

This document includes information about the familiar texts used in single-Essential Element testlets in grades 11 and 12 Dynamic Learning Maps[®] (DLM[®]) alternate assessments. In the Dynamic Learning Maps assessment, students with the most significant cognitive disabilities are given the opportunity to become familiar with the books they will encounter in the assessment. These familiar texts are used in all Initial Precursor level testlets and in some other linkage levels for some Essential Elements. Unfamiliar texts are used in some linkage levels for some Essential Elements where access to the text prior to administration is not necessary for the student to demonstrate their understanding. Descriptions of the familiar texts and their features are provided for each Essential Element and linkage level. Educators are encouraged to use this information as a resource for planning instruction.

Familiar text information is grouped by Essential Element. Essential Elements for Reading Literature (RL) use stories. Essential Elements for Reading Informational Text (RI) use informational texts. Essential Elements for Language (L) use both stories and informational texts. Texts with an asterisk (*) contain material that some students may find sensitive. Links to each familiar text are included in this document. Educators are free to use familiar texts in instruction.

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ELA.EE.RL.11-12.1

Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.

Initial Precursor | Can identify concrete details in a familiar story (characters, objects)

General Text Description

Texts include plots in mostly familiar settings such as home, school, or neighborhood. People, objects, and events are associated with these familiar settings. Words to describe setting, people, objects, and events are included in the texts.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>A White Heron</i>	<u>Mary and Martha</u>	Mary and Martha were sisters who loved to sew dresses. One day, Mary and Martha made a big dinner for their cousin John. John gave Mary and Martha a new sewing machine to show his gratitude.
<i>The Great Gatsby</i>	<u>An Invitation</u>	Nick was a young man who lived on Long Island. Nick and his friend Gatsby invited Nick's Cousin Daisy to join them for tea.
<i>My Ántonia</i>	<u>Jim and Ántonia</u>	Jim was a young boy who lived in Nebraska with his grandparents. One day, Jim and Grandma decide to visit the new neighbors. Jim meets his neighbor Ántonia, a young girl who does not speak English.

ELA.EE.RL.11-12.2

Recount the main events of the text which are related to the theme or central idea.

Initial Precursor | Can identify actions associated with familiar routines

General Text Description

Texts include plots in mostly familiar settings such as home, school, or neighborhood. Familiar routines are associated with these familiar settings and are described in the texts using action words.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>A White Heron</i>	<u>Mary and Martha</u>	Mary and Martha were sisters who loved to sew dresses. One day, Mary and Martha made a big dinner for their cousin John. John gave Mary and Martha a new sewing machine to show his gratitude.
<i>The Great Gatsby</i>	<u>An Invitation</u>	Nick was a young man who lived on Long Island. Nick and his friend Gatsby invited Nick's Cousin Daisy to join them for tea.
<i>The Great Gatsby</i>	<u>Gatsby Meets New Friends</u>	Gatsby was a young man who lived alone in a mansion. Gatsby wanted to make new friends, so he invited the neighbors to his house for dinner and dancing.
<i>My Ántonia</i>	<u>Traveling to Nebraska</u>	Jim was a young boy. Jim was going to visit his grandparents in Nebraska. Jim rode the train for a long time and did many things to pass the time.
<i>My Ántonia</i>	<u>The Garden</u>	Jim was a young boy. Jim lived on a farm with his grandparents. Jim and Grandma went to the garden, where Jim learned about plants, animals, and bugs.

Distal Precursor | Can identify the specific theme of a familiar story

General Text Description

Texts assigned to this node have particular themes. The theme is the underlying meaning of the text. For DLM texts, this often comes in the form of a lesson or other understanding. The theme is not the topic, but rather, a message. For example, a topic would be “friends” and a theme would be “sharing with friends is good.” Characters will be clearly connected to the themes of the texts in which they appear, and will either contribute to another character learning a lesson or will learn a lesson themselves.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>A White Heron</i>	<u>Mary and Martha</u>	Mary and Martha were sisters who loved to sew dresses. One day, Mary and Martha made a big dinner for their cousin John. John gave Mary and Martha a new sewing machine to show his gratitude.
<i>The Great Gatsby</i>	<u>An Invitation</u>	Nick was a young man who lived on Long Island. Nick and his friend Gatsby invited Nick’s Cousin Daisy to join them for tea.
<i>My Ántonia</i>	<u>Jim and Ántonia</u>	Jim was a young boy who lived in Nebraska with his grandparents. One day, Jim and Grandma decide to visit the new neighbors. Jim meets his neighbor Ántonia, a young girl who does not speak English.

ELA.EE.RL.11-12.3

Recount the main events of the text which are related to the theme or central idea.

Initial Precursor | Can draw conclusions based on category knowledge (early inductive reasoning)

General Text Description

Texts include familiar contexts. Texts describe routines performed in these contexts and objects associated with routines. These objects belong to a broader category, like arts and crafts or pet supplies.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>The Great Gatsby</i>	<u>Gatsby and Daisy Drink Tea</u>	Nick was a young man. Nick’s friend Gatsby wanted to invite Nick’s cousin Daisy to tea. Nick went to the store and got ready for tea time with Gatsby and Daisy.
<i>My Ántonia</i>	<u>The Garden</u>	Jim was a young boy. Jim lived on a farm with his grandparents. Jim and Grandma went to the garden, where Jim learned about plants, animals, and bugs.

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.

Initial Precursor | Can provide real-world connections between words and their use

General Text Description

Texts include plots in mostly familiar settings such as home, school, or neighborhood. Objects are named and associated with familiar routines and settings so that students can make immediate connections among words, their meanings, and their uses. Texts include words that have very clear opposites. Pairs of opposite words may be included in the texts, but a word’s opposite is not required in the text to assess the node.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>A White Heron</i>	<u>Mary and Martha</u>	Mary and Martha were sisters who loved to sew dresses. One day, Mary and Martha made a big dinner for their cousin John. John gave Mary and Martha a new sewing machine to show his gratitude.
<i>The Great Gatsby</i>	<u>Gatsby and Daisy Drink Tea</u>	Nick was a young man. Nick’s friend Gatsby wanted to invite Nick’s cousin Daisy to tea. Nick went to the store and got ready for tea time with Gatsby and Daisy.
<i>My Ántonia</i>	<u>Jim and Ántonia</u>	Jim was a young boy who lived in Nebraska with his grandparents. One day, Jim and Grandma decide to visit the new neighbors. Jim meets his neighbor Ántonia, a young girl who does not speak English.

ELA.EE.RL.11-12.5

Determine how the author's choice of where to end the story contributes to the meaning.

Initial Precursor | Identify major observable events from a familiar story

General Text Description

Texts include story elements that undergo a change of state. Any change of state regarding characters or settings is considered a major observable event.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>A White Heron</i>	<u>Cousin John</u>	Mary and Martha were sisters who loved to sew dresses. One day, Mary and Martha made a big dinner for their cousin John. John was lonely at home and was happy to see his cousins (an adaptation of <i>Mary and Martha</i>).
<i>The Great Gatsby</i>	<u>Gatsby and Daisy Drink Tea</u>	Nick was a young man. Nick's friend Gatsby wanted to invite Nick's cousin Daisy to tea. Nick went to the store and got ready for tea time with Gatsby and Daisy.
<i>My Ántonia</i>	<u>Jim and Ántonia</u>	Jim was a young boy who lived in Nebraska with his grandparents. One day, Jim and Grandma decide to visit the new neighbors. Jim meets his neighbor Ántonia, a young girl who does not speak English.

ELA.EE.RI.11-12.1

Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.

Initial Precursor | Can identify concrete details in familiar informational texts

General Text Description

Texts include information about familiar contexts and routines. People, objects, and events are associated with these contexts and routines. Texts include concrete details, which are pieces of specific information such as facts, data, or listed options. These concrete details help to explain or justify a claim.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>A White Heron</i>	<u>Making a Dress</u>	Dresses come in different styles and colors. This text provides instructions for sewing a beautiful dress.
<i>The Great Gatsby</i>	<u>Invitations</u>	People send invitations for a party. This text describes invitations, what information they give to guests, and how people send them.
<i>The Great Gatsby</i>	<u>Musicians</u>	Many people love to play music. This text describes musicians and the types of music and instruments they can play.

ELA.EE.RI.11-12.2

Determine the central idea of a text; recount the text.

Initial Precursor | Can identify concrete details in familiar informational texts

General Text Description

Texts include information about familiar contexts and routines. People, objects, and events are associated with these contexts and routines. Texts include concrete details, which are pieces of specific information such as facts, data, or listed options. These concrete details help to explain or justify a claim.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>A White Heron</i>	<u>What Is a Wig?</u>	Wigs come in all shapes and sizes. This text describes wigs, what they are made of, and who can wear them.
<i>The Great Gatsby</i>	<u>Invitations</u>	People send invitations for a party. This text describes invitations, what information they give to guests, and how people send them.
<i>My Ántonia</i>	<u>Horses</u>	Horses work and play with people. This text describes what horses do and their different personalities.

ELA.EE.RI.11-12.3

Determine the central idea of a text; recount the text.

Initial Precursor | Can identify actions associated with familiar routines

General Text Description

Texts include mostly familiar contexts such as home, school, or neighborhood. Familiar routines are associated with these familiar contexts and are described in the texts using action words.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>The Great Gatsby</i>	<u>Friends Talk</u>	One thing friends do together is talk. This text describes what friends talk about and ways they communicate.
<i>The Great Gatsby</i>	<u>Fun in Different Weather</u>	People like to do different things for fun depending on the weather. This text describes the ways people have fun in different weather.
<i>The Great Gatsby</i>	<u>Exercise</u>	Everyone should exercise. This text describes ways people can exercise.

ELA.EE.RI.11-12.4

Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning of the text.

Initial Precursor | Can provide real-world connections between words and their use

General Text Description

Texts include mostly familiar contexts such as home, school, or neighborhood. Objects are named and associated with familiar routines and contexts so that students can make immediate connections among words, their meanings, and their uses.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>A White Heron</i>	<u>Business People</u>	Business people are hard workers. This text describes business people and what they do for work.
<i>The Great Gatsby</i>	<u>Inventions of the 1920s</u>	Many important things were invented in the 1920s. This text describes some of the inventions from the 1920s that we still use today.
<i>My Ántonia</i>	<u>Horses</u>	Horses work and play with people. This text describes what horses do and their different personalities.

Distal Precursor | Can demonstrate an understanding that different words have similar meanings

General Text Description

Texts include mostly familiar contexts. Different words that have similar meanings may be included in the texts, but a second similar-meaning word is not required in the text to assess the node.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>A White Heron</i>	<u>Making a Dress</u>	Dresses come in different styles and colors. This text provides instructions for sewing a beautiful dress.
<i>The Great Gatsby</i>	<u>Invitations</u>	People send invitations for a party. This text describes invitations, what information they give to guests, and how people send them.
<i>My Ántonia</i>	<u>Horses</u>	Horses work and play with people. This text describes what horses do and their different personalities.

ELA.EE.RI.11-12.5

Determine whether the structure of a text enhances an author’s claim.

Initial Precursor | Can identify concrete details in familiar informational texts

General Text Description

Texts include information about familiar contexts and routines. People, objects, and events are associated with these contexts and routines. Texts include concrete details, which are pieces of specific information such as facts, data, or listed options. These concrete details help to explain or justify a claim.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>A White Heron</i>	<u>Business People</u>	Business people are hard workers. This text describes business people and what they do for work.
<i>The Great Gatsby</i>	<u>Inventions of the 1920s</u>	Many important things were invented in the 1920s. This text describes some of the inventions from the 1920s that we still use today.
<i>My Ántonia</i>	<u>Horses</u>	Horses work and play with people. This text describes what horses do and their different personalities.

ELA.EE.RI.11-12.8

Determine whether the claims and reasoning enhance the author’s argument in an informational text.

Initial Precursor | Can demonstrate understanding of personal distinction in thought

General Text Description

Texts include mostly familiar contexts like home, school, or neighborhood. Texts describe topics by providing a range of options or preferences which serve as opportunities for readers to think about their own preferences.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>A White Heron</i>	<u>Making a Dress</u>	Dresses come in different styles and colors. This text provides instructions for sewing a beautiful dress.
<i>The Great Gatsby</i>	<u>Friends Talk</u>	One thing friends do together is talk. This text describes what friends talk about and ways they communicate.
<i>The Great Gatsby</i>	<u>Fun in Different Weather</u>	People like to do different things for fun depending on the weather. This text describes the ways people have fun in different weather.
<i>My Ántonia</i>	<u>Horses</u>	Horses work and play with people. This text describes what horses do and their different personalities.

ELA.EE.RI.11-12.9

Compare and contrast arguments made by two different texts on the same topic.

Initial Precursor | Can demonstrate understanding of personal distinction in thought

General Text Description

Texts include mostly familiar contexts like home, school, or neighborhood. Texts describe topics by providing a range of options or preferences which serve as opportunities for readers to think about their own preferences.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>The Great Gatsby</i>	<u>Musicians</u>	Many people love to play music. This text describes musicians and types of music and instruments they can play.
<i>The Great Gatsby</i>	<u>Exercise</u>	Everyone should exercise. This text describes ways people can exercise.

ELA.EE.L.11-12.4.a

Use context to determine the meaning of unknown words

Initial Precursor | Can demonstrate understanding of property words corresponding to the objects used during familiar routines

General Text Description

Texts include mostly familiar contexts such as home, school, or neighborhood. The texts describe routines or actions that are associated with familiar contexts and provide details about objects associated with routines.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>The Great Gatsby</i>	<u>Gatsby and Daisy Drink Tea</u>	Nick was a young man. Nick’s friend Gatsby wanted to invite Nick’s cousin Daisy to tea. Nick went to the store and got ready for tea time with Gatsby and Daisy.
<i>My Ántonia</i>	<u>Traveling to Nebraska</u>	Jim was a young boy. Jim was going to visit his grandparents in Nebraska. Jim rode the train for a long time and did many things to pass the time.