



# Dynamic Learning Maps® English Language Arts Year-End Assessment Model Blueprint

In this document, the blueprint refers to the pool of available Essential Elements that will be assessed during the spring assessment window. The English language arts (ELA) Essential Elements are organized into four claims and nine conceptual areas as summarized below.

## Major Claims and Conceptual Areas in ELA

Major Claim		Conceptual Area	
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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

Coverage of the conceptual areas is summarized for each grade in the table below.<sup>1</sup>

**Number of Essential Elements per conceptual area assessed in each grade**

Grade	Conceptual Area					Total
	C1.1	C1.2	C1.3	C2.1	C2.2	
<b>3</b>	4	3	1	2		10
<b>4</b>	3	4	1	3	0	11
<b>5</b>	1	5	2	2	0	10
<b>6</b>	1	6	1	3	0	11
<b>7</b>	1	4	3	5	0	13
<b>8</b>	0	6	2	5	0	13
<b>9</b>	0	5	3	4	2	14
<b>10</b>	0	5	3	4	2	14
<b>11</b>	0	5	3	4	2	14

*NOTE: Shaded cells represent grades with no Essential Elements assigned to the conceptual area.*

In the following pages, the specific Essential Elements assessed in each grade are listed in tables.

---

<sup>1</sup> The high school blueprint provides coverage options for students in grades 9, 10, and 11 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.

### Grade 3: Essential Elements Assessed

Conceptual Area	Essential Element	Description*
<b>ELA.C1.1</b>		
	ELA.EE.RL.3.1	Answer who and what questions to demonstrate understanding of details in a text.
	ELA.EE.RL.3.3	Identify the feelings of characters in a story.
	ELA.EE.RI.3.2	Identify details in a text.
	ELA.EE.RI.3.3	Order two events from a text as "first" and "next."
<b>ELA.C1.2</b>		
	ELA.EE.RL.3.4	Determine words and phrases that complete literal sentences in a text.
	ELA.EE.RI.3.8	Identify two related points the author makes in an informational text.
	ELA.EE.L.3.5.c	Identify words that describe personal emotional states.
<b>ELA.C1.3</b>		
	ELA.EE.RL.3.9	Identify common elements in two stories in a series.
<b>ELA.C2.1</b>		
	ELA.EE.W.3.2.a	Select a topic and write about it including one fact or detail.
	ELA.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: Essential Elements Assessed

Conceptual Area	Essential Element	Description*
<b>ELA.C1.1</b>		
	ELA.EE.RL.4.5	Identify elements that are characteristic of stories.
	ELA.EE.RI.4.1	Identify explicit details in an informational text.
	ELA.EE.RI.4.5	Identify elements that are characteristic of informational texts.
<b>ELA.C1.2</b>		
	ELA.EE.RL.4.2	Identify the theme or central idea of a familiar story, drama or poem.
	ELA.EE.RL.4.6	Identify the narrator of a story.
	ELA.EE.RI.4.4	Determine meaning of words in text.
	ELA.EE.L.4.5.c	Demonstrate understanding of opposites.
<b>ELA.C1.3</b>		
	ELA.EE.RI.4.9	Compare details presented in two texts on the same topic.
<b>ELA.C2.1</b>		
	ELA.EE.L.4.2.a	Capitalize the first word in a sentence.
	ELA.EE.L.4.2.d	Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.
	ELA.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: Essential Elements Assessed

Conceptual Area	Essential Element	Description*
<b>ELA.C1.1</b>		
	ELA.EE.RL.5.1	Identify words in the text to answer a question about explicit information.
<b>ELA.C1.2</b>		
	ELA.EE.RL.5.6	Determine the point of view of the narrator.
	ELA.EE.RI.5.2	Identify the main idea of a text when it is not explicitly stated.
	ELA.EE.RI.5.4	Determine the meanings of domain-specific words and phrases.
	ELA.EE.RI.5.8	Identify the relationship between a specific point and supporting reasons in an informational text.
	ELA.EE.L.5.4.a	Use sentence level context to determine which word is missing from a content area text.
<b>ELA.C1.3</b>		
	ELA.EE.RL.5.9	Compare stories, myths, or texts with similar topics or themes.
	ELA.EE.RI.5.3	Compare two individuals, events, or ideas in a text.
<b>ELA.C2.1</b>		
	ELA.EE.W.5.2.b	Provide facts, details, or other information related to the topic.
	ELA.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: Essential Elements Assessed

Conceptual Area	Essential Element	Description*
<b>ELA.C1.1</b>		
	ELA.EE.RI.6.5	Determine how the title fits the structure of the text.
<b>ELA.C1.2</b>		
	ELA.EE.RL.6.2	Identify details in a text that are related to the theme or central idea.
	ELA.EE.RL.6.4	Determine how word choice changes the meaning in a text.
	ELA.EE.RI.6.1	Analyze a text to determine what it says explicitly as well as what inferences should be drawn.
	ELA.EE.RI.6.6	Identify words or phrases in the text that describe or show the author's point of view.
	ELA.EE.RI.6.8	Distinguish claims in a text supported by reason.
	ELA.EE.L.6.5.b	Demonstrate understanding of words by identifying other words with similar and different meanings.
<b>ELA.C1.3</b>		
	ELA.EE.RL.6.3	Can identify how a character responds to a challenge in a story.
<b>ELA.C2.1</b>		
	ELA.EE.L.6.2.b	Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.
	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.
	ELA.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: Essential Elements Assessed

Conceptual Area	Essential Element	Description*
<b>ELA.C1.1</b>		
	ELA.EE.RI.7.5	Determine how a fact, step, or event fits into the overall structure of the text.
<b>ELA.C1.2</b>		
	ELA.EE.RL.7.1	Analyze text to identify where information is explicitly stated and where inferences must be drawn.
	ELA.EE.RL.7.4	Determine the meaning of simple idioms and figures of speech as they are used in a text.
	ELA.EE.RI.7.2	Determine two or more central ideas in a text.
	ELA.EE.RI.7.8	Determine how a claim or reason fits into the overall structure of an informational text.
<b>ELA.C1.3</b>		
	ELA.EE.RL.7.5	Compare the structure of two or more texts (e.g., stories, poems, or dramas).
	ELA.EE.RI.7.3	Determine how two individuals, events or ideas in a text are related.
	ELA.EE.RI.7.9	Compare and contrast how different texts on the same topic present the details.
<b>ELA.C2.1</b>		
	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.
	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.
	ELA.EE.W.7.2.b	Provide facts, details, or other information related to the topic.
	ELA.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: Essential Elements Assessed

Conceptual Area	Essential Element	Description*
<b>ELA.C1.2</b>		
	ELA.EE.RL.8.1	Cite text to support inferences from stories and poems.
	ELA.EE.RL.8.2	Recount an event related to the theme or central idea, including details about character and setting.
	ELA.EE.RI.8.2	Provide a summary of a familiar informational text.
	ELA.EE.RI.8.6	Determine an author's purpose or point of view and identify examples from text that describe or support it.
	ELA.EE.RI.8.8	Determine the argument made by an author in an informational text.
	ELA.EE.L.8.5.a	Demonstrate understanding of the use of multiple meaning words.
<b>ELA.C1.3</b>		
	ELA.EE.RL.8.3	Identify which incidents in a story or drama lead to subsequent action.
	ELA.EE.RL.8.5	Compare and contrast the structure of two or more texts.
<b>ELA.C2.1</b>		
	ELA.EE.W.8.2.b	Write one or more facts or details related to the topic.
	ELA.EE.W.8.2.c	Write complete thoughts as appropriate.
	ELA.EE.W.8.2.d	Use domain specific vocabulary related to the topic.
	ELA.EE.W.8.2.f	Provide a closing.
	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.

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



Grades 9-10: Essential Elements Assessed<sup>1</sup>

Conceptual Area	Essential Element	Description*
<b>ELA.C1.2</b>		
	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.
	ELA.EE.RI.9-10.1	Determine which citations demonstrate what the text says explicitly as well as inferentially.
	ELA.EE.RI.9-10.2	Determine the central idea of the text and select details to support it.
	ELA.EE.RI.9-10.5	Locate sentences that support an author's central idea or claim.
	ELA.EE.RI.9-10.8	Determine how the specific claims support the argument made in an informational text.
<b>ELA.C1.3</b>		
	ELA.EE.RL.9-10.3	Determine how characters change or develop over the course of a text.
	ELA.EE.RL.9-10.5	Identify where a text deviates from a chronological presentation of events.
	ELA.EE.RI.9-10.3	Determine logical connections between individuals, ideas, or events in a text.
<b>ELA.C2.1</b>		
	ELA.EE.L.9-10.2.c	Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
	ELA.EE.W.9-10.2.c	Use complete, simple sentences as appropriate.
	ELA.EE.W.9-10.2.d	Use domain specific vocabulary when writing claims related to a topic of study or text.
	ELA.EE.W.9-10.2.f	Provide a closing or concluding statement.
<b>ELA.C2.2</b>		
	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.
	ELA.EE.W.9-10.2.b	Develop the topic with facts or details.

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

<sup>1</sup> The high school blueprint provides coverage options for students in grades 9, 10, and 11 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.

Grades 11-12: Essential Elements Assessed<sup>2</sup>

Conceptual Area	Essential Element	Description*
<b>ELA.C1.2</b>		
	ELA.EE.RL.11-12.1	Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.
	ELA.EE.RL.11-12.2	Recount the main events of the text which are related to the theme or central idea.
	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.
	ELA.EE.RI.11-12.8	Determine whether the claims and reasoning enhance the author's argument in an informational text.
	ELA.EE.RI.11-12.5	Determine whether the structure of a text enhances an author's claim.
<b>ELA.C1.3</b>		
	ELA.EE.RL.11-12.3	Determine how characters, the setting or events change over the course of the story or drama.
	ELA.EE.RL.11-12.5	Determine how the author's choice of where to end the story contributes to the meaning.
	ELA.EE.RI.11-12.9	Compare and contrast arguments made by two different texts on the same topic.
<b>ELA.C2.1</b>		
	ELA.EE.W.11-12.2.c	Use complete, simple sentences, as well as compound and other complex sentences as appropriate.
	ELA.EE.W.11-12.2.d	Use domain specific vocabulary when writing claims related to a topic of study or text.
	ELA.EE.W.11-12.2.f	Provide a closing or concluding statement.
	ELA.EE.L.11-12.2.b	Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
<b>ELA.C2.2</b>		
	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.
	ELA.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

<sup>2</sup> The high school blueprint provides coverage options for students in grades 9, 10, and 11 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.