic features of print.	ELA.EE.RF.1.1	Demonstrate emerging understanding of the organization of print.
RF.1.1.a	Demonstrate book orientation knowledge.	ELA.EE.RF.1.1.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).
RF.1.1.b	Have an understanding of important reading terminology (e.g., word(s), letter(s), beginning of sentence, top of the page, bottom of the page).	ELA.EE.RF.1.1.b	Not applicable.
RF.1.1.c	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	ELA.EE.RF.1.1.c	Not applicable.

Phonological Awareness

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RF.1.2	Demonstrate understanding of phonemes (sounds), syllables, and spoken words.	ELA.EE.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2.a	Distinguish long from short vowel sounds in spoken single- syllable words.	ELA.EE.RF.1.2.a	Recognize rhyming words.
RF.1.2.b	Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.	ELA.EE.RF.1.2.b	With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word.
RF.1.2.c	Isolate and produce initial, medial vowel and final phonemes in spoken single-syllable words.	ELA.EE.RF.1.2.c	Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.
RF.1.2.d	Orally segment single-syllable words into their complete sequence of individual phonemes.	ELA.EE.RF.1.2.d	With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	ELA.EE.RF.1.3	Demonstrate emerging letter and word identification skills.
RF.1.3.a	Know the phoneme-grapheme correspondences for common consonant digraphs (e.g., sh, ch, wh, th, gh).	ELA.EE.RF.1.3.a	Identify upper case letters of the alphabet.
RF.1.3.b	Decode regularly spelled one-syllable words.	ELA.EE.RF.1.3.b	With guidance and support, recognize familiar words that are used in every day routines.
RF.1.3.c	Know final -e and common vowel team patterns for representing long vowel sounds.	ELA.EE.RF.1.3.c	Not applicable.
RF.1.3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	ELA.EE.RF.1.3.d	Not applicable.
RF.1.3.e	Use vowel patterns to decode two-syllable words by breaking the words into syllables.	ELA.EE.RF.1.3.e	Not applicable.
RF.1.3.f	Read words with inflectional endings (e.g., makes, walked, ended, played, going).	ELA.EE.RF.1.3.f	Not applicable.
RF.1.3.g	Recognize and read grade-appropriate words, including compound words.	ELA.EE.RF.1.3.g	Not applicable.
RF.1.3.h	Decode hard and soft c and g.	ELA.EE.RF.1.3.h	Not applicable.
RF.1.3.i	Reads vowel-r combinations in single-syllable words (e.g., ar, er, ir or ur).	ELA.EE.RF.1.3.i	Not applicable.
RF.1.3.j	Recognize diphthongs in single-syllable words.	ELA.EE.RF.1.3.j	Not applicable.

Fluency

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	ELA.EE.RF.1.4	Begin to attend to words in print.
RF.1.4.a	Read text with purpose and understanding.	ELA.EE.RF.1.4.a	Engage in sustained, independent study of books.
RF.1.4.b	Read text orally with accuracy, prosody, and appropriate rate.	ELA.EE.RF.1.4.b	Participate in shared reading of a variety of reading materials reflecting a variety of text genre.
RF.1.4.c	Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.	ELA.EE.RF.1.4.c	Not applicable.

Reading: Literature

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RL.1.1	Ask and answer questions about key details in a text.	ELA.EE.RL.1.1	Identify details in familiar stories.
RL.1.2	Retell stories, including key details, and demonstrate understanding of the lesson or central message (main idea).	ELA.EE.RL.1.2	With guidance and support, recount major events in familiar stories.
RL.1.3	Describe character, settings and major events in a story, using key details.	ELA.EE.RL.1.3	Identify characters and settings in a familiar story.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	ELA.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.	ELA.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.	ELA.EE.RL.1.6	With guidance and support, identify a speaker within a familiar story.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RL.1.7	Use illustrations and details in a story to describe its characters, setting or events.	ELA.EE.RL.1.7	Identify illustrations or objects/tactual information that go with a familiar story.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	ELA.EE.RL.1.9	With guidance and support identify adventures or experiences of characters in a story as same or different.

Language in Reading: Literature (DLM®: Language - Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RL.1.11	Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension. RL.1.11.a Use sentence-level context (definition and synonym) as a clue to the meaning of a word. RL.1.11.b Use frequently-occurring affixes as a clue to the meaning of a word or phrase. RL.1.11.c Identify frequently-occurring base words (e.g., look) and their inflectional endings (e.g., looks, looked, looking). RL.1.11.d Use comparative and superlative adjectives (-er, -est).	ELA.EE.L.1.4	Demonstrate emerging knowledge of word meanings. ELA.EE.L.1.4.a Demonstrate understanding of words used in every day routines. ELA.EE.L.1.4.b Not applicable. ELA.EE.L.1.4.c Not applicable. ELA.EE.L.1.4.d Not applicable.
RL.1.12	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. RL.1.12.a Sort words into categories to gain a sense of the concepts the categories represent. RL.1.12.b Define words by category and by one or more key attributes. RL.1.12.c Identify real-life connections between words and their uses. RL.1.12.d Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.	ELA.EE.L.1.5	Demonstrate emerging understanding of word relationships. ELA.EE.L.1.5.a With guidance and support, sort common objects into familiar categories. ELA.EE.L.1.5.b With guidance and support, identify attributes of familiar words. ELA.EE.L.1.5.c With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use. ELA.EE.L.1.5.d Not applicable.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RL.1.13	With prompting and support, read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for first grade.	ELA.EE.RL.1.10	With guidance and support, actively engage in shared reading for a clearly stated purpose.

Reading: Informational

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.1.1	Ask and answer questions about key details in a text.	ELA.EE.RI.1.1	Identify details in familiar text.
RI.1.2	Identify the main topic and retell key details of a text.	ELA.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.	ELA.EE.RI.1.3	Identify individuals, events, or details in a familiar informational text.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	ELA.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.	ELA.EE.RI.1.5	Locate the front cover, back cover, and title page of a book.
RI.1.6	Distinguish between information provided by illustrations or other graphics and information provided by the words in a text.	ELA.EE.RI.1.6	Distinguish between words and illustrations in a text.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	ELA.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.	ELA.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).	ELA.EE.RI.1.9	With guidance and support, match similar parts of two texts on the same topic.

Language in Reading: Informational (DLM®: Language – Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RI.1.11	Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension. RI.1.11.a Use sentence-level context (definition and synonym) to determine the meaning of a word. RI.1.11.b Use affixes to determine the meaning of a word or phrase. RI.1.11.c Identify root words (e.g., look) and their inflectional endings (e.g., looks, looked, looking).	ELA.EE.L.1.4	Demonstrate emerging knowledge of word meanings. ELA.EE.L.1.4.a Demonstrate understanding of words used in every day routines. ELA.EE.L.1.4.b Not applicable. ELA.EE.L.1.4.c Not applicable.
RI.1.12	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. RI.1.12.a Sort words into categories to gain a sense of the concepts the categories represent. RI.1.12.b Define words by category and by one or more key attributes. RI.1.12.c Identify real-life connections between words and their uses.	ELA.EE.L.1.5	Demonstrate emerging understanding of word relationships. ELA.EE.L.1.5.a With guidance and support, sort common objects into familiar categories. ELA.EE.L.1.5.b With guidance and support, identify attributes of familiar words. ELA.EE.L.1.5.c With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use. ELA.EE.L.1.5.d Not applicable.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RI.1.13	With prompting and support, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for first grade.	ELA.EE.RI.1.10	Actively engage in shared reading of informational text.

Writing

Text Types and Purposes

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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.	ELA.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.	ELA.EE.W.1.3	Select an event and use drawing, dictating, or writing to share information about it.

Production and Distribution of Writing

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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	ELA.EE.W.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

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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).	ELA.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.	ELA.EE.W.1.8	With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.

Language in Writing (DLM®: Language – Conventions of Standard English)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.1.10	Demonstrate command of the conventions of standard English grammar and usage when writing. W.1.10.a Correctly produce upper- and lowercase letters. W.1.10.b Use common, proper and possessive nouns when writing. W.1.10.c Use singular and plural nouns with matching verbs in basic sentences. W.1.10.d Use personal, possessive and indefinite pronouns (e.g., I, me, my). W.1.10.e Use verbs to convey a sense of past, present and future when writing. W.1.10.f Use frequently-occurring adjectives, conjunctions, articles and prepositions when writing. W.1.10.g Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.	ELA.EE.L.1.1	Demonstrate emerging understanding of letter and word use. ELA.33.L.1.1.a Write letters from own name. ELA.33.L.1.1.b Use frequently occurring nouns in communication. ELA.33.L.1.1.c Use frequently occurring plural nouns in communication. ELA.33.L.1.1.d With guidance and support, use familiar personal pronouns (e.g., I, me, and you). ELA.33.L.1.1.e Use familiar present tense verbs. ELA.33.L.1.1.f With guidance and support, use familiar frequently occurring adjectives (e.g., big, hot). ELA.33.L.1.1.g Not applicable. ELA.33.L.1.1.h Not applicable. ELA.33.L.1.1.i With guidance and support, use common prepositions(e.g., on, off, in, out). ELA.33.L.1.1.j With guidance and support, use simple question words (interrogatives) (e.g., who, what).
W.1.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. W.1.11.a Capitalize dates and names of people. W.1.11.b Use end punctuation for sentences. W.1.11.c Use commas in dates and to separate single words in a series. W.1.11.d Use conventional spelling for words with common spelling patterns (e.g., floss rule) and for frequently-occurring irregular words. W.1.11.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	ELA.EE.L.1.2	Demonstrate emerging understanding of conventions of standard English. ELA.33.L.1.2.a Not applicable ELA.33.L.1.2.b With guidance and support during shared writing, put a period at the end of a sentence. ELA.33.L.1.2.c Not applicable ELA.33.L.1.2.d With guidance and support, use letters to create words. ELA.33.L.1.2.e With guidance and support during shared writing, identify the letters that represent sounds needed to spell words.

Speaking and Listening

Comprehension and Collaboration

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
SL.1.1	Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension. SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.	ELA.EE.SL.1.1	Participate in conversations with adults. ELA.EE.SL.1.1.a Engage in multiple-turn exchanges with supportive adults. ELA.EE.SL.1.1.b Build on comments or topics initiated by an adult. ELA.EE.SL.1.1.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, information presented orally or through media.	ELA.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 to gather additional information or clarify what is not understood.	ELA.EE.SL.1.3	Communicate confusion or lack of understanding (*"I don't know."*).

Presentation of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
SL.1.4	Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.	ELA.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.	ELA.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 with appropriate volume, enunciation and rate.	ELA.EE.SL.1.6	With guidance and support, provide more information to clarify ideas, thoughts, and feelings.

Language in Speaking and Listening (DLM®: Language – Conventions of Standard English/Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
SL.1.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.	ELA.EE.L.1.1	Demonstrate emerging understanding of letter and word use.
SL.1.7.a	Use common, proper and possessive nouns when speaking.	ELA.EE.L.1.1.a	Write letters from own name.
SL.1.7.b	Use singular and plural nouns with matching verbs in basic sentences when speaking.	ELA.EE.L.1.1.b	Use frequently occurring nouns in communication.
SL.1.7.c	Use personal, possessive, and indefinite pronouns when speaking.	ELA.EE.L.1.1.c	Use frequently occurring plural nouns in communication.
SL.1.7.d	Use verbs to convey a sense of past, present and future when speaking.	ELA.EE.L.1.1.d	With guidance and support, use familiar personal pronouns (e.g., I, me, and you).
SL.1.7.e	Use frequently-occurring adjectives, conjunctions, articles and prepositions when speaking.	ELA.EE.L.1.1.e	Use familiar present tense verbs.
SL.1.7.f	Orally produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.	ELA.EE.L.1.1.f	With guidance and support, use familiar frequently occurring adjectives (e.g., big, hot).
		ELA.EE.L.1.1.g	Not applicable.
		ELA.EE.L.1.1.h	Not applicable.
		ELA.EE.L.1.1.i	With guidance and support, use common prepositions(e.g., on, off, in, out).
		ELA.EE.L.1.1.j	With guidance and support, use simple question words (interrogatives) (e.g., who, what).
SL.1.8	Use words and phrases, including conjunctions, that have been acquired through conversations, reading and read alouds to signal simple relationships.	ELA.EE.L.1.6	With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

ALIGNMENT OF KANSAS ENGLISH LANGUAGE ARTS STANDARDS WITH DYNAMIC LEARNING MAPS® ESSENTIAL ELEMENTS IN ENGLISH LANGUAGE ARTS

Grade 2

Reading: Foundational

Phonics and Word Recognition

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	ELA.EE.RF.2.3	Demonstrate emerging use of letter-sound knowledge to read words.
RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	ELA.EE.RF.2.3.a	Identify the lower case letters of the alphabet.
RF.2.3.b	Know correspondences for additional common vowel teams (e.g., steak).	ELA.EE.RF.2.3.b	Identify letter sound correspondence for single consonants.
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.	ELA.EE.RF.2.3.c	Not applicable.
RF.2.3.d	Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).	ELA.EE.RF.2.3.d	Not applicable.
RF.2.3.e	Identify words with inconsistent but common spelling- sound correspondences (e.g., -ay, -igh).	ELA.EE.RF.2.3.e	Not applicable.
RF.2.3.f	Recognize and read grade-appropriate words.	ELA.EE.RF.2.3.f	Recognize 10 or more written words.
RF.2.3.g	Decode words with digraphs ph /f/, gh /f/, ch /k/, ch /sh/.		
RF.2.3.h	Apply the jobs of y when acting as a long vowel in one- syllable or multi-syllable word (e.g., crybaby) or a short i (e.g., gym, myth).		

Fluency

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	ELA.EE.RF.2.4	Attend to words in print.
RF.2.4.a	Read text with purpose and understanding.	ELA.EE.RF.2.4.a	Read familiar text comprised of known words.
RF.2.4.b	Read text orally with accuracy, prosody, and appropriate rate.	ELA.EE.RF.2.4.b	Not applicable.
RF.2.4.c	Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.	ELA.EE.RF.2.4.c	Not applicable.

Reading: Literature

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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 lesson, moral or central message.	ELA.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.	ELA.EE.RL.2.3	Identify the actions of the characters in a story.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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.	ELA.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.	ELA.EE.RL.2.6	Identify the speakers in a dialogue.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.EE.RL.2.7	Identify illustrations or objects/tactual information in print or digital text that depict characters.
RL.2.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.	ELA.EE.RL.2.9	Identify similarities between two episodes in a story.

Language in Reading: Literature (DLM®: Language – Knowledge of Language/Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RL.2.10	Use knowledge of language and its conventions.	ELA.EE.L.2.3	Use language to achieve desired outcomes when communicating.
RL.2.10.a	Compare formal and informal uses of English.	ELA.EE.L.2.3.a	Use symbolic language when communicating.
RL.2.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.	ELA.EE.L.2.4	Demonstrate knowledge of word meanings.
RL.2.11.a	Use sentence-level context (definition and synonym) as a clue to the meaning of a word or phrase.	ELA.EE.L.2.4.a	Demonstrate knowledge of new vocabulary drawn from reading and content areas.
RL.2.11.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, do/redo).	ELA.EE.L.2.4.b	Not applicable.
RL.2.11.c	Use a known root word as a clue to the meaning of an unknown word with the same root.	ELA.EE.L.2.4.c	Not applicable.
RL.2.11.d	Use knowledge of individual words to define a compound words (e.g., birdhouse).	ELA.EE.L.2.4.d	Identify the words comprising compound words.
RL.2.11.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	ELA.EE.L.2.4.e	Not applicable.
RL.2.12	Demonstrate understanding of word relationships and nuances in word meanings.	ELA.EE.L.2.5	Demonstrate understanding of word relationships and use.
RL.2.12.a	Identify real-life connections between words and their use.	ELA.EE.L.2.5.a	Identify real-life connections between words and their use (e.g., happy: *"I am happy."*).
RL.2.12.b	Distinguish shades of meaning among closely-related verbs and closely- related adjectives.	ELA.EE.L.2.5.b	Demonstrate understanding of the meaning of common verbs.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RL.2.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for second grade.	ELA.EE.RL.2.10	Actively engage in shared reading of stories and poetry for clearly stated purposes.

Reading: Informational

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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.	ELA.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.	ELA.EE.RI.2.3	Identify individuals, events, or details in an informational text.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.2.4	Determine the meaning of words and phrases in a text relevant to a second grade topic or subject area.	ELA.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.	ELA.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.	ELA.EE.RI.2.6	Identify the role of the author and the illustrator.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	ELA.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.	ELA.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.	ELA.EE.RI.2.9	Identify a common element between two texts on the same topic.

Language in Reading: Informational (DLM®: Language – Knowledge of Language/ Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RI.2.10	Use knowledge of language and its conventions.	ELA.EE.L.2.3	Use language to achieve desired outcomes when communicating.
RI.2.10.a	Compare formal and informal uses of English.	ELA.EE.L.2.3.a	Use symbolic language when communicating.
RI.2.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.	ELA.EE.L.2.4	Demonstrate knowledge of word meanings.
RI.2.11.a	Use sentence-level context (definition and synonym) to determine the meaning of a word or phrase.	ELA.EE.L.2.4.a	Demonstrate knowledge of new vocabulary drawn from reading and content areas.
RI.2.11.b	Determine the meaning of the new word formed when a known prefix is added to a base word (e.g., happy/unhappy, do/redo).	ELA.EE.L.2.4.b	Not applicable.
RI.2.11.c	Use a known root word the meaning of an unknown word with the same root (e.g., happy/unhappy, do/redo).	ELA.EE.L.2.4.c	Not applicable.
RI.2.11.d	Use knowledge of the meaning of individual words to define the meaning of compound words (e.g., birdhouse).	ELA.EE.L.2.4.d	Identify the words comprising compound words.
RI.2.11.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	ELA.EE.L.2.4.e	Not applicable.
RI.2.12	Demonstrate understanding of word relationships and nuances in word meanings.	ELA.EE.L.2.5	Demonstrate understanding of word relationships and use.
RI.2.12.a.	Identify real-life connections between words and their use.	ELA.EE.L.2.5.a	Identify real-life connections between words and their use (e.g., happy: *"I am happy."*).
RI.2.12.a	Distinguish shades of meaning among closely-related verbs and closely- related adjectives.	ELA.EE.L.2.5.b	Demonstrate understanding of the meaning of common verbs.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RI.2.13	Read and comprehend informational text of appropriate quantitative and qualitative complexity for second grade.	ELA.EE.RI.2.10	Actively engage in shared reading of informational text including history/SS, science, and technical texts.

Writing

Text Types and Purposes

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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.	ELA.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.	ELA.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

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	ELA.EE.W.2.5	With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message.
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.	ELA.EE.W.2.6	With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.

Research to Build and Present Knowledge

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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).	ELA.EE.W.2.7	Participate in shared research and writing projects.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	ELA.EE.W.2.8	Identify information related to personal experiences and answer simple questions about those experiences.

Language in Writing

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.2.10	Demonstrate command of the conventions of standard English grammar and usage when writing. W.2.10.a Use collective nouns when writing. W.2.10.b Form and use frequently-occurring irregular plural nouns (e.g., feet). W.2.10.c Use reflexive pronouns (e.g., myself). W.2.10.d Form and use past tense of frequently-occurring irregular verbs (e.g., told). W.2.10.e Use adjectives and adverbs and choose between them depending on what is to be modified. W.2.10.f Produce, expand and rearrange complete simple and compound sentences.	ELA.EE.L.2.1	Demonstrate understanding of letter and word use. ELA.EE.L.2.1.a Produce all upper case letters. ELA.EE.L.2.1.b Use common nouns (e.g., mom, dad, boy, girl) in communication. ELA.EE.L.2.1.c Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them). ELA.EE.L.2.1.d Use frequently occurring verbs. ELA.EE.L.2.1.e Use frequently occurring adjectives. ELA.EE.L.2.1.f Combine two or more words together in communication.
W.2.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. W.2.11.a Capitalize holidays, product names and geographic names. W.2.11.b Use commas in greetings and closings of letters. W.2.11.c Use an apostrophe to form contractions and frequently- occurring possessives. W.2.11.d Generalize learned spelling patterns when writing words, including compound words, the doubling rule, and e-drop rule. W.2.11.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	ELA.EE.L.2.2	Demonstrate emerging understanding of conventions of standard English. ELA.EE.L.2.2.a With guidance and support, capitalize the first letter of familiar names. ELA.EE.L.2.2.b Not applicable ELA.EE.L.2.2.c Not applicable ELA.EE.L.2.2.d Identify printed rhyming words with the same spelling pattern. ELA.EE.L.2.2.e Consult print in the environment to support reading and spelling.

Speaking and Listening

Comprehension and Collaboration

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
SL.2.1	Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.	ELA.EE.SL.2.1	Participate in conversations with adults and peers. ELA.EE.SL.2.1.a Engage in multiple-turn exchanges with peers with support from an adult. ELA.EE.SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others. ELA.EE.SL.2.1.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, information presented orally or through media.	ELA.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 to clarify comprehension, gather additional information or deepen understanding of a topic or issue.	ELA.EE.SL.2.3	Answer questions about the details provided by the speaker.

Presentation of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation and rate in coherent sentences.	ELA.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.	ELA.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, including requested detail or clarification and proper usage of English grammar.	ELA.EE.SL.2.6	Combine words when communicating to provide clarification.

Language in Speaking and Listening (DLM®: Language – Conventions of Standard English/Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
SL.2.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. SL.2.7.a Use collective nouns when speaking. SL.2.7.b Form and use frequently-occurring irregular plural nouns (e.g., teeth). SL.2.7.c Use reflexive pronouns (e.g., ourselves). SL.2.7.d Form and use past tense of frequently-occurring irregular verbs (e.g., hid) SL.2.7.e Use context-appropriate adjectives and adverbs. SL.2.7.f Produce complete simple and compound sentences.	ELA.EE.L.2.1	Demonstrate understanding of letter and word use. ELA.EE.L.2.1.a Produce all upper case letters. ELA.EE.L.2.1.b Use common nouns (e.g., mom, dad, boy, girl) in communication. ELA.EE.L.2.1.c Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them). ELA.EE.L.2.1.d Use frequently occurring verbs. ELA.EE.L.2.1.e Use frequently occurring adjectives. ELA.EE.L.2.1.f Combine two or more words together in communication.
SL.2.8	Use phrases and words, including adjective and adverbs to describe, which have been acquired through conversations, reading, read alouds and text responses.	ELA.EE.L.2.6	Use words acquired through conversations, being read to, and during shared reading activities.

ALIGNMENT OF KANSAS ENGLISH LANGUAGE ARTS STANDARDS WITH DYNAMIC LEARNING MAPS® ESSENTIAL ELEMENTS IN ENGLISH LANGUAGE ARTS

Grade 3

Reading: Foundational

Phonics and Word Recognition

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	ELA.EE.RF.3.3	Use letter-sound knowledge to read words.
RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful).	ELA.EE.RF.3.3.a	In context, demonstrate basic knowledge of letter-sound correspondences.
RF.3.3.b	Decode words with common Latin suffixes (e.g., -able, - ation, -ible).	ELA.EE.RF.3.3.b	With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).
RF.3.3.c	Decode multisyllabic words (e.g., six syllable types, compound words, inflectional endings, etc.).	ELA.EE.RF.3.3.c	Not applicable.
RF.3.3.d	Read grade-appropriate irregularly spelled words (e.g., gnome, climb, neighbor, etc.).	ELA.EE.RF.3.3.d	Recognize 40 or more written words.

Fluency

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	ELA.EE.RF.3.4	Read words in text.
RF.3.4.a	Read complex text with purpose and understanding.	ELA.EE.RF.3.4.a	Read familiar text comprised of known words.
RF.3.4.b	Read complex prose and poetry orally with accuracy, prosody and appropriate rate.	ELA.EE.RF.3.4.b	Not applicable
RF.3.4.c	Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.	ELA.EE.RF.3.4.c	Use context to determine missing words in familiar texts.

Reading: Literature

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	ELA.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 lesson, moral, or central message (main idea) and explain how it is conveyed through key details in the text.	ELA.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.	ELA.EE.RL.3.3	Identify the feelings of characters in a story.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	ELA.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.	ELA.EE.RL.3.5	Determine the beginning, middle, and end of a familiar story with a logical order.
RL.3.6	Distinguish their own perspective (point of view) from that of the narrator or those of the characters.	ELA.EE.RL.3.6	Identify personal point of view about a text.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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).	ELA.EE.RL.3.7	Identify parts of illustrations or tactual information that depict a particular setting, or event.
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).	ELA.EE.RL.3.9	Identify common elements in two stories in a series.

Language in Reading: Literature (DLM®: Language – Knowledge of Language/Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RL.3.10	Use knowledge of language and its conventions when reading.	ELA.EE.L.3.3	Use language to achieve desired outcomes when communicating.
RL.3.10.a	Recognize and observe differences between the conventions of spoken and written standard English.	ELA.EE.L.3.3.a	Use language to make simple requests, comment, or share information.
RL.3.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.	ELA.EE.L.3.4	Demonstrate knowledge of word meanings.
RL.3.11.a	Use sentence-level context (synonym, antonym, definition, examples) to comprehend the meaning of a word or phrase.	ELA.EE.L.3.4.a	With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud.
RL.3.11.b	Determine the meaning of the new word formed when a known affix is added to a known word. (e.g., happy/unhappy, do/redo).	ELA.EE.L.3.4.b	With guidance and support, identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs.
RL.3.11.c	Use a known root word to apply to the meaning of an unknown word with the same root (e.g., company, companion).	ELA.EE.L.3.4.c	Not applicable.
RL.3.11.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	ELA.EE.L.3.4.d	Not applicable.
RL.3.12	Demonstrate understanding of word relationships and nuances in word meanings.	ELA.EE.L.3.5	Demonstrate understanding of word relationships and use.
RL.3.12.a	Distinguish the literal and figurative meanings of words and phrases in context.	ELA.EE.L.3.5.a	Determine the literal meaning of words and phrases in context.
RL.3.12.b	Identify real-life connections between words and their uses.	ELA.EE.L.3.5.b	Identify real-life connections between words and their use (e.g., happy: *"I am happy."*).
RL.3.12.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	ELA.EE.L.3.5.c	Identify words that describe personal emotional states.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RL.3.13	Read and comprehend high-quality prose and poetry of appropriate quantitative and qualitative complexity for third grade.	ELA.EE.RL.3.10	Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry.

Reading: Informational

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	ELA.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.	ELA.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.	ELA.EE.RI.3.3	Order two events from a text as *"first"* and *"next."*

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.3.4	Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a third grade topic or subject area.	ELA.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.	ELA.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 perspective (point of view) from that of the author of a text.	ELA.EE.RI.3.6	Identify personal point of view about a text.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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).	ELA.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).	ELA.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.	ELA.EE.RI.3.9	Identify similarities between two texts on the same topic.

Language in Reading: Informational (DLM®: Language – Knowledge of Language/ Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.3.10	Use knowledge of language and its conventions when reading	ELA.EE.L.3.3	Use language to achieve desired outcomes when communicating.
RI.3.10.a	Recognize and observe differences between the conventions of spoken and written standard English.	ELA.EE.L.3.3.a	Use language to make simple requests, comment, or share information.
RI.3.11	Determine or clarify the meaning of unknown and multiple- meaning words and phrases to expand language comprehension.	ELA.EE.L.3.4	Demonstrate knowledge of word meanings
RI.3.11.a	Use sentence-level context (antonym, examples, definition, synonym) to determine the meaning of a word or phrase.	ELA.EE.L.3.4.a	With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud.
RI.3.11.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., happy/ unhappy, do/redo).	ELA.EE.L.3.4.b	With guidance and support, identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs.
RI.3.11.c	Use a known root word to define the meaning of an unknown word with the same root (e.g., company, companion).	ELA.EE.L.3.4.c	Not applicable.
RI.3.11.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	ELA.EE.L.3.4.d	Not applicable.
RI.3.12	Demonstrate understanding of word relationships and nuances in word meanings.	ELA.EE.L.3.5	Demonstrate understanding of word relationships and use.
RI.3.12.a	Distinguish the literal and figurative meanings of words and phrases in context.	ELA.EE.L.3.5.a	Determine the literal meaning of words and phrases in context.
RI.3.12.b	Identify real-life connections between words and their uses.	ELA.EE.L.3.5.b	Identify real-life connections between words and their use (e.g., happy: *"I am happy."*).
RI.3.12.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	ELA.EE.L.3.5.c	Identify words that describe personal emotional states.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.3.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for third grade.	ELA.EE.RI.3.10	Demonstrate understanding of text while actively engaged in shared reading of history/ social studies, science, and technical texts.

Writing

Text Types and Purposes

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	ELA.EE.W.3.1	Write opinions about topics or text.
W.3.1.a	Know the difference between fact and opinion.	ELA.EE.W.3.1.a	Select a text and write an opinion about it.
W.3.1.b	Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons.	ELA.EE.W.3.1.b	Write one reason to support an opinion about a text.
W.3.1.c	Provide reasons that support the opinion.	ELA.EE.W.3.1.c	Not applicable.
W.3.1.d	Use transition words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	ELA.EE.W.3.1.d	Not applicable.
W.3.1.e	Provide a concluding statement or section.		
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	ELA.EE.W.3.2	Write to share information supported by details.
W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	ELA.EE.W.3.2.a	Select a topic and write about it including one fact or detail.
W.3.2.b	Develop the topic with facts, definitions and details.	ELA.EE.W.3.2.b	Not applicable.
W.3.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	ELA.EE.W.3.2.c	Not applicable.
W.3.2.d	Provide a concluding statement or section.	ELA.EE.W.3.2.d	Not applicable.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.	ELA.EE.W.3.3	Write about events or personal experiences.
W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally	ELA.EE.W.3.3.a	Select an event or personal experience and write about it including the names of people involved.
W.3.3.b	Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.	ELA.EE.W.3.3.b	Not applicable.
W.3.3.c	Use temporal words and phrases to signal event order.	ELA.EE.W.3.3.c	Not applicable.
W.3.3.d.	Provide a sense of closure.	ELA.EE.W.3.3.d	Not applicable.

Production and Distribution of Writing

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	ELA.EE.W.3.4	With guidance and support, produce writing that expresses more than one idea.
W.3.5	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.	ELA.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.	ELA.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

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
W.3.7	Conduct short research projects that build knowledge about a topic.	ELA.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.	ELA.EE.W.3.8	Sort information on a topic or personal experience into two provided categories and write about each one.

Language in Writing (DLM®: Language- Conventions of Standard English)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.3.10	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.	ELA.EE.L.3.1	Demonstrate standard English grammar and usage when communicating.
W.3.10.a	Choose words and phrases for effect.	ELA.EE.L.3.1.a	Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.
W.3.10.b	Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.	ELA.EE.L.3.1.b	Use regular plural nouns in communication.
W.3.10.c	Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.	ELA.EE.L.3.1.c	Not applicable.
W.3.10.d	Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).	ELA.EE.L.3.1.d	Use present and past tense verbs.
W.3.10.e	Ensure subject-verb and pronoun-antecedent agreement when writing.	ELA.EE.L.3.1.e	Not applicable.
W.3.10.f	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.	ELA.EE.L.3.1.f	Not applicable.
W.3.10.g	Use coordinating and subordinating conjunctions.	ELA.EE.L.3.1.g	Use common adjectives.
W.3.10.h	Produce simple, compound and complex sentences.	ELA.EE.L.3.1.h	Not applicable (see **ELA.EE.L.3.1.a**)
		ELA.EE.L.3.1.i	Ask simple questions.
W.3.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	ELA.EE.L.3.2	Demonstrate understanding of conventions of standard English.
W.3.11.a	Capitalize appropriate words in titles.	ELA.EE.L.3.2.a	Capitalize the first letter of familiar names.
W.3.11.b	Use commas in addresses.	ELA.EE.L.3.2.b	During shared writing, indicate the need to add a period at the end of a sentence.
W.3.11.c	Use commas and quotation marks in dialogue.	ELA.EE.L.3.2.c	Not applicable.
W.3.11.d	Form and use possessives.	ELA.EE.L.3.2.d	Not applicable.
W.3.11.e	Use conventional spelling for adding suffixes to base words (e.g., sitting, smiled, cries, happiness, shelves).	ELA.EE.L.3.2.e	Use resources as needed to spell common high-frequency words accurately.
W.3.11.f	Use spelling patterns and generalizations when writing words.	ELA.EE.L.3.2.f	Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.
W.3.11.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	ELA.EE.L.3.2.g	Consult print in the environment to support reading and spelling.

Range of Writing

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.3.12	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.	ELA.EE.W.3.10	Write routinely for a variety of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse on third grade topics and texts, building on others' ideas and expressing their own clearly. SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). SL.3.1.c Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others. SL.3.1.d Explain their ideas and understanding in light of the discussion.	ELA.EE.SL.3.1	Engage in collaborative discussions. ELA.EE.SL.3.1.a Engage in collaborative interactions about texts. ELA.EE.SL.3.1.b Listen to others' ideas before responding. ELA.EE.SL.3.1.c Indicate confusion or lack of understanding about information presented. ELA.EE.SL.3.1.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.	ELA.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.	ELA.EE.SL.3.3	Ask or answer questions about the details provided by the speaker.

Presentation of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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.	ELA.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.	ELA.EE.SL.3.6	Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.

Language in Speaking and Listening (DLM®: Language – Conventions of Standard English/Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
SL.3.7	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.	ELA.EE.L.3.1	Demonstrate standard English grammar and usage when communicating.
SL.3.7.a	Choose words and phrases for effect.	ELA.EE.L.3.1.a	Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.
SL.3.7.b	Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.	ELA.EE.L.3.1.b	Use regular plural nouns in communication.
SL.3.7.c	Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.	ELA.EE.L.3.1.c	Not applicable.
SL.3.7.d	Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).	ELA.EE.L.3.1.d	Use present and past tense verbs.
SL.3.7.e	Ensure subject-verb and pronoun-antecedent agreement when speaking.	ELA.EE.L.3.1.e	Not applicable.
SL.3.7.f	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.	ELA.EE.L.3.1.f	Not applicable.
SL.3.7.g	Use coordinating and subordinating conjunctions.	ELA.EE.L.3.1.g	Use common adjectives.
SL.3.7.h	Produce simple, compound and complex sentences.	ELA.EE.L.3.1.h	Not applicable (see **ELA.EE.L.3.1.a**).
		ELA.EE.L.3.1.i	Ask simple questions.
SL.3.8	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.	ELA.EE.L.3.6	Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).

Grade 4

Reading: Foundational

Phonics and Word Recognition

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context.	ELA.EE.RF.4.3	Use letter-sound knowledge to read words.
		ELA.EE.RF.4.3.a	Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.
		ELA.EE.RF.4.3.b	Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high- frequency rimes).

Fluency

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	ELA.EE.RF.4.4	Read words in text.
RF.4.4.a	Read complex text with purpose and understanding.	ELA.EE.RF.4.4.a	Read text comprised of familiar words with accuracy and understanding.
RF.4.4.b	Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.	ELA.EE.RF.4.4.b	Not applicable.
RF.4.4.c	Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.	ELA.EE.RF.4.4.c	Use letter knowledge and context to support word recognition when reading.

Reading: Literature

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.EE.RL.4.1	Use details from the text to recount what the text says.
RL.4.2	Determine the theme of a story, drama or poem from details in the text; summarize the text.	ELA.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 details in the text (e.g., a character's thoughts, words or actions).	ELA.EE.RL.4.3	Use details from the text to describe characters in the story.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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).	ELA.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.	ELA.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.	ELA.EE.RL.4.6	Identify the narrator of a story.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.EE.RL.4.7	Make connections between the text representation of a story and a visual, tactual, or oral version of a story.
RL.4.9	Compare and contrast the development 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.	ELA.EE.RL.4.9	Compare characters, settings or events in stories, myths or texts from different cultures.

Language in Reading: Literature (DLM®: Language – Knowledge of Language/Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RL.4.10	Use knowledge of language and its conventions when reading.	ELA.EE.L.4.3	Use language to achieve desired outcomes when communicating.
		ELA.EE.L.4.3.a	Use language to express emotion.
		ELA.EE.L.4.3.b	Not applicable.
		ELA.EE.L.4.3.c	Communicate effectively with peers and adults.
RL.4.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.	ELA.EE.L.4.4	Demonstrate knowledge of word meanings.
RL.4.11.a	Use context (antonym, examples, inferences, definition, synonym) to determine to determine the meaning of a word or phrase.	ELA.EE.L.4.4.a	Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.
RL.4.11.b	Use common Greek and Latin affixes to define the meaning of a word.	ELA.EE.L.4.4.b	Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).
RL.4.11.c	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	ELA.EE.L.4.4.c	Not applicable.
RL.4.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	ELA.EE.L.4.5	Demonstrate understanding of word relationships and use.
RL.4.12.a	Explain the meaning of simple similes and metaphors in context.	ELA.EE.L.4.5.a	Not applicable.
RL.4.12.b	Recognize and explain the meaning of common idioms, adages and proverbs in context.	ELA.EE.L.4.5.b	Use common idioms (e.g., no way, not a chance, you bet).
RL.4.12.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	ELA.EE.L.4.5.c	Demonstrate understanding of opposites.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RL.4.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for fourth grade.	ELA.EE.RL.4.10	Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry.

Reading: Informational

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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.	ELA.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.	ELA.EE.RI.4.3	Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a fourth grade topic or subject area.	ELA.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.	ELA.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.	ELA.EE.RI.4.6	Compare own experience with a written account of the experience.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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.	ELA.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.	ELA.EE.RI.4.9	Compare details presented in two texts on the same topic.

Language in Reading: Informational (DLM®: Language – Knowledge of Language/ Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RI.4.10	Apply acquired skills in writing and speaking.	ELA.EE.L.4.3	Use language to achieve desired outcomes when communicating.
		ELA.EE.L.4.3.a	Use language to express emotion.
		ELA.EE.L.4.3.b	Not applicable.
		ELA.EE.L.4.3.c	Communicate effectively with peers and adults.
RI.4.11	Determine or clarify the meaning of unknown and multiple- meaning words and phrases to expand language comprehension.	ELA.EE.L.4.4	Demonstrate knowledge of word meanings.
RI.4.11.a	Use context (antonym, examples, inferences, definition, synonym) to determine the meaning of a word or phrase.	ELA.EE.L.4.4.a	Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.
RI.4.11.b	Use common Greek and Latin affixes to define the meaning of a word.	ELA.EE.L.4.4.b	Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).
RI.4.11.c	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	ELA.EE.L.4.4.c	Not applicable.
RI.4.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	ELA.EE.L.4.5	Demonstrate understanding of word relationships and use.
RI.4.12.a	Explain the meaning of simple similes and metaphors in context.	ELA.EE.L.4.5.a	Not applicable.
RI.4.12.b	Recognize and explain the meaning of common idioms, adages and proverbs in context.	ELA.EE.L.4.5.b	Use common idioms (e.g., no way, not a chance, you bet).
RI.4.12.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	ELA.EE.L.4.5.c	Demonstrate understanding of opposites.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RI.4.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for fourth grade.	ELA.EE.RI.4.10	Demonstrate understanding of text while actively engaged in shared reading of history/ social studies, science, and technical texts.

Writing

Text Types and Purposes

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	ELA.EE.W.4.1	Write opinions about topics or text.
W.4.1.a	Know the difference between fact and opinion.	ELA.EE.W.4.1.a	Select a topic or text and write an opinion about it.
W.4.1.b	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.	ELA.EE.W.4.1.b	List reasons to support the opinion.
W.4.1.c	Provide reasons that are supported by facts and details.	ELA.EE.W.4.1.c	Not applicable.
W.4.1.d	Provide a concluding statement or section related to the opinion presented.	ELA.EE.W.4.1.d	Not applicable.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	ELA.EE.W.4.2	Write to share information supported by details.
W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	ELA.EE.W.4.2.a	Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.
W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	ELA.EE.W.4.2.b	List words, facts, or details related to the topic.
W.4.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	ELA.EE.W.4.2.c	Not applicable.
W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	ELA.EE.W.4.2.d	Not applicable.
W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.	ELA.EE.W.4.2.e	Not applicable.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.	ELA.EE.W.4.3	Write about events or personal experiences.
W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	ELA.EE.W.4.3.a	Write about a personal experience including two events in sequence.
W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	ELA.EE.W.4.3.b	List words that describe an event or personal experience to use when writing about it.
W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.	ELA.EE.W.4.3.c	Not applicable.
W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	ELA.EE.W.4.3.d	Not applicable.
W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.	ELA.EE.W.4.3.e	Not applicable.

Production and Distribution of Writing

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	ELA.EE.W.4.4	Produce writing that expresses more than one idea.
W.4.5	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing	ELA.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 setting.	ELA.EE.W.4.6	With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.

Research to Build and Present Knowledge

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	ELA.EE.W.4.7	Gather information about a topic from two or more sources for a research project.
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.	ELA.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.	ELA.EE.W.4.9	Recall information from literary and informational text to support writing.
		ELA.EE.W.4.9.a	Apply Essential Elements of Grade 4 Reading Standards to literature (e.g., *"Use details from text to describe a character in a story."*).
		ELA.EE.W.4.9.b	Apply Essential Elements of Grade 4 Reading Standards to informational texts (e.g., *"Use reasons and evidence supporting point in an informational text."*).

Language in Writing (DLM®: Language – Conventions of Standard English)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.4.10	Demonstrate command of the conventions of standard English grammar, spelling, usage when writing. W.4.10.a Choose words and phrases to convey ideas precisely. W.4.10.b Form and use relative pronouns and relative adverbs. W.4.10.c Form and use the progressive verb tenses. W.4.10.d Use modal auxiliaries (e.g., can, must) to convey various conditions. W.4.10.e Order adjectives within sentences according to conventional patterns. W.4.10.f Form and use prepositional phrases. W.4.10.g Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. W.4.10.h Correctly use frequently confused words (e.g., to, too, two). W.4.10.i Choose punctuation for effect.	ELA.EE.L.4.1	Demonstrate standard English grammar and usage when communicating. ELA.EE.L.4.1.a Use possessive pronouns. ELA.EE.L.4.1.b Combine common nouns with verbs, nouns, or pronouns in communication. ELA.EE.L.4.1.c Not applicable. ELA.EE.L.4.1.d Use comparative and superlative adjectives to describe people or objects. ELA.EE.L.4.1.e Use common prepositions (e.g., to, from, in, out, on, off, by, with). ELA.EE.L.4.1.f Combine three or more words in communication. ELA.EE.L.4.1.g Not applicable.
W.4.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. W.4.11.a Use correct capitalization. W.4.11.b Use commas and quotation marks to mark direct speech and quotations from a text. W.4.11.c Use a comma before a coordinating conjunction in a compound sentence. W.4.11.d Spell grade-appropriate words correctly, consulting references as needed.	ELA.EE.L.4.2	Demonstrate understanding of conventions of standard English. ELA.EE.L.4.2.a Capitalize the first word in a sentence. ELA.EE.L.4.2.b Not applicable. ELA.EE.L.4.2.c Not applicable. ELA.EE.L.4.2.d Spell words phonetically, drawing on knowledge of letter- sound relationships, and/or common spelling patterns.

Range of Writing

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.4.12	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.	ELA.EE.W.4.10	Write routinely for a variety of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fourth grade topics and texts, building on others' ideas and expressing their own clearly. SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.c Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	ELA.EE.SL.4.1	Engage in collaborative discussions. ELA.EE.SL.4.1.a Contribute ideas from prior knowledge of a text during discussions about the same text. ELA.EE.SL.4.1.b With guidance and support, carry out assigned role in a discussion. ELA.EE.SL.4.1.c Answer specific questions related to information in a discussion. ELA.EE.SL.4.1.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.	ELA.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.	ELA.EE.SL.4.3	Identify a point that the speaker makes.

Presentation of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
SL.4.4	Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	ELA.EE.SL.4.4	Retell a story or personal experience or recount a topic with supporting details.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	ELA.EE.SL.4.5	Add audio recordings or visuals to a presentation about a personally relevant topic.
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	ELA.EE.SL.4.6	Differentiate between communication partners and contexts that call for formal and informal communication.

Language in Speaking and Listening (DLM®: Language – Conventions of Standard English/Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
SL.4.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.	ELA.EE.L.4.1	Demonstrate standard English grammar and usage when communicating.
SL.4.7.a	Choose words and phrases to convey ideas precisely.	ELA.EE.L.4.1.a	Use possessive pronouns.
SL.4.7.b	Use relative pronouns.	ELA.EE.L.4.1.b	Combine common nouns with verbs, nouns, or pronouns in communication.
SL.4.7.c	Form and use the progressive verb tenses.	ELA.EE.L.4.1.c	Not applicable.
SL.4.7.d	Use modal auxiliaries (e.g., can, must) to convey various conditions.	ELA.EE.L.4.1.d	Use comparative and superlative adjectives to describe people or objects.
SL.4.7.e	Order adjectives within sentences according to conventional patterns.	ELA.EE.L.4.1.e	Use common prepositions (e.g., to, from, in, out, on, off, by, with).
SL.4.7.f	Form and use prepositional phrases.	ELA.EE.L.4.1.f	Combine three or more words in communication.
SL.4.7.g	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	ELA.EE.L.4.1.g	Not applicable.
SL.4.7.h	Correctly use frequently confused words.		
SL.4.7.i	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.		
SL.4.8	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 and that are basic to a particular topic.	ELA.EE.L.4.6	Use words acquired through conversations, being read to, and during shared reading activities including domain- specific words.

Grade 5

Reading: Foundational

Phonics and Word Recognition

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter- sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.	ELA.EE.RF.5.3	Use letter-sound knowledge to read words. Read common sight words and decode single syllable words.

Fluency

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	ELA.EE.RF.5.4	Read words in text.
RF.5.4.a	Read complex text with purpose and understanding.	ELA.EE.RF.5.4.a	Read text comprised of familiar words with accuracy and understanding.
RF.5.4.b	Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.	ELA.EE.RF.5.4.b	Not applicable.
RF.5.4.c	Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.	ELA.EE.RF.5.4.c	Use context to confirm or self-correct word recognition when reading.

Reading: Literature

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	ELA.EE.RL.5.1	Identify words in the text to answer a question about explicit information.
RL.5.2	Determine the theme of a story, drama, or poem , including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	ELA.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).	ELA.EE.RL.5.3	Compare two characters in a familiar story.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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.	ELA.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.	ELA.EE.RL.5.6	Determine the point of view of the narrator.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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).	ELA.EE.RL.5.7	Identify illustrations, tactual or multimedia elements that add to understanding of a text.
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.	ELA.EE.RL.5.9	Compare stories, myths, or texts with similar topics or themes.

Language in Reading: Literature (DLM®: Language – Knowledge of Language/Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RL.5.10	Use knowledge of language and its conventions when reading.	ELA.EE.L.5.3	Use language to achieve desired meaning when communicating.
RL.5.10.a	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.	ELA.EE.L.5.3.a	Communicate using complete sentences when asked.
		ELA.EE.L.5.3.b	Not applicable.
RL.5.11	Determine or clarify the meaning of unknown and multiple- meaning words and phrases to expand language comprehension.	ELA.EE.L.5.4	Demonstrate knowledge of word meanings.
RL.5.11.a	Use context (synonym, antonym, definition, examples, inferences) to determine the meaning of a word or phrase.	ELA.EE.L.5.4.a	Use sentence level context to determine which word is missing from a content area text.
RL.5.11.b	Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word.	ELA.EE.L.5.4.b	Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).
RL.5.11.c	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	ELA.EE.L.5.4.c	Not applicable.
RL.5.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	ELA.EE.L.5.5	Demonstrate understanding of word relationship and use.
RL.5.12.a	Interpret figurative language, including similes and metaphors, in context.	ELA.EE.L.5.5.a	Use simple, common idioms (e.g., You bet!, It's a deal., We're cool.).
RL.5.12.b	Recognize and explain the meaning of common idioms, adages and proverbs.	ELA.EE.L.5.5.b	Not applicable
RL.5.12.c	Use the relationships between particular words (e.g., synonyms) to better understand each of the words.	ELA.EE.L.5.5.c	Demonstrate understanding of words that have similar meanings.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RL.5.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for fifth grade.	ELA.EE.RL.5.10	Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.

Reading: Informational

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	ELA.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.	ELA.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.	ELA.EE.RI.5.3	Compare two individuals, events, or ideas in a text.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.5.4	Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a fifth grade topic or subject area.	ELA.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.	ELA.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 perspective (viewpoint) they represent.	ELA.EE.RI.5.6	Compare two books on the same topic.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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).	ELA.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.	ELA.EE.RI.5.9	Compare and contrast details gained from two texts on the same topic.

Language in Reading: Informational (DLM®: Language – Knowledge of Language/ Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RI.5.10	Use knowledge of language and its conventions when reading.	ELA.EE.L.5.3	Use language to achieve desired meaning when communicating.
		ELA.EE.L.5.3.a	Communicate using complete sentences when asked.
		ELA.EE.L.5.3.b	Not applicable.
RI.5.11	Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on firth grade reading and content, choosing flexibly from a range of strategies.	ELA.EE.L.5.4	Demonstrate knowledge of word meanings.
RI.5.11.a	Use context (antonym, examples definition, synonyms inferences) to determine the meaning of a word or phrase.	ELA.EE.L.5.4.a	Use sentence level context to determine which word is missing from a content area text.
RI.5.11.b	Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word.	ELA.EE.L.5.4.b	Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).
RI.5.11.c	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	ELA.EE.L.5.4.c	Not applicable.
RI.5.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	ELA.EE.L.5.5	Demonstrate understanding of word relationship and use.
RI.5.12.a	Interpret figurative language, including similes and metaphors, in context.	ELA.EE.L.5.5.a	Use simple, common idioms (e.g., You bet!, It's a deal., We're cool.).
RI.5.12.b	Recognize and explain the meaning of common idioms, adages and proverbs.	ELA.EE.L.5.5.b	Not applicable.
RI.5.12.c	Use the relationships between particular words (e.g., synonyms) to better understand each of the words.	ELA.EE.L.5.5.c	Demonstrate understanding of words that have similar meanings.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RI.5.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for fifth grade.	ELA.EE.RI.5.10	Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.

Writing

Text Types and Purposes

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	ELA.EE.W.5.1	Write opinions about topics or text.
W.5.1.a	Know the difference between fact and opinion.	ELA.EE.W.5.1.a	Introduce a topic or text and state an opinion about it.
W.5.1.b	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.	ELA.EE.W.5.1.b	Provide reasons to support the opinion.
W.5.1.c	Provide logically ordered reasons that are supported by facts and details.	ELA.EE.W.5.1.c	Not applicable.
W.5.1.d	Link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically).	ELA.EE.W.5.1.d	Not applicable.
W.5.1.e	Provide a concluding statement or section related to the opinion presented.		
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	ELA.EE.W.5.2	Write to share information supported by details.
W.5.2.a	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.	ELA.EE.W.5.2.a	Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.
W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	ELA.EE.W.5.2.b	Provide facts, details, or other information related to the topic.
W.5.2.c	Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).	ELA.EE.W.5.2.c	Not applicable.
W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	ELA.EE.W.5.2.d	Not applicable.
W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.	ELA.EE.W.5.2.e	Not applicable.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.	ELA.EE.W.5.3	Write about events or personal experiences.
W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	ELA.EE.W.5.3.a	Write about an experience or event including three or more events in sequence.
W.5.3.b	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.	ELA.EE.W.5.3.b	Not applicable.
W.5.3.c	Use a variety of transitional words, phrases and clauses to manage the sequence of events.	ELA.EE.W.5.3.c	Not applicable.
W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	ELA.EE.W.5.3.d	Not applicable.
W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.	ELA.EE.W.5.3.e	Not applicable.

Production and Distribution of Writing

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	ELA.EE.W.5.4	Produce writing that is appropriate for an explicitly stated task or purpose.
W.5.5	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	ELA.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.	ELA.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

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	ELA.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.	ELA.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. W.5.9.a Apply fifth grade 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]"*). W.5.9.b Apply fifth grade 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]"*).	ELA.EE.W.5.9	Use information from literary and informational text to support writing. ELA.EE.W.5.9.a Apply Essential Elements of Grade 5 Reading Standards to literature (e.g., *"Compare and contrast two characters in the story."*). ELA.EE.W.5.9.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."*).

Language in Writing (DLM®: Language- Conventions of Standard English)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.5.10	Demonstrate command of the conventions of standard English grammar and usage when writing.	ELA.EE.L.5.1	Demonstrate standard English grammar and usage when communicating.
W.5.10.a	Expand, combine and reduce sentences for meaning, reader/listener interest and style.	ELA.EE.L.5.1.a	Not applicable.
W.5.10.b	Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.	ELA.EE.L.5.1.b	Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told).
W.5.10.c	Form and use the perfect verb tenses (e.g., I had walked, I have walked).	ELA.EE.L.5.1.c	Not applicable.
W.5.10.d	Use verb tense to convey various times, sequences, states and conditions.	ELA.EE.L.5.1.d	Not applicable.
W.5.10.e	Recognize and correct inappropriate shifts in verb tense.	ELA.EE.L.5.1.e	Use frequently occurring conjunctions: and, but, or, for, because.
W.5.10.f	Use correlative conjunctions (e.g., either/or).		
W.5.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	ELA.EE.L.5.2	Demonstrate understanding of conventions of standard English.
W.5.11.a	Use punctuation to separate items in a series.	ELA.EE.L.5.2.a	Not applicable.
W.5.11.b	Use a comma to separate an introductory element from the rest of the sentence.	ELA.EE.L.5.2.b	Not applicable.
W.5.11.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, Sam?).	ELA.EE.L.5.2.c	Not applicable.
W.5.11.d	Use underlining, quotation marks or italics to indicate titles of works.	ELA.EE.L.5.2.d	Not applicable.
W.5.11.e	Spell grade-appropriate words correctly, consulting reference materials as needed.	ELA.EE.L.5.2.e	Spell untaught word phonetically, drawing on letter- sound relationships and common spelling patterns.

Range of Writing

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.5.12	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.	ELA.EE.W.5.10	Write routinely for a variety of tasks, purposes and audiences.

Speaking and Listening

Comprehension and Collaboration

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fifth grade topics and texts, building on others' ideas and expressing their own clearly.	ELA.EE.SL.5.1	Engage in collaborative discussions.
SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	ELA.EE.SL.5.1.a	Come to discussion prepared to share information.
SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.	ELA.EE.SL.5.1.b	Carry out assigned role in a discussion.
SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	ELA.EE.SL.5.1.c	Ask questions related to information in a discussion.
SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	ELA.EE.SL.5.1.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.	ELA.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.	ELA.EE.SL.5.3	Identify the reasons and evidence supporting a specific point.

Presentation of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
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.	ELA.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.	ELA.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.	ELA.EE.SL.5.6	Differentiate between contexts that require formal and informal communication.

Language in Speaking and Listening (DLM®: Language – Conventions of Standard English/Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
SL.5.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.	ELA.EE.L.5.1	Demonstrate standard English grammar and usage when communicating.
SL.5.7.a	Expand, combine and reduce sentences for meaning, read/listener interest and style.	ELA.EE.L.5.1.e	Not applicable.
SL.5.7.b	Form and use the perfect verb tenses *(e.g., I had walked, I have walked*).	ELA.EE.L.5.1.f	Form and use the past tense of frequently occurring irregular verbs (*e.g., went, sat, ate, told*).
SL.5.7.c	Use verb tense to convey various times, sequences, states and conditions.	ELA.EE.L.5.1.g	Not applicable.
SL.5.7.d	Recognize and correct inappropriate shifts in verb tense.	ELA.EE.L.5.1.h	Not applicable.
SL.5.7.e	Use correlative conjunctions (*e.g., either/or*).	ELA.EE.L.5.1.i	Use frequently occurring conjunctions: and, but, or, for, because.
SL.5.8	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.	ELA.EE.L.5.6	Use words acquired through conversations, being read to, and during shared reading activities including domain- specific words.

ALIGNMENT OF KANSAS ENGLISH LANGUAGE ARTS STANDARDS WITH DYNAMIC LEARNING MAPS® ESSENTIAL ELEMENTS IN ENGLISH LANGUAGE ARTS

Grade 6

Reading: Foundational

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.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 of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	ELA.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.	ELA.EE.RL.6.3	Can identify how a character responds to a challenge in a story.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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.	ELA.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.	ELA.EE.RL.6.6	Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.EE.RL.6.7	Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems) in terms of their approaches to similar themes and topics.	ELA.EE.RL.6.9	Compare and contrast stories, myths, or texts with similar topics or themes.

Language in Reading: Literature (DLM®: Language – Knowledge of Language/Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RL.6.10	Use knowledge of language and its conventions when reading to improve comprehension.	ELA.EE.L.6.3	Use language to achieve desired outcomes when communicating.
		ELA.EE.L.6.3.a	Vary use of language when the listener or reader does not understand the initial attempt.
		ELA.EE.L.6.3.b	Not applicable.
RL.6.11	Determine or clarify the meaning of unknown and multiple- meaning words and phrases to expand language comprehension.	ELA.EE.L.6.4	Demonstrate knowledge of word meanings.
RL.6.11.a	Use context to determine the meaning of a word or phrase.	ELA.EE.L.6.4.a	Use context to determine which word is missing from a content area text.
RL.6.11.b	Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word.	ELA.EE.L.6.4.b	Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).
RL.6.11.c	Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	ELA.EE.L.6.4.c	Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
RL.6.11.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).	ELA.EE.L.6.4.d	Not applicable
RL.6.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	ELA.EE.L.6.5	Demonstrate understanding of word relationships and use.
RL.6.12.a	Interpret figures of speech in context.	ELA.EE.L.6.5.a	Identify the meaning of simple similes (e.g., the man was as big as a tree.).
RL.6.12.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	ELA.EE.L.6.5.b	Demonstrate understanding of words by identifying other words with similar and different meanings.
RL.6.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).	ELA.EE.L.6.5.c	Not applicable.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RL.6.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for sixth grade.	ELA.EE.RL.6.10	Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.

Reading: Informational

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.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.	ELA.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).	ELA.EE.RI.6.3	Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.	ELA.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.	ELA.EE.RI.6.5	Determine how the title fits the structure of the text.
RI.6.6	Determine an author's point of view and purpose in a text and explain how they are conveyed in the text.	ELA.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

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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.	ELA.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).	ELA.EE.RI.6.9	Compare and contrast how two texts describe the same event.

Language in Reading: Informational (DLM®: Language – Knowledge of Language/ Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.6.10	Use knowledge of language and its conventions when reading to improve comprehension.	ELA.EE.L.6.3	Use language to achieve desired outcomes when communicating.
		ELA.EE.L.6.3.a	Vary use of language when the listener or reader does not understand the initial attempt.
		ELA.EE.L.6.3.b	Not applicable.
RI.6.11	Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on sixth grade reading and content.	ELA.EE.L.6.4	Demonstrate knowledge of word meanings.
	RI.6.11.a Use context to determine the meaning of a word or phrase.	ELA.EE.L.6.4.a	Use context to determine which word is missing from a content area text.
	RI.6.11.b Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word.	ELA.EE.L.6.4.b	Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).
	RI.6.11.c Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	ELA.EE.L.6.4.c	Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
	RI.6.11.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).	ELA.EE.L.6.4.d	Not applicable.
RI.6.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	ELA.EE.L.6.5	Demonstrate understanding of word relationships and use.
	RI.6.12.a Interpret figures of speech in context.	ELA.EE.L.6.5.a	Identify the meaning of simple similes (e.g., the man was as big as a tree.).
	RI.6.12.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	ELA.EE.L.6.5.b	Demonstrate understanding of words by identifying other words with similar and different meanings.
	RI.6.12.c Distinguish among the connotations (associations) of words with similar denotations (definitions).	ELA.EE.L.6.5.c	Not applicable.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.6.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for sixth grade.	ELA.EE.RI.6.10	Demonstrate understanding while actively reading or listening to literary nonfiction.

Writing

Text Types and Purposes

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	ELA.EE.W.6.1	Write claims about topics or text.
W.6.1.a	Introduce claim(s) and organize the reasons and evidence clearly.	ELA.EE.W.6.1.a	Write a claim about a topic or text.
W.6.1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	ELA.EE.W.6.1.b	Write one or more reasons to support a claim about a topic or text.
W.6.1.c	Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.	ELA.EE.W.6.1.c	Not applicable.
W.6.1.d	Establish and maintain a formal style.	ELA.EE.W.6.1.d	Not applicable.
W.6.1.e	Provide a concluding statement or section that follows from the argument presented.	ELA.EE.W.6.1.e	Not applicable.
W.6.2	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	ELA.EE.W.6.2	Write to share information supported by details.
W.6.2.a	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.	ELA.EE.W.6.2.a	Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.	ELA.EE.W.6.2.b	Provide facts, details, or other information related to the topic.
W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.	ELA.EE.W.6.2.c	Not applicable.
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	ELA.EE.W.6.2.d	Not applicable.
W.6.2.e	Establish and maintain a formal style.	ELA.EE.W.6.2.e	Not applicable.
W.6.1.f	Provide a concluding statement or section that follows from the information or explanation presented.	ELA.EE.W.6.2.f	Not applicable.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.	ELA.EE.W.6.3	Write about events or personal experiences.
W.6.3.a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	ELA.EE.W.6.3.a	Write a narrative about a real or imagined experience introducing the experience and including two or more events.
W.6.3.b	Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.	ELA.EE.W.6.3.b	Not applicable.
W.6.3.c	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one-time frame or setting to another.	ELA.EE.W.6.3.c	Use words that establish the time frame.
W.6.3.d	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	ELA.EE.W.6.3.d	Use words that convey specific details about the experience or event.
W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.	ELA.EE.W.6.3.e	Not applicable.

Production and Distribution of Writing

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
W.6.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	ELA.EE.W.6.4	Produce writing that is appropriate for the task, purpose, or audience.
W.6.5	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	ELA.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.	ELA.EE.W.6.6	Use technology, including the Internet, to produce writing while interacting and collaborating with others.

Research to Build and Present Knowledge

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	ELA.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.	ELA.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.	ELA.EE.W.6.9	Use information from literary and informational text to support writing.
		ELA.EE.W.6.9.a	Apply Essential Elements of Grade 6 Reading Standards to literature (e.g., *"Compare a text version of a story, drama, or poem with an audio, video, or live version of the text."*).
		ELA.EE.W.6.9.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."*).

Language in Writing (DLM®: Language – Conventions of Standard English)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.6.10	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. W.6.10.a Vary sentence patterns for meaning, reader/ listener interest and style. W.6.10.b Ensure that pronouns are in the proper case (subjective, objective, possessive). W.6.10.c Use intensive pronouns (e.g., myself, ourselves). W.6.10.d Recognize and correct inappropriate shifts in pronoun number and person. W.6.10.e Recognize and correct vague pronouns. W.6.10.f Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in conventional language. W.6.10.g Maintain consistency in style and tone.	ELA.EE.L.6.1	Demonstrate standard English grammar and usage when communicating. ELA.EE.L.6.1.a Use personal pronouns (e.g., he, she, they) correctly. ELA.EE.L.6.1.b Use indefinite pronouns. ELA.EE.L.6.1.c Not applicable. ELA.EE.L.6.1.d Not applicable. ELA.EE.L.6.1.e Not applicable.
W.6.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. W.6.11.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. W.6.11.b Spell correctly.	ELA.EE.L.6.2	Demonstrate understanding of conventions of standard English. ELA.EE.L.6.2.a Use question marks at the end of written questions. ELA.EE.L.6.2.b Spell untaught words phonetically, drawing on letter- sound relationships and common spelling patterns.

Range of Writing

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.6.12	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.	ELA.EE.W.6.10	Write routinely for a variety of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly. SL.6.1.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. SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed. SL.6.1.e Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion. SL.6.1.f Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	ELA.EE.SL.6.1	Engage in collaborative discussions. ELA.EE.SL.6.1.a Come to discussions prepared to share information. ELA.EE.SL.6.1.b With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information. ELA.EE.SL.6.1.c Ask and answer questions specific to the topic, text, or issue under discussion. ELA.EE.SL.6.1.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.	ELA.EE.SL.6.2	Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study.
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.	ELA.EE.SL.6.3	Identify the reasons and evidence supporting the claims made by the speaker.

Presentation of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
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.	ELA.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.	ELA.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.	ELA.EE.SL.6.6	Use formal and informal language as appropriate to the communication partner.

Language in Speaking and Listening (DLM®: Language – Conventions of Standard English/Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
SL.6.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.	ELA.EE.L.6.1	Demonstrate standard English grammar and usage when communicating.
SL.6.7.a	Vary sentence patterns for meaning, reader/listener interest and style.	ELA.EE.L.6.1.a	Use personal pronouns (e.g., he, she, they) correctly.
SL.6.7.b	Use intensive pronouns (e.g., myself, ourselves).	ELA.EE.L.6.1.b	Use indefinite pronouns.
SL.6.7.c	Recognize and correct inappropriate shifts in pronoun number and person.	ELA.EE.L.6.1.c	Not applicable.
SL.6.7.d	Recognize and correct vague pronouns.	ELA.EE.L.6.1.d	Not applicable.
SL.6.7.e	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.	ELA.EE.L.6.1.e	Not applicable.
SL.6.7.f	Maintain consistency in style and tone.		
SL.6.8	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.	ELA.EE.L.6.6	Use general academic and domain-specific words and phrases across contexts.

ALIGNMENT OF KANSAS ENGLISH LANGUAGE ARTS STANDARDS WITH DYNAMIC LEARNING MAPS® ESSENTIAL ELEMENTS IN ENGLISH LANGUAGE ARTS

Grade 7

Reading: Literature

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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 of a text and analyze its development over the course of the text; provide an objective summary of the text.	ELA.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).	ELA.EE.RL.7.3	Determine how two or more story elements are related.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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 contributes to its meaning.	ELA.EE.RL.7.5	Compare the structure of two or more texts (e.g., stories, poems, or dramas).
RL.7.6	Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the various perspectives (viewpoints) of different characters or narrators in a text.	ELA.EE.RL.7.6	Compare the points of view of two or more characters or narrators in a text.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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).	ELA.EE.RL.7.7	Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.
RL.7.9	Compare and contrast a fictional portrayal of setting or character with a historical account of the same period to understand how authors use or alter history.	ELA.EE.RL.7.9	Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.

Language in Reading: Literature (DLM®: Language – Knowledge of Language/Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RL.7.10	Use knowledge of language and its conventions when reading to aid comprehension.	ELA.EE.L.7.3	Use language to achieve desired outcomes when communicating.
		ELA.EE.L.7.3.a	Use precise language as required to achieve desired meaning.
RL.7.11	Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on seventh grade reading and content.	ELA.EE.L.7.4	Demonstrate knowledge of word meanings.
RL.7.11.a	Use context to determine the meaning of a word or phrase.	ELA.EE.L.7.4.a	Use context to determine which word is missing from a text.
RL.7.11.b	Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word.	ELA.EE.L.7.4.b	Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).
RL.7.11.c	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	ELA.EE.L.7.4.c	Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
RL.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.	ELA.EE.L.7.4.d	Not applicable.
RL.7.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	ELA.EE.L.7.5	Demonstrate understanding of word relationships and use.
RL.7.12.a	Interpret figures of speech in context.	ELA.EE.L.7.5.a	Identify the literal and nonliteral meanings of words in context.
RL.7.12.b	Use the relationship between particular words to better understand each of the words.	ELA.EE.L.7.5.b	Demonstrate understanding of synonyms and antonyms.
RL.7.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).	ELA.EE.L.7.5.c	Not applicable.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RL.7.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for seventh grade.	ELA.EE.RL.7.10	Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.

Reading: Informational

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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.	ELA.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).	ELA.EE.RI.7.3	Determine how two individuals, events or ideas in a text are related.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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.	ELA.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 perspective (viewpoint) or purpose in a text and analyze how the author distinguishes his or her position from that of others.	ELA.EE.RI.7.6	Determine an author's purpose or point of view.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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).	ELA.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.	ELA.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.	ELA.EE.RI.7.9	Compare and contrast how different texts on the same topic present the details.

Language in Reading: Informational (DLM®: Language – Knowledge of Language/ Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RI.7.10	Use knowledge of language and its conventions when reading to aid comprehension.	ELA.EE.L.7.3	Use language to achieve desired outcomes when communicating. Use precise language as required to achieve desired meaning.
RI.7.11	Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on seventh grade reading and content.	ELA.EE.L.7.4	Demonstrate knowledge of word meanings.
RI.7.11.a	Use context to determine the meaning of a word or phrase.	ELA.EE.L.7.4.a	Use context to determine which word is missing from a text.
RI.7.11.b	Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word.	ELA.EE.L.7.4.b	Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).
RI.7.11.c	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	ELA.EE.L.7.4.c	Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
RI.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.	ELA.EE.L.7.4.a	Not applicable.
RI.7.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	ELA.EE.L.7.5	Demonstrate understanding of word relationships and use.
RI.7.12.a	Interpret figures of speech in context.	ELA.EE.L.7.5.a	Identify the literal and nonliteral meanings of words in context.
RI.7.12.b	Use the relationship between particular words to better understand each of the words.	ELA.EE.L.7.5.b	Demonstrate understanding of synonyms and antonyms.
RI.7.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).	ELA.EE.L.7.5.a	Not applicable.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RI.7.13	Read and comprehend high-quality and engaging informational text of appropriate quantitative and qualitative complexity for seventh grade.	ELA.EE.RI.7.10	Demonstrate understanding while actively reading or listening to literary nonfiction.

Writing

Text Types and Purposes

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.	ELA.EE.W.7.1	Write claims about topics or texts.
W.7.1.a	Introduce claim(s), acknowledge alternate or opposing claims and organize the reasons and evidence logically.	ELA.EE.W.7.1.a	Introduce a topic or text and write one claim about it.
W.7.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	ELA.EE.W.7.1.b	Write one or more reasons to support a claim about a topic or text.
W.7.1.c	Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence.	ELA.EE.W.7.1.c	Use temporal words (first, next, also) to create cohesion.
W.7.1.d	Establish and maintain a formal style.	ELA.EE.W.7.1.d	Not applicable.
W.7.1.e	Provide a concluding statement or section that follows from and supports the argument presented.	ELA.EE.W.7.1.e	Not applicable.
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.	ELA.EE.W.7.2	Write to share information supported by details.
W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.	ELA.EE.W.7.2.a	Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.	ELA.EE.W.7.2.b	Provide facts, details, or other information related to the topic.
W.7.2.c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	ELA.EE.W.7.2.c	Not applicable.
W.7.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	ELA.EE.W.7.2.d	Select domain-specific vocabulary to use in writing about the topic.
W.7.2.e	Establish and maintain a formal style.	ELA.EE.W.7.2.e	Not applicable.
W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	ELA.EE.W.7.2.f	Not applicable.

Production and Distribution of Writing

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
W.7.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	ELA.EE.W.7.4	Produce writing that is appropriate for the task, purpose, or audience.
W.7.5	With some guidance and support from adults and peers, 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.	ELA.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.	ELA.EE.W.7.6	Use technology, including the Internet, to produce writing to interact and collaborate with others.

Research to Build and Present Knowledge

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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.	ELA.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.	ELA.EE.W.7.9	Use information from literary and informational text to support writing. Apply Essential Elements of Grade 7 Reading Standards to literature (e.g., *"Recognize the difference between fictional characters and nonfictional characters."*). Apply Essential Elements of Grade 7 Reading Standards to informational texts (e.g., *"Use relevant and sufficient evidence for supporting the claims and argument."*).

Language in Writing (DLM®: Language – Conventions of Standard English)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
W.7.10	Demonstrate command of the conventions of standard English grammar and usage when writing. W.7.10.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. W.7.10.b Explain the function of phrases and clauses in general and their function in specific sentences. W.7.10.c Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. W.7.10.d Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	ELA.EE.L.7.1	Demonstrate standard English grammar and usage when communicating. ELA.EE.L.7.1.a Not applicable ELA.EE.L.7.1.b Produce complete simple sentences when writing or communicating. ELA.EE.L.7.1.c Not applicable.
W.7.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. W.7.11.a Use a comma to separate coordinate adjectives. W.7.11.b Spell correctly.	ELA.EE.L.7.2	Demonstrate understanding of conventions of standard English. ELA.EE.L.7.2.a Use end punctuation when writing a sentence or question. ELA.EE.L.7.2.b Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

Range of Writing

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
W.7.12	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.	ELA.EE.W.7.10	Write routinely for a variety of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly. SL.7.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion. SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed. SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.	ELA.EE.SL.7.1	Engage in collaborative discussions. ELA.EE.SL.7.1.a Come to discussions prepared to share information. ELA.EE.SL.7.1.b With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. ELA.EE.SL.7.1.c Remain on the topic of the discussion when answering questions or making other contributions to a discussion. ELA.EE.SL.7.1.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.	ELA.EE.SL.7.2	dentify 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.	ELA.EE.SL.7.3	Determine whether the claims made by a speaker are fact or opinion.

Presentation of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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.	ELA.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.	ELA.EE.SL.7.6	Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.

Language in Speaking and Listening (DLM®: Language – Conventions of Standard English/Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
SL.7.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.	ELA.EE.L.7.1	Demonstrate standard English grammar and usage when communicating.
SL.7.7.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	ELA.EE.L.7.1.a	Not applicable.
SL.7.7.b	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.	ELA.EE.L.7.1.b	Produce complete simple sentences when writing or communicating.
SL.7.7.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	ELA.EE.L.7.1.c	Not applicable.
SL.7.8	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.	ELA.EE.L.7.6	Use general academic and domain-specific words and phrases across contexts.

ALIGNMENT OF KANSAS ENGLISH LANGUAGE ARTS STANDARDS WITH DYNAMIC LEARNING MAPS® ESSENTIAL ELEMENTS IN ENGLISH LANGUAGE ARTS

Grade 8

Reading: Literature

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.EE.RL.8.1	Cite text to support inferences from stories and poems.
RL.8.2	Determine a theme 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.	ELA.EE.RL.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.	ELA.EE.RL.8.3	Identify which incidents in a story or drama lead to subsequent action.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.EE.RL.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.	ELA.EE.RL.8.5	Compare and contrast the structure of two or more texts.
RL.8.6	Analyze how differences in the perspective (viewpoint) of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	ELA.EE.RL.8.6	Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.EE.RL.8.7	Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text.
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.	ELA.EE.RL.8.9	Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.

Language in Reading: Literature (DLM®: Language – Knowledge of Language/Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RL.8.10	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.	ELA.EE.L.8.3	Use language to achieve desired outcomes when communicating. Use to-be verbs (am, are, is, was, were, be, become, became) accurately when writing and communicating.
RL.8.11	Determine or clarify the meaning of unknown and multiple- meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies. RL.8.11.a Use context to determine the meaning of a word or phrase. RL.8.11.b Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word (e.g., precede, recede, secede). RL.8.11.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. RL.8.11.d Verify the preliminary determination of the meaning of a word or phrase.	ELA.EE.L.8.4	Demonstrate knowledge of word meanings. ELA.EE.L.8.4.a Use context to determine which word is missing from a content area text. ELA.EE.L.8.4.b Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). ELA.EE.L.8.4.c Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. ELA.EE.L.8.4.d Not applicable.
RL.8.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. RL.8.12.a Interpret figures of speech in context. RL.8.12.b Use the relationship between particular words to better understand each of the words. RL.8.12.c Distinguish among the connotations (associations) of words with similar denotations (definitions).	ELA.EE.L.8.5	Demonstrate understanding of word relationships and use. ELA.EE.L.8.5.a Demonstrate understanding of the use of multiple meaning words. ELA.EE.L.8.5.b Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household). ELA.EE.L.8.5.c Use descriptive words to add meaning when writing and communicating.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RL.8.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for eighth grade.	ELA.EE.RL.8.10	Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.

Reading: Informational

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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.	ELA.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).	ELA.EE.RI.8.3	Recount events in the order they were presented in the text.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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.	ELA.EE.RI.8.5	Locate the topic sentence and supporting details in a paragraph.
RI.8.6	Determine an author's perspective (viewpoint) and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or perspectives (viewpoints).	ELA.EE.RI.8.6	Determine an author's purpose or point of view and identify examples from text that describe or support it.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.EE.RI.8.7	Determine whether a topic is best presented as audio, video, multimedia, or text.
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.	ELA.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.	ELA.EE.RI.8.9	Identify where two different texts on the same topic differ in their interpretation of the details.

Language in Reading: Informational (DLM®: Language – Knowledge of Language/ Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.8.10	Use knowledge of language and its conventions when reading to aid comprehension of informational texts.	ELA.EE.L.8.3	Use language to achieve desired outcomes when communicating.
		ELA.EE.L.8.3.a	Use to-be verbs (am, are, is, was, were, be, become, became) accurately when writing and communicating.
RI.8.11	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.	ELA.EE.L.8.4	Demonstrate knowledge of word meanings.
	RI.8.11.a Use context to determine the meaning of a word or phrase.	ELA.EE.L.8.4.a	Use context to determine which word is missing from a content area text.
	RI.8.11.b Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word (e.g., precede, recede, secede).	ELA.EE.L.8.4.b	Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).
	RI.8.11.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	ELA.EE.L.8.4.c	Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
	RI.8.11.d Verify the preliminary determination of the meaning of a word or phrase.	ELA.EE.L.8.4.d	Not applicable.
RI.8.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	ELA.EE.L.8.5	Demonstrate understanding of word relationships and use.
	RI.8.12.a Interpret figures of speech in context.	ELA.EE.L.8.5.a	Demonstrate understanding of the use of multiple meaning words.
	RI.8.12.b Use the relationship between particular words to better understand each of the words.	ELA.EE.L.8.5.b	Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household).
	RI.8.12.c Distinguish among the connotations (associations) of words with similar denotations (definitions).	ELA.EE.L.8.5.c	Use descriptive words to add meaning when writing and communicating.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.8.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for eighth grade.	ELA.EE.RI.8.10	Demonstrate understanding while actively reading or listening to literary nonfiction.

Writing

Text Types and Purposes

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.	ELA.EE.W.8.1	Write claims about topics or texts.
W.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.	ELA.EE.W.8.1.a	Introduce the claim and provide reasons or pieces of evidence to support it.
W.8.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	ELA.EE.W.8.1.b	Write reasons to support a claim about a topic or text.
W.8.1.c	Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.	ELA.EE.W.8.1.c	Not applicable.
W.8.1.d	Establish and maintain a formal style.	ELA.EE.W.8.1.d	Not applicable.
W.8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.	ELA.EE.W.8.1.e	Not applicable.
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.	ELA.EE.W.8.2	Write to share information supported by details.
W.8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.	ELA.EE.W.8.2.a	Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.	ELA.EE.W.8.2.b	Write one or more facts or details related to the topic.
W.8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	ELA.EE.W.8.2.c	Write complete thoughts as appropriate.
W.8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	ELA.EE.W.8.2.d	Use domain specific vocabulary related to the topic.
W.8.2.e	Establish and maintain a formal style.	ELA.EE.W.8.2.e	Not applicable.
W.8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	ELA.EE.W.8.2.f	Provide a closing.
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.	ELA.EE.W.8.3	Write about events or personal experiences.
W.8.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	ELA.EE.W.8.3.a	Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.
W.8.3.b	Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events, and/or characters.	ELA.EE.W.8.3.b	Not applicable.
W.8.3.c	Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one timeframe or setting to another and show the relationships among experiences and events.	ELA.EE.W.8.3.c	Use temporal words (e.g., first, then, next) to signal order.
W.8.3.d	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.	ELA.EE.W.8.3.d	Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events.
W.8.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	ELA.EE.W.8.3.e	Provide a closing.

Production and Distribution of Writing

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
W.8.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	ELA.EE.W.8.4	Produce writing that is appropriate for the task, purpose, or audience.
W.8.5	With some guidance and support from adults and peers, 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.	ELA.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.	ELA.EE.W.8.6	Use technology, including the Internet, to produce writing to interact and collaborate with others.

Research to Build and Present Knowledge

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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.	ELA.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.	ELA.EE.W.8.9	Use information from literary and informational text to support writing.
		ELA.EE.W.8.9.a	Apply Essential Elements of Grade 8 Reading Standards to literature (e.g., *"Compare and contrast themes, patterns of events, or characters across two or more stories or dramas."*).
		ELA.EE.W.8.9.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."*).

Language in Writing (DLM®: Language – Conventions of Standard English)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.8.10	Demonstrate command of the conventions of standard English grammar and usage when writing.	ELA.EE.L.8.1	Demonstrate standard English grammar and usage when communicating.
W.8.10.a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.	ELA.EE.L.8.1.a	Not applicable.
W.8.10.b	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	ELA.EE.L.8.1.b	Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
W.8.10.c	Form and use verbs in the active and passive voice.	ELA.EE.L.8.1.c	Use appropriate verbs to match nouns.
W.8.10.d	Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.	ELA.EE.L.8.1.d	Not applicable.
W.8.10.e	Recognize and correct inappropriate shifts in verb voice and mood.		
W.8.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	ELA.EE.L.8.2	Demonstrate understanding of conventions of standard English.
W.8.11.a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	ELA.EE.L.8.2.a	Use end punctuation and capitalization when writing a sentence or question.
W.8.11.b	Use an ellipsis to indicate an omission.	ELA.EE.L.8.2.b	Not applicable.
W.8.11.c	Spell correctly.	ELA.EE.L.8.2.c	Spell words phonetically, drawing on knowledge of letter- sound relationships and/ or common spelling patterns.

Range of Writing

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.8.12	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.	ELA.EE.W.8.10	Write routinely for a variety of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly. SL.8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion. SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed. SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas. SL.8.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	ELA.EE.SL.8.1	Engage in collaborative discussions. ELA.EE.SL.8.1.a Come to discussions prepared to share information previously studied. ELA.EE.SL.8.1.b Follow simple rules and carry out assigned roles during discussions. ELA.EE.SL.8.1.c Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion. ELA.EE.SL.8.1.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.	ELA.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.	ELA.EE.SL.8.3	Determine the argument made by a speaker on a topic.

Presentation of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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.	ELA.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.	ELA.EE.SL.8.6	Adapt communication to a variety of contexts and tasks.

Language in Speaking and Listening (DLM®: Language – Conventions of Standard English/Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
SL.8.7	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	ELA.EE.L.8.1	Demonstrate standard English grammar and usage when communicating.
SL.8.7.a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.	ELA.EE.L.8.1.a	Not applicable.
SL.8.7.b	Form and use verbs in the active and passive voice.	ELA.EE.L.8.1.b	Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
SL.8.7.c	Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.	ELA.EE.L.8.1.c	Use appropriate verbs to match nouns.
SL.8.7.d	Recognize and correct inappropriate shifts in verb voice and mood.	ELA.EE.L.8.1.d	Not applicable.
SL.8.8	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.	ELA.EE.L.8.6	Use general academic and domain-specific words and phrases across contexts.

Grades 9-10

Reading: Literature

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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; provide an objective summary of the text.	ELA.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 develop over the course of a text, interact with other characters and advance the plot or develop the theme.	ELA.EE.RL.9-10.3	Determine how characters change or develop over the course of a text.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.EE.RL.9-10.4	Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.	ELA.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 based on cultural experience reflected in a work of literature.	ELA.EE.RL.9-10.6	Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RL.9-10.7	Analyze and evaluate the representation of a subject or a key scene in multiple mediums - including media, artistic and other visual formats.	ELA.EE.RL.9-10.7	Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work.	ELA.EE.RL.9-10.9	Identify when an author draws upon or references a different text.

ALIGNMENT OF KANSAS ENGLISH LANGUAGE ARTS STANDARDS WITH DYNAMIC LEARNING MAPS® ESSENTIAL ELEMENTS IN ENGLISH LANGUAGE ARTS

Language in Reading: Literature (DLM®: Language – Knowledge of Language/Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RL.9-10.10	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.	ELA.EE.L.9-10.3	Use language to achieve desired outcomes when communicating.
		ELA.EE.L.9-10.3.a	Vary syntax when writing and communicating.
RL.9-10.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.	ELA.EE.L.9-10.4	Demonstrate knowledge of word meanings.
RL.9-10.11.a	Use context to determine the meaning of a word or phrase.	ELA.EE.L.9-10.4.a	Use context to determine the meaning of unknown.
RL.9-10.11.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	ELA.EE.L.9-10.4.b	Identify and use root words and the words that result when affixes are added or removed.
RL.9-10.11.c	Consult general and specialized reference materials, 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.	ELA.EE.L.9-10.4.c.	Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
RL.9-10.11.d	Verify the preliminary determination of the meaning of a word or phrase.	ELA.EE.L.9-10.4.d	Not applicable (See **ELA.EE.L.9-10.4.c.** above.)
RL.9-10.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	ELA.EE.L.9-10.5	Demonstrate understanding of word relationships and use.
RL.9-10.12.a	Interpret figures of speech in context and analyze their role in the text.	ELA.EE.L.9-10.5.a	Interpret common figures of speech.
RL.9-10.12.b	Analyze nuances in the meaning of words with similar denotations.	ELA.EE.L.9-10.5.b	Determine the intended meaning of multiple meaning words.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RL.9-10.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for grades 9-10.	ELA.EE.RL.9-10.10	Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems.

Reading: Informational

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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; provide an objective summary of the text.	ELA.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.	ELA.EE.RI.9-10.3	Determine logical connections between individuals, ideas, or events in a text.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.EE.RI.9-10.4	Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.
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.	ELA.EE.RI.9-10.5	Locate sentences that support an author's central idea or claim.
RI.9-10.6	Determine an author's perspective (viewpoint) and purpose in a text and analyze how an author's use of rhetoric advances the perspective (viewpoint) and purpose.	ELA.EE.RI.9-10.6	Determine author's point of view and compare with own point of view.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.9-10.7	Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.	ELA.EE.RI.9-10.7	Analyze two accounts of a subject told in different mediums to determine how they are the same and different.
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.	ELA.EE.RI.9-10.8	Determine how the specific claims support the argument made in an informational text.
RI.9-10.9	Analyze documents of historical and literary significance, including how they address related themes and concepts.	ELA.EE.RI.9-10.9	Make connections between texts with related themes and concepts.

Language in Reading: Informational (DLM®: Language – Knowledge of Language/ Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RI.9-10.10	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.	ELA.EE.L.9-10.3	Use language to achieve desired outcomes when communicating.
RI.9-10.10.a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	ELA.EE.L.9-10.3.a	Vary syntax when writing and communicating.
RI.9-10.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.	ELA.EE.L.9-10.4	Demonstrate knowledge of word meanings.
RI.9-10.11.a	Use context to determine the meaning of a word or phrase	ELA.EE.L.9-10.4.a	Use context to determine the meaning of unknown.
RI.9-10.11.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	ELA.EE.L.9-10.4.b	Identify and use root words and the words that result when affixes are added or removed.
RI.9-10.11.c	Consult general and specialized reference materials, 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.	ELA.EE.L.9-10.4.c	Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
RI.9-10.11.d	Verify the preliminary determination of the meaning of a word or phrase.	ELA.EE.L.9-10.4.d	Not applicable (See **ELA.EE.L.9-10.4.c** above.)
RI.9-10.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	ELA.EE.L.9-10.5	Demonstrate understanding of word relationships and use.
RI.9-10.12.a	Interpret figures of speech in context and analyze their role in the text.	ELA.EE.L.9-10.5.a	Interpret common figures of speech.
RI.9-10.12.b	Analyze nuances in the meaning of words with similar denotations.	ELA.EE.L.9-10.5.b	Determine the intended meaning of multiple meaning words.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RI.9-10.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.	ELA.EE.RI.9-10.10	Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.

Writing

Text Types and Purposes

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.EE.W.9-10.1	Write claims about topics or texts.
W.9-10.1.a	Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.	ELA.EE.W.9-10.1.a	Introduce a topic or text and write one claim and one counterclaim about it.
W.9-10.1.b	Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	ELA.EE.W.9-10.1.b	Not applicable.
W.9-10.1.c	Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims.	ELA.EE.W.9-10.1.c	Not applicable.
W.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	ELA.EE.W.9-10.1.d	Not applicable.
W.9-10.1.e	Provide a concluding statement or section that follows and supports the argument.	ELA.EE.W.9-10.1.e	Not applicable.
W.9-10.2	Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.	ELA.EE.W.9-10.2	Write to share information supported by details.
W.9-10.2.a	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.	ELA.EE.W.9-10.2.a	Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.
W.9-10.2.b	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.	ELA.EE.W.9-10.2.b	Develop the topic with facts or details.
W.9-10.2.c	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.	ELA.EE.W.9-10.2.c	Use complete, simple sentences as appropriate.
W.9-10.2.d	Use precise language and domain specific vocabulary to manage the complexity of the topic.	ELA.EE.W.9-10.2.d	Use domain specific vocabulary when writing claims related to a topic of study or text.
W.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	ELA.EE.W.9-10.2.e	Not applicable
W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	ELA.EE.W.9-10.2.f	Providing a closing or concluding statement.

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
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.	ELA.EE.W.9-10.3	Write about events or personal experiences.
W.9-10.3.a	Engage the reader by setting out a problem, situation or observation, establishing one or multiple points of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.	ELA.EE.W.9-10.3.a	Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.
W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters.	ELA.EE.W.9-10.3.b	Not applicable.
W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	ELA.EE.W.9-10.3.c	Organize the events in the narrative using temporal words to signal order as appropriate.
W.9-10.3.d	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	ELA.EE.W.9-10.3.d	Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.
W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.	ELA.EE.W.9-10.3.e	Provide a closing.

Production and Distribution of Writing

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.9-10.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	ELA.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.	ELA.EE.W.9-10.5	Develop writing by planning and revising own writing.
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.	ELA.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

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
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.	ELA.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.	ELA.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.	ELA.EE.W.9-10.9	Use information from literary and informational text to support writing.
		ELA.EE.W.9-10.9.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."*).
		ELA.EE.W.9-10.9.b	Apply Essential Elements of Grade 9-10 Reading Standards to informational texts (e.g., *"Use sound reasons for supporting the claims and argument."*).

Language in Writing (DLM®: Language – Conventions of Standard English)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.9-10.10	Demonstrate command of the conventions of standard English grammar and usage when writing.	ELA.EE.L.9-10.1	Demonstrate standard English grammar and usage when communicating.
W.9-10.10.a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	ELA.EE.L.9-10.1.a	Not applicable.
W.9-10.10.b	Use parallel structure.	ELA.EE.L.9-10.1.b	Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.
W.9-10.10.c	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.		
W.9-10.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	ELA.EE.L.9-10.2	Demonstrate understanding of conventions of standard English.
W.9-10.11.a	Use a semicolon to link two or more closely related independent clauses.	ELA.EE.L.9-10.2.a	Use a comma and conjunction to combine two simple sentences.
W.9-10.11.b	Use a colon to introduce a list or quotation.	ELA.EE.L.9-10.2.b	Not applicable.
W.9-10.11.c	Spell correctly.	ELA.EE.L.9-10.2.c	Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

Range of Writing

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.9-10.12	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.	ELA.EE.W.9-10.10	Write routinely over time for a range of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
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.	ELA.EE.SL.9-10.1	Engage in collaborative discussions.
	SL.9-10.1.a Be prepared to discuss, having read and researched material; 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.		ELA.EE.SL.9-10.1.a Prepare for discussions by collecting information on the topic.
	SL.9-10.1.b Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines and individual roles as needed.		ELA.EE.SL.9-10.1.b Work with adults and peers to set rules for discussions.
	SL.9-10.1.c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.		ELA.EE.SL.9-10.1.c Relate the topic of discussion to broader themes or ideas.
	SL.9-10.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		ELA.EE.SL.9-10.1.d Indicate agreement or disagreement with others during discussions.
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.	ELA.EE.SL.9-10.2	Determine the credibility of information presented in diverse media or formats.
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.	ELA.EE.SL.9-10.3	Determine the speaker's point of view on a topic.

Presentation of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
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.	ELA.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 in presentations to enhance understanding of findings, reasoning and evidence and to add interest.	ELA.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.	ELA.EE.SL.9-10.6	Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

Language in Speaking and Listening (DLM®: Language – Conventions of Standard English/ Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
SL.9-10.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. SL.9-10.7.a Use parallel structure. SL.9-10.7.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.	ELA.EE.L.9-10.1	Demonstrate standard English grammar and usage when communicating. ELA.EE.L.9-10.1.a Not applicable. ELA.EE.L.9-10.1.b Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.
SL.9-10.8	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.	ELA.EE.L.9-10.6	Use general academic and domain-specific words and phrases across contexts.

ALIGNMENT OF KANSAS ENGLISH LANGUAGE ARTS STANDARDS WITH DYNAMIC LEARNING MAPS® ESSENTIAL ELEMENTS IN ENGLISH LANGUAGE ARTS

Grades 11-12

Reading: Literature

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	ELA.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.	ELA.EE.RL.11-12.3	Determine how characters, the setting or events change over the course of the story or drama.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.EE.RL.11-12.4	Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	ELA.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.	ELA.EE.RL.11-12.6	Determine the point of view when there is a difference between the author's actual language and intended meaning.

Integration of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RL.11-12.7	Analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text.	ELA.EE.RL.11-12.7	Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.
RL.11-12.9	Demonstrate knowledge of foundational works of American and world literature, including how two or more texts from the same period treat similar themes or topics.	ELA.EE.RL.11-12.9	Demonstrate explicit understanding of recounted versions of foundational works of American literature.

Language in Reading: Literature (DLM®: Language – Knowledge of Language/Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RL.11-12.10	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.	ELA.EE.L.11-12.3	Use language to achieve desired outcomes when communicating.
		ELA.EE.L.11-12.3.a	Vary sentence structure using a variety of simple and compound sentence structures.
RL.11-12.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.	ELA.EE.L.11-12.4	Demonstrate knowledge of word meanings.
RL.11-12.11.a	Use context to determine the meaning of a word or phrase.	ELA.EE.L.11-12.4.a	Use context to determine the meaning of unknown words.
RL.11-12.11.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	ELA.EE.L.11-12.4.b	Identify and use root words and the words that result when affixes are added or removed.
RL.11-12.11.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.	ELA.EE.L.11-12.4.c	Not applicable.
RL.11-12.11.d	Verify the preliminary determination of the meaning of a word or phrase.	ELA.EE.L.11-12.4.d	Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
RL.11-12.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	ELA.EE.L.11-12.5	Demonstrate understanding of word relationships and use.
RL.11-12.12.a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	ELA.EE.L.11-12.5.a	Interpret simple figures of speech encountered while reading or listening.
RL.11-12.12.b	Analyze nuances in the meaning of words with similar denotations.	ELA.EE.L.11-12.5.b	Not applicable.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RL.11-12.13	Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12.	ELA.EE.RL.11-12.10	Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems.

Reading: Informational

Key Ideas and Details

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.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.	ELA.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.	ELA.EE.RI.11-12.3	Determine how individuals, ideas, or events change over the course of the text.

Craft and Structure

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
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.	ELA.EE.RI.11-12.4	Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.
RI.11-12.5	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.	ELA.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 perspective (viewpoint) and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the persuasiveness of the text.	ELA.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

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
RI.11-12.7	Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.	ELA.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. and world texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes and arguments in works of public advocacy.	ELA.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 foundational documents of historical and literary significance for their themes, purposes and rhetorical features.	ELA.EE.RI.11-12.9	Compare and contrast arguments made by two different texts on the same topic.

Language in Reading: Informational (DLM®: Language – Knowledge of Language/ Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RI.11-12.10	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.	ELA.EE.L.11-12.3	Use language to achieve desired outcomes when communicating.
		ELA.EE.L.11-12.3.a	Vary sentence structure using a variety of simple and compound sentence structures.
RI.11-12.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.	ELA.EE.L.11-12.4	Demonstrate knowledge of word meanings.
	RI.11-12.11.a Use context to determine the meaning of a word or phrase.	ELA.EE.L.11-12.4.a	Use context to determine the meaning of unknown words.
	RI.11-12.11.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	ELA.EE.L.11-12.4.b	Identify and use root words and the words that result when affixes are added or removed.
	RI.11-12.11.c Consult general and specialized reference materials, 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.	ELA.EE.L.11-12.4.c	Not applicable.
		ELA.EE.L.11-12.4.d	Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
	RI.11-12.11.d Verify the preliminary determination of the meaning of a word or phrase.		
RI.11-12.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	ELA.EE.L.11-12.5	Demonstrate understanding of word relationships and use.
	RI.11-12.12.a Interpret figures of speech in context and analyze their role in the text.	ELA.EE.L.11-12.5.a	Interpret simple figures of speech encountered while reading or listening.
	RI.11-12.12.b Analyze nuances in the meaning of words with similar denotations.	ELA.EE.L.11-12.5.b	Not applicable.

Range of Reading and Text Complexity

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
RI.11-12.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11- 12.	ELA.EE.RI.11-12.10	Demonstrate understanding while actively engaged in reading or listening to literary non-fiction.

Writing

Text Types and Purposes

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
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.	ELA.EE.W.11-12.1	Write arguments to support claims.
W.11-12.1.a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.	ELA.EE.W.11-12.1.a	Write an argument to support a claim that results from studying a topic or reading a text.
W.11-12.1.b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.	ELA.EE.W.11-12.1.b	Support claims with reasons and evidence drawn from text.
W.11-12.1.c	Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create, cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.	ELA.EE.W.11-12.1.c	Not applicable.
W.11-12.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	ELA.EE.W.11-12.1.d	Not applicable.
W.11-12.1.e	Provide a concluding statement or section that follows from and supports the argument presented.	ELA.EE.W.11-12.1.e	Not applicable.

GRADES 11-12

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
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.	ELA.EE.W.11-12.2	Write to share information supported by details.
W.11-12.2.a	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.	ELA.EE.W.11-12.2.a	Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.
W.11-12.2.b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.	ELA.EE.W.11-12.2.b	Develop the topic with relevant facts, details, or quotes.
W.11-12.2.c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.	ELA.EE.W.11-12.2.c	Use complete, simple sentences, as well as compound and other complex sentences as appropriate.
W.11-12.2.d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.	ELA.EE.W.11-12.2.d	Use domain specific vocabulary when writing claims related to a topic of study or text.
W.11-12.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	ELA.EE.W.11-12.2.e	Not applicable.
W.11-12.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	ELA.EE.W.11-12.2.f	Provide a closing or concluding statement.
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.	ELA.EE.W.11-12.3	Write about events or personal experiences.
W.11-12.3.a	Engage the reader by setting out a problem, situation or observation, establishing one or multiple points of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.	ELA.EE.W.11-12.3.a	Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.
W.11-12.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters.	ELA.EE.W.11-12.3.b	Not applicable.
W.11-12.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.	ELA.EE.W.11-12.3.c	Organize the events in the narrative using temporal words to signal order and add cohesion.
W.11-12.3.d	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	ELA.EE.W.11-12.3.d	Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.
W.11-12.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.	ELA.EE.W.11-12.3.e	Provide a closing.

Production and Distribution of Writing

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.11-12.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	ELA.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.	ELA.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.	ELA.EE.W.11-12.6	Use technology, including the Internet, to produce, publish and update an individual or shared writing project.

Research to Build and Present Knowledge

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including 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.	ELA.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 over reliance on any one source and following a standard format for citation.	ELA.EE.W.11-12.8	Write answers to research questions by selecting relevant information from multiple resources.
W.11-12.9	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.	ELA.EE.W.11-12.9	Cite evidence from literary or informational texts.
		ELA.EE.W.11-12.9.a	Apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., *"Compare and contrast elements of American literature to other literary works, self, or one's world. [Compare themes, topics, locations, context, and point of view]."*).
		ELA.EE.W.11-12.9.b	Apply Grades 11-12 Essential Elements for Reading Standards to informational texts (e.g., *"Compare and contrast reasoning and arguments used in one's work with those used in seminal U.S. texts."*).

Language in Writing (DLM®: Language – Conventions of Standard English)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.11-12.10	Demonstrate command of the conventions of standard English grammar and usage when writing. W.11-12.10.a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed. W.11-12.10.b Apply the understanding that usage is a matter of convention, can change over time and is sometimes contested. W.11-12.10.c 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.	ELA.EE.L.11-12.1	Demonstrate standard English grammar and usage when communicating. ELA.EE.L.11-12.1.a Use conventions of standard English when needed. ELA.EE.L.11-12.1.b Use digital, electronic, and other resources and tools to improve uses of language as needed.
W.11-12.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. W.11-12.11.a Observe hyphenation conventions. W.11-12.11.b Spell correctly.	ELA.EE.L.11-12.2	Demonstrate understanding of conventions of standard English. ELA.EE.L.11-12.2.a Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing. ELA.EE.L.11-12.2.b Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

Range of Writing

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
W.11-12.12	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.	ELA.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.

Speaking and Listening

Comprehension and Collaboration

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	DESCRIPTION	CODE	DESCRIPTION
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussion (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.	ELA.EE.SL.11-12.1	Engage in collaborative discussions.
	SL.11-12.1.a Be prepared to discuss, having read and researched material; 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.		ELA.EE.SL.11-12.1.a Prepare for discussions by collecting information on the topic.
	SL.11-12.1.b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.		ELA.EE.SL.11-12.1.b Work with peers to set rules and goals for discussions.
	SL.11-12.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.		ELA.EE.SL.11-12.1.c Ask and answer questions to verify or clarify own ideas and understandings during a discussion.
	SL.11-12.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.		ELA.EE.SL.11-12.1.d Respond to agreements and disagreements in a discussion.
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	ELA.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.	ELA.EE.SL.11-12.3	Determine whether the claims and reasoning enhance the speaker's argument on a topic.

Presentation of Knowledge and Ideas

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
SL.11-12.4	Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely and logically for a specific purpose, audience and task.	ELA.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 in presentations to enhance understanding of findings, reasoning and evidence and to add interest.	ELA.EE.SL.11-12.5	Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	ELA.EE.SL.11-12.6	Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

Language in Speaking and Listening (DLM®: Language – Conventions of Standard English/Vocabulary Acquisition and Use)

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS		DLM® ESSENTIAL ELEMENT	
CODE	**DESCRIPTION**	**CODE**	**DESCRIPTION**
SL.11-12.7	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. SL.11-12.7.a Vary syntax for effect, consulting references for guidance as needed. SL.11-12.7.b Apply the understanding that usage is a matter of convention, can change over time and is sometimes contested.	ELA.EE.L.11-12.1	Demonstrate standard English grammar and usage when communicating. ELA.EE.L.11-12.1.a Use conventions of standard English when needed. ELA.EE.L.11-12.1.b Use digital, electronic, and other resources and tools to improve uses of language as needed.
SL.11-12.8	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	ELA.EE.L.11-12.6	Use general academic and domain-specific words and phrases across contexts.

Kansas State Board of Education

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Vision

Kansas leads the world in the success of each student.

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

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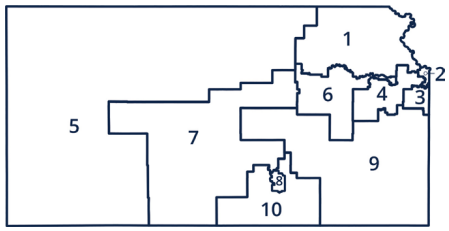


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District 10



Debby Potter
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Kansas divided into the ten State Board of Education districts.

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May 27, 2026

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