Essential Elements Selection Record - ELA

Teachers may use this progress-monitoring document to record the Essential Elements chosen for instruction for a student.

This document uses the Instructionally Embedded model blueprint as a foundation. Essential Elements are organized by grade and conceptual area.

# Sample

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# Major Claims and Conceptual Areas in ELA

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

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

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

\*Note: RL = Reading Literature, RI = Reading Informational, W = Writing, L = Language.

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

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

\*Note: RL = Reading Literature, RI = Reading Informational, W = Writing, L = Language.

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

| **Conceptual Area** | **Essential Element** | **Description\*** | **Date Chosen** | **Level Chosen** | **Date Assessed** | **Notes** |
| --- | --- | --- | --- | --- | --- | --- |
| **ELA.C1.1** | **Requirement: Choose at least two Essential Elements in C1.1, including at least one RL and one RI** |  |  |  |  |
|  | EE.RL.5.1 | Identify words in the text to answer a question about explicit information. | **9/15** | **Proximal Precursor** | **9/30** | **Easy – picked Target next** |
| EE.RI.5.1 | Identify words in the text to answer a question about explicit information. |  |  |  |  |
| EE.RI.5.5 | Determine if a text tells about events, gives directions, or provides information on a topic. | **9/15** | **Target** | **10/27** | **Finished in DLM – maintenance only** |
| EE.RI.5.7 | Locate information in print or digital sources. |  |  |  |  |
| **ELA.C1.2** | **Requirement: Choose three Essential Elements in C1.2 (L, RL, or RI) – Essential Elements must be from at least two different strands** |  |  |  |  |
|  | EE.RL.5.2 | Identify the central idea or theme of a story, drama or poem. | **9/15** | **Distal Precursor** | **10/15** | **Re-teach** |
| EE.RL.5.4 | Determine the intended meaning of multi-meaning words in a text. |  |  |  |  |
| EE.RL.5.6 | Determine the point of view of the narrator. |  |  |  |  |
| EE.RI.5.2 | Identify the main idea of a text when it is not explicitly stated. |  |  |  |  |
| EE.RI.5.4 | Determine the meanings of domain-specific words and phrases. |  |  |  |  |
| EE.RI.5.8 | Identify the relationship between a specific point and supporting reasons in an informational text. |  |  |  |  |
| EE.L.5.4.a | Use sentence level context to determine which word is missing from a content area text. |  |  |  |  |
| EE.L.5.5.c | Demonstrate understanding of words that have similar meanings. |  |  |  |  |
| **ELA.C1.3** | **Requirement: Choose at least one Essential Element in C1.3 (RL or RI)** |  |  |  |  |
|  | EE.RL.5.3 | Compare two characters in a familiar story. |  |  |  |  |
| EE.RL.5.5 | Identify a story element that undergoes change from beginning to end. |  |  |  |  |
| EE.RL.5.9 | Compare stories, myths, or texts with similar topics or themes. |  |  |  |  |
| EE.RI.5.3 | Compare two individuals, events, or ideas in a text. |  |  |  |  |
| EE.RI.5.9 | Compare and contrast details gained from two texts on the same topic. |  |  |  |  |
| **ELA.C2.1** | **Requirement: All students are assessed in these Essential Elements through the writing assessment. In the Instruction and Assessment Planner, choose one linkage level. See Writing Testlet FAQ for more detail.** |  |  |  |  |
|  | EE.W.5.2.b | Provide facts, details, or other information related to the topic. |  |  |  |  |
| EE.W.5.2.a | Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate. |  |  |  |  |

\*Note: RL = Reading Literature, RI = Reading Informational, W = Writing, L = Language.

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

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

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

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

\*Note: RL = Reading Literature, RI = Reading Informational, W = Writing, L = Language.

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

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

\*Note: RL = Reading Literature, RI = Reading Informational, W = Writing, L = Language.

## Grades 9-10: Available Essential Elements and minimum expectation for each student’s assessment**[[1]](#footnote-2)**

| **Conceptual Area** | **Essential Element** | **Description\*** | **Date Chosen** | **Level Chosen** | **Date Assessed** | **Notes** |
| --- | --- | --- | --- | --- | --- | --- |
| **ELA.C1.2** | **Requirement: Choose one Essential Element in C1.2 (L, RL or RI).** |  |  |  |  |
|  | EE.RL.9-10.1 | Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text. |  |  |  |  |
| EE.RL.9-10.2 | Recount events related to the theme or central idea, including details about character and setting. |  |  |  |  |
| EE.RL.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech. |  |  |  |  |
| EE.RI.9-10.1 | Determine which citations demonstrate what the text says explicitly as well as inferentially. |  |  |  |  |
| EE.RI.9-10.2 | Determine the central idea of the text and select details to support it. |  |  |  |  |
| EE.RI.9-10.4 | Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech. |  |  |  |  |
| EE.RI.9-10.5 | Locate sentences that support an author's central idea or claim. |  |  |  |  |
| EE.RI.9-10.8 | Determine how the specific claims support the argument made in an informational text. |  |  |  |  |
| EE.L.9-10.4.a | Use context to determine the meaning of unknown words. |  |  |  |  |
| EE.L.9-10.5.b | Determine the intended meaning of multiple meaning words. |  |  |  |  |
| **ELA.C1.3** | **Requirement: Choose at least three Essential Elements in C1.3 (RL or RI) – including at least one RL and one RI.** |  |  |  |  |
|  | EE.RL.9-10.3 | Determine how characters change or develop over the course of a text. |  |  |  |  |
| EE.RL.9-10.5 | Identify where a text deviates from a chronological presentation of events. |  |  |  |  |
| EE.RI.9-10.3 | Determine logical connections between individuals, ideas, or events in a text. |  |  |  |  |
| **ELA.C2.1** | **Requirement: All students are assessed in all the Essential Elements for both conceptual areas in Claim 2 through the writing assessment. In the Instruction and Assessment Planner, choose one linkage level. See the Writing Testlet FAQ for more detail.** |  |  |  |  |
|  | EE.L.9-10.2.c | Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words. |  |  |  |  |
| EE.W.9-10.2.c | Use complete, simple sentences as appropriate. |  |  |  |  |
| EE.W.9-10.2.d | Use domain specific vocabulary when writing claims related to a topic of study or text. |  |  |  |  |
| EE.W.9-10.2.f | Provide a closing or concluding statement. |  |  |  |  |
| **ELA.C2.2** |  |  |  |  |  |
|  | EE.W.9-10.2.a | Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate. |  |  |  |  |
| EE.W.9-10.2.b | Develop the topic with facts or details. |  |  |  |  |

\*Note: RL = Reading Literature, RI = Reading Informational, W = Writing, L = Language.

## Grades 11-12: Available Essential Elements and minimum expectation for each student’s assessment**[[2]](#footnote-3)**

| **Conceptual Area** | **Essential Element** | **Description\*** | **Date Chosen** | **Level Chosen** | **Date Assessed** | **Notes** |
| --- | --- | --- | --- | --- | --- | --- |
| **ELA.C1.2** | **Requirement: Choose one Essential Element in C1.2 (L, RL or RI).** |  |  |  |  |
|  | EE.RL.11-12.1 | Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings. |  |  |  |  |
| EE.RL.11-12.2 | Recount the main events of the text which are related to the theme or central idea. |  |  |  |  |
| EE.RL.11-12.4 | Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning. |  |  |  |  |
| EE.RI.11-12.1 | Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding. |  |  |  |  |
| EE.RI.11-12.2 | Determine the central idea of a text; recount the text. |  |  |  |  |
| EE.RI.11-12.4 | Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text. |  |  |  |  |
| EE.RI.11-12.8 | Determine whether the claims and reasoning enhance the author's argument in an informational text. |  |  |  |  |
| EE.RI.11-12.5 | Determine whether the structure of a text enhances an author's claim. |  |  |  |  |
|  | EE.L.11-12.4.a | Use context to determine the meaning of unknown words. |  |  |  |  |
| **ELA.C1.3** | **Requirement: Choose at least three Essential Elements in C1.3 (RL or RI) – including at least one RL and one RI.** |  |  |  |  |
|  | EE.RL.11-12.3 | Determine how characters, the setting or events change over the course of the story or drama. |  |  |  |  |
| EE.RL.11-12.5 | Determine how the author’s choice of where to end the story contributes to the meaning. |  |  |  |  |
| EE.RI.11-12.3 | Determine how individuals, ideas, or events change over the course of the text. |  |  |  |  |
| EE.RI.11-12.9 | Compare and contrast arguments made by two different texts on the same topic. |  |  |  |  |
| **ELA.C2.1** | **Requirement: All students are assessed in all the Essential Elements for both conceptual areas in Claim 2 through the writing assessment. In the Instruction and Assessment Planner, choose one linkage level. See the Writing Testlet FAQ for more detail.** |  |  |  |  |
|  | EE.W.11-12.2.c | Use complete, simple sentences, as well as compound and other complex sentences as appropriate. |  |  |  |  |
| EE.W.11-12.2.d | Use domain specific vocabulary when writing claims related to a topic of study or text. |  |  |  |  |
| EE.W.11-12.2.f | Provide a closing or concluding statement. |  |  |  |  |
| EE.L.11-12.2.b | Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words. |  |  |  |  |
| **ELA.C2.2** |  |  |  |  |  |
|  | EE.W.11-12.2.a | Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate. |  |  |  |  |
| EE.W.11-12.2.b | Develop the topic with relevant facts, details, or quotes. |  |  |  |  |

\*Note: RL = Reading Literature, RI = Reading Informational, W = Writing, L = Language.

1. The high school blueprint provides coverage options for students in grades 9-12 to support the various testing requirements in different states in the consortium. Each state sets its own policy for which high school grade(s) are appropriate for DLM assessments. [↑](#footnote-ref-2)
2. The high school blueprint provides coverage options for students in grades 9-12 to support the various testing requirements in different states in the consortium. Each state sets its own policy for which high school grade(s) are appropriate for DLM assessments. [↑](#footnote-ref-3)