Idaho Dynamic Learning Maps Essential Elements English Language Arts

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INTRODUCTION

Idaho is transitioning to the Dynamic Learning Maps® (DLM®) instructionally embedded alternate assessment, with training in school year 2025–2026 and full implementation of the DLM through-year, instructionally embedded model in school year 2026–2027. The Idaho Dynamic Learning Maps Essential Elements (DLM EEs) are specific statements of knowledge and skills linked to the grade-level expectations identified in the Idaho Content Standards. The purpose of the Idaho DLM EEs is to build a bridge from the content in the Idaho Content Standards to academic expectations for students with the most significant cognitive disabilities.

The Idaho DLM EEs in English Language Arts (ELA) are intended to be used by Idaho educators who teach students with the most significant cognitive disabilities. Educators may use the Idaho DLM EEs in multiple ways, as listed below.

- To understand how students with the most significant cognitive disabilities can access grade-level ELA content in meaningful ways.
- To have a foundation when accessing the Learning Map Model and DLM Instructional Resources.
- To develop and deliver meaningful ELA instruction to students in kindergarten through Grade 12.
- To inform the development of standards-based IEP goals and objectives.

This crosswalk between the Idaho DLM EEs and the Idaho Content Standards in ELA were drafted by DLM content experts and reviewed by Idaho educators before being finalized into this document. The Idaho Department of Education would like to thank the Idaho educators who shared their content and special education expertise during their review of the ELA crosswalk in spring 2025.

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More detailed information regarding the development of the DLM EEs for ELA can be found at DLM Instructional Resources (ELA).

NOTE: Not every Idaho Content Standard has a corresponding DLM EE, because the alternate assessment assesses students on grade-level content at a reduced breadth, depth, and complexity. Standards without a corresponding DLM EE are indicated with an asterisk (*) in the tables.

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IDAHO CONTENT STANDARDS CROSSWALK WITH DLM ESSENTIAL ELEMENTS FOR KINDERGARTEN

Kindergarten ELA Strand: Foundational Reading Skills

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Print Concepts	
K.FR-PC.1. Demonstrate understanding of the basic features of print.	**ELA.EE.RF.K.1** Demonstrate emerging understanding of the organization of print.
K.FR-PC.1a. Locate a printed word on a page.	**ELA.EE.RF.K.1** Demonstrate emerging understanding of the organization of print
K.FR-PC.1b. Recognize that spoken words are represented in written language by specific sequences of letters.	**ELA.EE.RF.K.2.a** With guidance and support, recognize rhyming words.
K.FR-PC.1c. Know that print (not pictures) is what we read, and text holds meaning.	** Not every Idaho Content Standard has a corresponding DLM EE, because the alternate assessment assesses students on grade-level content at a reduced breadth, depth, and complexity.*
K.FR-PC.1d. Follow words from left to right with return sweep at the end of each line.	**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.
K.FR-PC.1e. Read 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.
K.FR-PC.1f. Understand that words are separated by spaces in print.	*
K.FR-PC.1g. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	*
K.FR-PC.1h. Identify and name all upper- and lowercase letters of the alphabet.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Phonemic Awareness	
K.FR-PA.2. Demonstrate understanding of spoken words, syllables, and sounds.	**ELA.EE.RF.K.2** Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Phonemic Awareness	
K.FR-PA.2a. Identify and produce rhyming words.	**ELA.EE.RF.K.2.a** With guidance and support, recognize rhyming words.
K.FR-PA.2b. Count, pronounce, blend, delete, and segment syllables in spoken words.	**ELA.EE.RF.K.2.b** With guidance and support, recognize the number of words in a spoken message.
K.FR-PA.2c. Blend and segment onsets and rimes of single-syllable 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.
K.FR-PA.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken three-phoneme (consonant-vowel-consonant, or CVC) words and say the resulting word (Note: This does not include CVCs ending with /l/, /r/, or /x/.)	*
K.FR-PA.2e. Add, substitute, and delete individual sounds (phonemes) in simple, one-syllable words to make new words.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Phonics and Decoding	
K.FR-PH.3. Use knowledge of grade-level phonics and word analysis skills in decoding words.	**ELA.EE.RF.K.3** Demonstrate emerging awareness of print.
K.FR-PH.3a. Demonstrate knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for each consonant letter.	**ELA.EE.RF.K.3.a** With guidance and support, recognize first letter of own name in print.
K.FR-PH.3b. Associate the long and short sounds for the five major vowel letters.	*
K.FR-PH.3c. Read common high-frequency words with automaticity by sight (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.
K.FR-PH.3d. Distinguish between similarly spelled CVC words by identifying the sounds of the letters that differ.	*

Kindergarten ELA Strand: Reading Comprehension

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Text Complexity	
K.RC-TC.1. (Text Complexity begins in Grade 2.)	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Volume of Reading to Build Knowledge	
K.RC-V.2. Regularly engage in listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Textual Evidence	
K.RC-TE.3. Ask and answer questions about key details in texts heard.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Reading Fluency	
K.RC-RF.4. Read emergent-reader texts (e.g., rhymes, songs, simple poems) with purpose and understanding.	**ELA.EE.RF.K.4** Engage in purposeful shared reading of familiar text.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Literature	
K.RC-L.5. With support, use evidence from literature read aloud to demonstrate understanding of grade-level texts.	*
K.RC-L.5a. Retell key details of familiar stories, poems, and nursery rhymes heard.	**ELA.EE.RL.K.1** With guidance and support, identify details in familiar stories.
K.RC-L.5b. Describe the connection between characters, settings, and major events in stories heard.	**ELA.EE.RL.K.3** With guidance and support, identify characters and settings in a familiar story.
K.RC-L.5c. Identify the front cover, back cover, and title page of stories.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Literature	
K.RC-L.5d. Define the roles of authors and illustrators in presenting the ideas or information in stories.	**ELA.EE.RL.K.6** With guidance and support, distinguish between words and illustrations in a story.
K.RC-L.5e. Compare and contrast the adventures or experiences of characters in familiar stories heard.	**ELA.EE.RL.K.9** With guidance and support, identify the adventures or experiences of a character in a familiar story.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Nonfiction Text	
K.RC-NF.6. With support, use evidence from nonfiction works read aloud to demonstrate understanding of grade-level texts.	*
K.RC-NF.6a. Retell key details of texts heard.	**ELA.EE.RI.K.1** With guidance and support, identify a detail in a familiar text.
K.RC-NF.6b. Describe the connection between two individuals, events, ideas, or pieces of information in texts heard.	**ELA.EE.RI.K.3** With guidance and support, identify individuals, events, or details in a familiar informational text.
K.RC-NF.6c. Identify the front cover, back cover, and title page of nonfiction texts.	**ELA.EE.RI.K.5** With guidance and support, identify the front cover of a book.
K.RC-NF.6d. Identify the reasons authors give to support points in texts heard.	**ELA.EE.RI.K.8** With guidance and support, identify points the author makes in an informational text.
K.RC-NF.6e. Identify basic similarities in and differences between two texts heard on the same topic.	**ELA.EE.RI.K.9** With guidance and support, match similar parts of two familiar texts on the same topic.

Kindergarten ELA Strand: Vocabulary Development

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
K.VD-WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	**ELA.EE.L.K.4** Demonstrate emerging knowledge of word meanings.
K.VD-WB.1a. Ask and answer questions about unknown words in a text.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
K.VD-WB.1b. Identify new meanings for familiar words and apply them accurately (e.g., discovering the verb "roll" is also a noun).	**ELA.EE.L.K.4.a** With guidance and support, demonstrate understanding of words used in everyday routines.
K.VD-WB.2. With support, explore word relationships and nuances in word meanings.	**ELA.EE.L.K.5** Demonstrate emerging understanding of word relationships.
K.VD-WB.2a. Sort common objects into categories (e.g., foods, size) to gain a sense of the concepts the categories represent.	**ELA.EE.L.K.5.a** With guidance and support, sort common objects into familiar categories.
K.VD-WB.2b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their synonyms and antonyms.	**ELA.EE.L.K.5.b** With guidance and support, demonstrate understanding of frequently occurring opposites.
K.VD-WB.2c. Distinguish shades of meaning among verbs describing the general action (e.g., walk, march, strut, prance).	**ELA.EE.L.K.5.d** With guidance and support, demonstrate an understanding of common verbs.
K.VD-WB.2d. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	**ELA.EE.L.K.5.c** With guidance and support, use words to communicate in real-life situations.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Academic Vocabulary	
K.VD-AV.3. With support, use words and phrases acquired through conversations, reading, and listening to texts.	**ELA.EE.L.K.6** With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

Kindergarten ELA Strand: Research

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Inquiry Process to Build, Present, and Use Knowledge	
K.RS-IP.1. (Inquiry process begins in Grade 1.)	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Deep Reading on Topics to Build Knowledge	
K.RS-DR.2. Listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world.	*

Kindergarten ELA Strand: Writing

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Range of Writing	
K.W-RW.1. Routinely write or dictate writing for a range of tasks, purposes, and audiences.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Handwriting and Keyboarding	
K.W-HWK.2. Print all uppercase and lowercase letters of the alphabet. Write left to right and top to bottom with appropriate spaces between letters.	**ELA.EE.L.K.1.a** With guidance and support, distinguish between letters and other symbols or shapes.
K.W-HWK.3. (Keyboarding skills begin in Grade 3.)	*

Kindergarten ELA Strand: Oral and Digital Communications

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Oral Communications	
K.ODC-OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for discussions; listening to others and taking turns speaking through at least two exchanges.	**ELA.EE.SL.K.1** Participate in conversations with others. **a.** Communicate directly with supportive adults or peers. **b.** Participate in multiple-turn communication exchanges with support from adults.
K.ODC-OC.2. With support, confirm understanding of a text read aloud or information presented orally by asking and answering questions.	**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.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Oral Communications	
K.ODC-OC.3. With support, ask and answer questions to seek help, get information, or clarify something that is not understood.	**ELA.EE.SL.K.3** Ask for help when needed.
K.ODC-OC.4. Describe familiar people, places, things, and events with support.	**ELA.EE.SL.K.4** With guidance and support, identify familiar people, places, things, and events.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Digital Communications	
K.ODC-DC.5. (Digital Communications begin in Grade 3.)	*

Kindergarten ELA Strand: Grammar and Conventions

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
K.GC-GU.1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.	**ELA.EE.L.K.1** Demonstrate emerging understanding of letter and word use.
K.GC-GU.1a. Form regular plural nouns orally by adding 's' or 'es' sound.	**ELA.EE.L.K.1.c** With guidance and support, use frequently occurring plural nouns.
K.GC-GU.1b. Use interrogatives to ask questions in full sentences (e.g., who, what, where, when, why, how).	**ELA.EE.L.K.1.d** With guidance and support, identify answers to simple questions (e.g., who, what) from an array of choices.
K.GC-GU.1c. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	**ELA.EE.L.K.1.e** With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.
K.GC-GU.1d. Produce and expand complete sentences in shared language activities.	**ELA.EE.L.K.1.f** With guidance and support, link two or more words together in communication.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Mechanics	
K.GC-M.2. Recognize and name end punctuation.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Mechanics	
K.GC-M.3. Spell words phonetically, drawing on knowledge of sound-letter relationships.	*

IDAHO CONTENT STANDARDS CROSSWALK WITH DLM ESSENTIAL ELEMENTS FOR GRADE 1

Grade 1 ELA Strand: Foundational Reading Skills

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Phonemic Awareness	
1.FR.PA.2. Demonstrate understanding of spoken words, syllables, and sounds.	**ELA.EE.RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
1.FR.PA.2a. Distinguish long from short vowel sounds in spoken single-syllable words.	**ELA.EE.RF.1.2.a** Recognize rhyming words.
1.FR.PA.2b. Orally produce single-syllable words by blending sounds, including consonant blends.	**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.
1.FR.PA.2c. Isolate and pronounce initial, medial vowel, and final sounds 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.
1.FR.PA.2d. Delete initial and final sounds in spoken single syllable words and say the resulting word.	** Not every Idaho Content Standard has a corresponding DLM EE, because the alternate assessment assesses students on grade-level content at a reduced breadth, depth, and complexity.*
1.FR.PA.2e. Segment and blend sequences of individual sounds in spoken single-syllable words.	**ELA.EE.RF.1.2.d** With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Phonics and Decoding	
1.FR.PH.3. Use knowledge of grade-level phonics and word analysis skills in decoding words.	**ELA.EE.RF.1.3** Demonstrate emerging letter and word identification skills.
1.FR.PH.3a. Know the spelling-sound correspondences for common consonant digraphs.	**ELA.EE.RF.1.3.a** Identify upper case letters of the alphabet.
1.FR.PH.3b. Decode regularly spelled one-syllable words.	**ELA.EE.RF.1.3.b** With guidance and support, recognize familiar words that are used in everyday routines.
1.FR.PH.3c. Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe).	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Phonics and Decoding	
1.FR.PH.3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	*
1.FR.PH.3e. Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation.	*
1.FR.PH.3f. Decode two-syllable words following basic patterns by breaking the words into syllables.	*
1.FR.PH.3g. Decode frequently encountered words with inflectional endings (e.g., -s, ed, -est).	*
1.FR.PH.3h. Recognize and read grade-appropriate irregularly spelled words (e.g., what, said, have).	*

Grade 1 ELA Strand: Reading Comprehension

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Text Complexity	
1.RC.TC.1. (Text complexity begins in Grade 2.)	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Volume of Reading to Build Knowledge	
1.RC.V.2. Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Textual Evidence	
1.RC.TE.3. Ask and answer questions about key details in texts heard or read.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Reading Fluency	
1.RC.RF.4. Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).	**ELA.EE.RF.1.4** Begin to attend to words in print. **b.** Participate in shared reading of a variety of reading materials reflecting a variety of text genres.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Literature	
1.RC.L.5. Use evidence from literature to demonstrate understanding of grade-level texts.	**ELA.EE.RL.1.2** With guidance and support, recount major events in familiar stories.
1.RC.L.5a. Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals.	**ELA.EE.RL.1.2** With guidance and support, recount major events in familiar stories.
1.RC.L.5b. Describe the connection between characters, settings, and major events in stories heard, using key details.	**ELA.EE.RL.1.3** Identify characters and settings in a familiar story.
1.RC.L.5c. Describe major differences between books that tell stories and books that give information.	**ELA.EE.RL.1.5** With guidance and support, identify a text as telling a story.
1.RC.L.5d. Describe who is telling stories heard or read at various points in texts.	**ELA.EE.RL.1.6** With guidance and support, identify a speaker within a familiar story.
1.RC.L.5e. Compare and contrast the adventures or experiences of characters in stories heard.	**ELA.EE.RL.1.9** With guidance and support, identify adventures or experiences of characters in a story as same or different.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Nonfiction Text	
1.RC.NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	**ELA.EE.RI.1.2** With guidance and support, identify details related to the topic of a text.
1.RC.NF.6a. Retell key details of texts that demonstrate understanding of the main topics of texts heard or read.	**ELA.EE.RI.1.2** With guidance and support, identify details related to the topic of a text.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Nonfiction Text	
1.RC.NF.6b. Describe the connection between two individuals, events, ideas, or pieces of information in texts heard or read.	**ELA.EE.RI.1.3** Identify individuals, events, or details in a familiar informational text.
1.RC.NF.6c. Know and use various text features (e.g., table of contents, headings, glossaries, icons, index) to locate information in a text.	**ELA.EE.RI.1.5** Locate the front cover, back cover, and title page of a book.
1.RC.NF.6d. Identify the reasons authors give to support points in texts heard or read.	**ELA.EE.RI.1.8** Identify points the author makes in a familiar informational text.
1.RC.NF.6e. Identify basic similarities in and differences between two texts heard or read on the same topic.	**ELA.EE.RI.1.9** With guidance and support, match similar parts of two texts on the same topic.

Grade 1 ELA Strand: Vocabulary Development

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
1.VD.WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies:	**ELA.EE.L.1.4** Demonstrate emerging knowledge of word meanings.
1.VD.WB.1a. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	*
1.VD.WB.1b. Use sentence-level context as a clue to the meaning of a word or phrase.	**ELA.EE.L.1.4** Demonstrate emerging knowledge of word meanings. **a.** Demonstrate understanding of words used in everyday routines.
1.VD.WB.1c. Use frequently occurring affixes (e.g., re-, un- pre-, -ful, -less) as clues to the nuance they add to known words.	*
1.VD.WB.1d. Recognize and read frequently encountered words with inflectional endings (e.g., -d, -ed, -s, -es).	*
1.VD.WB.1e. Identify frequently encountered root words (e.g., help) and use the roots as clues to the meaning of the full word (e.g., helper, helpful).	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
1.VD.WB.1f. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., playpen, penpal).	*
1.VD.WB.2. With support, explore word relationships and nuances in word meanings.	**ELA.EE.L.1.5** Demonstrate emerging understanding of word relationships.
1.VD.WB.2a. Sort words into categories (e.g., tools, pets) and define those words by one or more key attributes (e.g., a saw is a tool that cuts; a goldfish is a pet that lives in water).	**ELA.EE.L.1.5.a** With guidance and support, sort common objects into familiar categories.
1.VD.WB.2b. Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms.	*
1.VD.WB.2c. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings.	*
1.VD.WB.2d. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Academic Vocabulary	
1.VD.AV.3. With support as needed, acquire and use general academic and content-specific words gained through conversations, reading, and listening to texts.	**ELA.EE.L.1.6** With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

Grade 1 ELA Strand: Research

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Inquiry Process to Build, Present, and Use Knowledge	
1.RS.IP.1. With support, conduct simple research tasks to take some action or make informal presentations by identifying information from classroom experiences or provided sources (including read alouds) and organizing information, recorded in words or pictures, using graphic organizers or other aids.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Deep Reading on Topics to Build Knowledge	
1.RS.DR.2. Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world.	*

Grade 1 ELA Strand: Writing

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Range of Writing	
1.W.RW.1. Routinely write or dictate writing for a range of tasks, purposes, and audiences (e.g., expressing a view or preference, supplying some information about the topic, stories that recount an event or tell a story).	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Handwriting and Keyboarding	
1.W.HWK.2. Print legibly and space words appropriately when writing a complete sentence.	*
1.W.HWK.3. (Keyboarding skills begin in Grade 3.)	*

Grade 1 ELA Strand: Oral and Digital Communications

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Oral Communications	
1.ODC.OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion.	**ELA.EE.SL.1.1** Participate in conversations with adults. **b.** Build on comments or topics initiated by an adult. **c.** Uses one or two words to ask questions related to personally relevant topics.
1.ODC.OC.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	**ELA.EE.SL.1.2** During shared reading activities, answer questions about details presented orally or through other media.
1.ODC.OC.3. Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood.	**ELA.EE.SL.1.3** Communicate confusion or lack of understanding ("I don't know.").
1.ODC.OC.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**ELA.EE.SL.1.4** Identify familiar people, places, things, and events.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Digital Communications	
1.ODC.DC.5. (Digital communications begins in Grade 3.)	*

Grade 1 ELA Strand: Grammar and Conventions

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
1.GC.GU.1. Demonstrate command of the conventions of English grammar and usage when writing and/or speaking.	**ELA.EE.L.1.1** Demonstrate emerging understanding of letter and word use.
1.GC.GU.1a. Use subject-verb agreement in simple sentences.	*
1.GC.GU.1b. Match single and plural nouns with matching verbs in simple sentences. (e.g., He hops; We hop).	**ELA.EE.L.1.1.c** Use frequently occurring plural nouns in communication.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
1.GC.GU.1c. Form and use the simple verb tenses (past, present, and future) for regular verbs.	**ELA.EE.L.1.1.e** Use familiar present tense verbs.
1.GC.GU.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	**ELA.EE.L.1.1.d** With guidance and support, use familiar personal pronouns (e.g., I, me, and you).
1.GC.GU.1e. Use frequently occurring adjectives.	**ELA.EE.L.1.1.f** With guidance and support, use familiar frequently occurring adjectives (e.g., big, hot).
1.GC.GU.1f. Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because).	*
1.GC.GU.1g. Use frequently occurring prepositions (e.g., to, during, under, in, with, at).	**ELA.EE.L.1.1.i** With guidance and support, use common prepositions (e.g., on, off, in, out).
1.GC.GU.1h. Produce and expand complete sentences in response to prompts.	**ELA.EE.L.1.1.j** With guidance and support, use simple question words (interrogatives) (e.g., who, what).

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Mechanics	
1.GC.M.2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.	**ELA.EE.L.1.2** Demonstrate emerging understanding of conventions of standard English.
1.GC.M.2a. Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud.	**ELA.EE.L.1.2.b** With guidance and support during shared writing, put a period at the end of a sentence.
1.GC.M.2b. Use commas in dates and to separate single words in a series.	*
1.GC.M.2c. Capitalize the first word in a sentence, the first letter of the student's name, and the pronoun "I".	*
1.GC.M.3. Use knowledge of spelling in writing.	*
1.GC.M.3a. Use conventional spelling for words with common, taught spelling patterns and frequently occurring irregular words.	**ELA.EE.L.1.2.d** With guidance and support, use letters to create words.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Mechanics	
1.GC.M.3b. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	**ELA.EE.L.1.2.e** With guidance and support during shared writing, identify the letters that represent sounds needed to spell words.

IDAHO CONTENT STANDARDS CROSSWALK WITH DLM ESSENTIAL ELEMENTS FOR GRADE 2

Grade 2 ELA Strand: Foundational Reading Skills

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Phonemic Awareness	
2.FR.PA.2. Demonstrate understanding of spoken words, syllables, and sounds.	** Not every Idaho Content Standard has a corresponding DLM EE, because the alternate assessment assesses students on grade-level content at a reduced breadth, depth, and complexity.*
2.FR.PA.2a. Reverse phonemes in spoken one-syllable words (e.g., reverse initial and final consonants in the word "pat" and say the resulting word).	*
2.FR.PA.2b. Demonstrate automaticity in the deletion and substitution of phonemes in multi-syllable spoken words and naming of resulting words.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Phonics and Decoding	
2.FR.PH.3. Use knowledge of grade-level phonics and word analysis skills in decoding words.	**ELA.EE.RF.2.3** Demonstrate emerging use of letter-sound knowledge to read words.
2.FR.PH.3a. Know spelling-sound correspondences for common short and long vowel teams (e.g., head, hook, boat, weigh) including diphthongs (e.g., toil, cloud).	**ELA.EE.RF.2.3.b** Identify letter sound correspondence for single consonants.
2.FR.PH.3b. Decode regularly spelled two-syllable words with long and short vowels. **3c.** Decode words with common prefixes and suffixes (e.g., un-, dis-, -ful, -less).	*
2.FR.PH.3d. Identify words with inconsistent but common spelling-sound correspondences.	*
2.FR.PH.3e. Recognize and read grade-appropriate irregularly spelled words (e.g., was, again, been), including silent letter combinations.	**ELA.EE.RF.2.3.f** Recognize 10 or more written words.

Grade 2 ELA Strand: Reading Comprehension

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Text Complexity	
2.RC.TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives, that exhibit complexity at the lower end of the 2–3 grade band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Volume of Reading to Build Knowledge	
2.RC.V.2. Regularly engage in reading and listening to a series of texts, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Textual Evidence	
2.RC.TE.3. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in grade-level texts heard or read.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Reading Fluency	
2.RC.RF.4. Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).	**ELA.EE.RF.2.4** Attend to words in print. **a.** Read familiar text comprised of known words.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Literature	
2.RC.L.5. Use evidence from literature to demonstrate understanding grade-level texts.	**ELA.EE.RL.2.1** Answer who and where questions to demonstrate understanding of details in a familiar text.
2.RC.L.5a. Identify the central message, lesson, or moral of stories (including fables and folktales) from diverse cultures heard or read.	**ELA.EE.RL.2.2** Using details from the text, recount events from familiar stories from diverse cultures.
2.RC.L.5b. Describe how characters in stories heard or read respond to major events and challenges.	**ELA.EE.RL.2.3** Identify the actions of the characters in a story.
2.RC.L.5c. Describe the overall structure of stories heard or read, including identifying 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.
2.RC.L.5d. Identify different perspectives of characters in stories heard or read.	**ELA.EE.RL.2.6** Identify the speakers in a dialogue.
2.RC.L.5e. Compare and contrast two or more versions of the same story (heard or read) by different authors or from different cultures.	**ELA.EE.RL.2.9** Identify similarities between two episodes in a story.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Nonfiction Text	
2.RC.NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	**ELA.EE.RI.2.1** Answer who and what questions to demonstrate understanding of details in a familiar text.
2.RC.NF.6a. Identify the central idea of texts heard or read.	**ELA.EE.RI.2.2** Identify the topic of the text.
2.RC.NF.6b. Describe the connection between a series of historical events, scientific concepts, or steps in technical procedures in texts.	**ELA.EE.RI.2.3** Identify individuals, events, or details in an informational text.
2.RC.NF.6d. Describe how authors use facts and reasons to support specific points in texts.	**ELA.EE.RI.2.8** Identify points the author makes in an informational text.
2.RC.NF.6e. Compare and contrast the most important points presented in two texts on the same topic.	**ELA.EE.RI.2.9** Identify a common element between two texts on the same topic.

Grade 2 ELA Strand: Vocabulary Development

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
2.VD.WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies.	**ELA.EE.L.2.4** Demonstrate knowledge of word meanings.
2.VD.WB.1a. Use sentence-level context as clues to the meaning of words or phrases.	**ELA.EE.L.2.4.a.** Demonstrate knowledge of new vocabulary drawn from reading and content areas.
2.VD.WB.1b. Determine the meaning of new words formed when known prefixes (e.g., safe/unsafe, like/dislike) and suffixes (e.g., beauty/beautiful, light/lightness) are added to a known word.	*
2.VD.WB.1c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., pain/painful, help/helpless).	*
2.VD.WB.1d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., backpack, backyard; flashlight, lighthouse).	**ELA.EE.L.2.4.d** Identify the words comprising compound words.
2.VD.WB.1e. Use glossaries and beginning dictionaries, print or digital, to clarify the meaning of words and phrases.	*
2.VD.WB.2. Determine how words and phrases provide meaning and nuance to texts.	**ELA.EE.L.2.5** Demonstrate understanding of word relationships and use.
2.VD.WB.2a. Identify real-life connections between words and their use (e.g., describe weather that is freezing or windy).	**ELA.EE.L.2.5.a** Identify real-life connections between words and their use (e.g., happy: "I am happy.").
2.VD.WB.2b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., hot, sizzling, blazing).	**ELA.EE.L.2.5.b** Demonstrate understanding of the meaning of common verbs.
2.VD.WB.2c. Describe how words and phrases (e.g., rhymes, alliteration) supply rhythm and meaning in a story, poem, or song.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Academic Vocabulary	
2.VD.AV.3. Acquire and use general academic and content-specific words gained through conversations, and reading and listening to texts, including using adjectives and adverbs to describe situations with specificity (e.g., When other kids are acting silly, that makes me feel giddy). Use these words in discussions and writing.	*

Grade 2 ELA Strand: Research

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Inquiry Process to Build, Present, and Use Knowledge	
2.RS.IP.1. With support as needed, conduct short research tasks to take some action or make informal presentations by gathering information from experiences and provided sources (including read alouds), and organizing information using graphic organizers or other aids.	**ELA.EE.W.2.7** Participate in shared research and writing projects.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Deep Reading on Topics to Build Knowledge	
2.RS.DR.2. Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)	*

Grade 2 ELA Strand: Writing

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Range of Writing	
2.W.RW.1. Develop flexibility in writing by routinely engaging in the production of writing shorter and longer pieces for a range of tasks, purposes, and audiences. This could include reflections, descriptions, letters, poetry, etc.	*
2.W.RW.2. Write arguments that express an opinion supported by details and reasons and provide a concluding sentence.	**ELA.EE.W.2.1** Select a book and write, draw, or dictate to state an opinion about it.
2.W.RW.3. Write informational texts that state a focus and support the focus with facts and details and provide a concluding sentence.	**ELA.EE.W.2.2** Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.
2.W.RW.4. Write personal or fictional stories that recount a short sequence of events, include details to develop the characters or experiences, and provide 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.
2.W.RW.5. (Employing clear and coherent organizational structures begins in Grade 3.)	*
2.W.RW.6. With support from adults and peers, 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.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Handwriting and Keyboarding	
2.W.HWK.7. Form letters correctly with functional speed. Space words and sentences properly so that writing can be read easily by another person.	*
2.W.HWK.8. With support, use keyboarding skills to produce and publish writing.	**ELA.EE.W.2.6** With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.

Grade 2 ELA Strand: Oral and Digital Communications

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Oral Communications	
2.ODC.OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by gaining the floor in respectful ways, listening to others closely and building on others' ideas, and asking for clarification and further explanation to ensure understanding.	**ELA.EE.SL.2.1** Participate in conversations with adults and peers. **a.** Engage in multiple-turn exchanges with peers with support from an adult. **b.** Build on others' talk in conversations by linking their comments to the remarks of others. **c.** Ask for clarification and further explanation as needed about the topics and texts under discussion.
2.ODC.OC.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	**ELA.EE.SL.2.2** During shared reading activities, ask and answer questions about details presented orally or through other media.
2.ODC.OC.3. Ask and answer questions about what a speaker says to clarify by gathering additional information or deepen understanding of a topic or issue.	**ELA.EE.SL.2.3** Answer questions about the details provided by the speaker.
2.ODC.OC.4. Tell a story or retell an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.	**ELA.EE.SL.2.4** Identify a photograph or object that reflects a personal experience and tell one detail about it.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Digital Communications	
2.ODC.DC.5. (Digital Communications begins in Grade 3.)	*

Grade 2 ELA Strand: Grammar and Conventions

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
2.GC.GU.1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.	**ELA.EE.L.2.1** Demonstrate understanding of letter and word use.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
2.GC.GU.1a. Form and use the past tense of frequently occurring irregular verbs (e.g., felt, told, went).	**ELA.EE.L.2.1.d** Use frequently occurring verbs.
2.GC.GU.1b. Use adjectives and adverbs and choose between them depending on what is to be modified.	**ELA.EE.L.2.1.e** Use frequently occurring adjectives.
2.GC.GU.1c. Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth, fish).	**ELA.EE.L.2.1.b** Use common nouns (e.g., mom, dad, boy, girl) in communication.
2.GC.GU.1d. Recognize that the names of things can also be the names of actions (fish, dream, run).	*
2.GC.GU.1e. Use reflexive pronouns (e.g., yourself, herself).	**ELA.EE.L.2.1.c** Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them).
2.GC.GU.1f. Distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences.	*
2.GC.GU.1g. Produce and expand complete simple and compound sentences.	**ELA.EE.L.2.1.f** Combine two or more words together in communication.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Mechanics	
2.GC.M.2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.	**ELA.EE.L.2.2** Demonstrate emerging understanding of conventions of standard English.
2.GC.M.2a. Commas in greetings and closing of letters.	*
2.GC.M.2b. Apostrophes to form contractions and frequently occurring possessives.	*
2.GC.M.2c. Capitalize holidays, names, and places.	**ELA.EE.L.2.2.a** With guidance and support, capitalize the first letter of familiar names.
2.GC.M.3. Use knowledge of spelling in writing.	*
2.GC.M.3a. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	**ELA.EE.L.2.2.d** Identify printed rhyming words with the same spelling pattern.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Mechanics	
2.GC.M.3b. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**ELA.EE.L.2.2.e** Consult print in the environment to support reading and spelling.

IDAHO CONTENT STANDARDS CROSSWALK WITH DLM ESSENTIAL ELEMENTS FOR GRADE 3

Grade 3 ELA Strand: Foundational Reading Skills

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Phonics and Decoding	
3.FR.PH.3. Use knowledge of grade-level phonics and word analysis skills to decode words.	**ELA.EE.RF.3.3** Use letter-sound knowledge to read words.
3.FR.PH.3a. Decode words when known affixes are added to a known word (e.g., visit/revisit, appear/disappear, lead/mislead, care/careful).	**ELA.EE.RF.3.3.a** In context, demonstrate basic knowledge of letter-sound correspondences.
3.FR.PH.3b. Decode words with common Greek and Latin roots (e.g., trans, port, bio)	**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).
3.FR.PH.3c. Decode multisyllable words.	*
3.FR.PH.3d. Read grade-appropriate irregularly spelled words (e.g., come, friend, today).	**ELA.EE.RF.3.3.d** Recognize 40 or more written words.

Grade 3 ELA Strand: Reading Comprehension

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Text Complexity	
3.RC.TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the 2–3 grade band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	*Not every Idaho Content Standard has a corresponding DLM EE, because the alternate assessment assesses students on grade-level content at a reduced breadth, depth, and complexity.*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Volume of Reading to Build Knowledge	
3.RC.V.2. Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Textual Evidence	
3.RC.TE.3. Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.	**ELA.EE.RL.3.1** Answer who and what questions to demonstrate understanding of details in a text. **a.** Engage in collaborative interactions about texts.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Reading Fluency	
3.RC.RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).	**ELA.EE.RF.3.4** Read words in text.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Literature	
3.RC.L.5. Use evidence from literature to demonstrate understanding of grade-level texts.	**ELA.EE.RL.3.1** Answer who and what questions to demonstrate understanding of details in a text.
3.RC.L.5a. Describe key details from stories (including folktales, fables, and tall tales) from diverse cultures and explain how they support the central lesson, moral, or theme.	**ELA.EE.RL.3.2** Associate details with events in stories from diverse cultures.
3.RC.L.5b. Explain how characters develop (e.g., their traits, motivations, or feelings) throughout the text.	**ELA.EE.RL.3.3** Identify the feelings of characters in a story.
3.RC.L.5c. Explain major structural differences between poems, plays, and prose.	**ELA.EE.RL.3.5** Determine the beginning, middle, and end of a familiar story with a logical order.
3.RC.L.5d. Explain the difference between a narrator's point of view and various characters' perspectives in stories.	**ELA.EE.RL.3.6** Identify personal point of view about a text.
3.RC.L.5e. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	**ELA.EE.RL.3.9** Identify common elements in two stories in a series.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Nonfiction Text	
3.RC.NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	**ELA.EE.RI.3.1** Answer who and what questions to demonstrate understanding of details in a text.
3.RC.NF.6a. Describe key details from texts and explain how they support the central idea.	**ELA.EE.RI.3.2** Identify details in a text.
3.RC.NF.6b. Describe the relationship between a series of events, concepts, steps, or procedures in historical, scientific, or technical texts, using words that pertain to comparison, sequence, or cause/effect.	**ELA.EE.RI.3.3** Order two events from a text as "first" and "next."
3.RC.NF.6c. Describe major structural differences between the organization of different informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect).	*
3.RC.NF.6d. Explain the logical connection between particular facts and reasons in texts.	**ELA.EE.RI.3.8** Identify two related points the author makes in an informational text.
3.RC.NF.6e. Compare and contrast important points and key supporting details presented in two texts on the same topic.	**ELA.EE.RI.3.9** Identify similarities between two texts on the same topic.

Grade 3 ELA Strand: Vocabulary Development

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
3.VD.WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.	**ELA.EE.L.3.4** Demonstrate knowledge of word meanings.
3.VD.WB.1a. Use sentence-level context as clues to the meaning of words or phrases.	**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.
3.VD.WB.1b. Determine the meaning of new words formed when known affixes are added to a known word (e.g., expensive/ inexpensive, lock/unlock, help/helpless, care/ careless).	**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.
3.VD.WB.1c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., transport, portable).	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
3.VD.WB.1d. Use glossaries or beginning dictionaries, print or digital, to clarify the precise meaning of key words and phrases.	*
3.VD.WB.2. Determine how words and phrases provide meaning and nuance to grade-level texts.	**ELA.EE.L.3.5** Demonstrate understanding of word relationships and use.
3.VD.WB.2a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	**ELA.EE.L.3.5.a** Determine the literal meaning of words and phrases in context.
3.VD.WB.2b. Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	**ELA.EE.L.3.5.c** Identify words that describe personal emotional states.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Academic Vocabulary	
3.VD.AV.3. Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.	**ELA.EE.L.3.6** Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).

Grade 3 ELA Strand: Research

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Inquiry Process to Build, Present, and Use Knowledge	
3.RS.IP.1. Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.	**ELA.EE.W.3.7** Identify information about a topic for a research project.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Deep Reading on Topics to Build Knowledge	
3.RS.DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)	*

Grade 3 ELA Strand: Writing

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Range of Writing	
3.W.RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, poetry, etc.	**ELA.EE.W.3.10** Write routinely for a variety of tasks, purposes, and audiences.
3.W.RW.2. Write arguments that introduce the topic, express an opinion supported with facts, details, and reasons, and provide a concluding statement.	**ELA.EE.W.3.1** Write opinions about topics or text. **a.** Select a text and write an opinion about it.
3.W.RW.3. Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.	**ELA.EE.W.3.2** Write to share information supported by details.
3.W.RW.4. Write personal or fictional stories that recount an event or experience, include details to develop the characters or event(s), and provide a sense of closure.	**ELA.EE.W.3.3** Write about events or personal experiences.
3.W.RW.5. Group related information within a paragraph, using common linking words and phrases to connect ideas and information.	*
3.W.RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)	**ELA.EE.W.3.5** With guidance and support from adults and peers, revise own writing.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Handwriting and Keyboarding	
3.W.HWK.7. Write legibly in cursive, leaving space between letters in a word, in a sentence, and at the edges of the paper.	*
3.W.HWK.8. Use keyboarding skills to produce and publish writing.	**ELA.EE.W.3.6** With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.

Grade 3 ELA Strand: Oral and Digital Communications

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Oral Communications	
3.ODC.OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.	**ELA.EE.SL.3.1** Engage in collaborative discussions. **a.** Engage in collaborative interactions about texts. **b.** Listen to others' ideas before responding. **c.** Indicate confusion or lack of understanding about information presented. **d.** Express ideas clearly.
3.ODC.OC.2. Determine the main ideas and supporting details of a text read aloud or information presented in a variety of media (audio, visual, and quantitative).	**ELA.EE.SL.3.2** Identify details in a text read aloud or information presented orally or through other media.
3.ODC.OC.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.
3.ODC.OC.4. Report orally 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.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Digital Communications	
3.ODC.DC.5. With support, evaluate whether a digital source is factual or not by considering its use of evidence.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Digital Communications	
3.ODC.DC.6. Use information gained digitally to determine where, when, why, and how key events occur.	*

Grade 3 ELA Strand: Grammar and Conventions

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
3.GC.GU.1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.	**ELA.EE.L.3.1** Demonstrate standard English grammar and usage when communicating.
3.GC.GU.1a. Form and use the progressive and perfect verb tenses.	**ELA.EE.L.3.1.d** Use present and past tense verbs.
3.GC.GU.1b. Form and use comparative and superlative adjectives and adverbs.	**ELA.EE.L.3.1.g** Use common adjectives.
3.GC.GU.1c. Use collective nouns (e.g., family, crew, assembly) matched to plural verb forms.	*
3.GC.GU.1d. Form and use regular and irregular plural nouns (e.g., fish, teeth).	**ELA.EE.L.3.1.b** Use regular plural nouns in communication.
3.GC.GU.1e. Use common, proper, and possessive nouns.	*
3.GC.GU.1f. Use coordinating and subordinating conjunctions.	*
3.GC.GU.1g. Produce, expand, and rearrange simple and compound sentences.	**ELA.EE.L.3.1.i** Ask simple questions.
3.GC.GU.1h. Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Mechanics	
3.GC.M.2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.	**ELA.EE.L.3.2** Demonstrate understanding of conventions of standard English.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Mechanics	
3.GC.M.2a. Commas in addresses and dates.	**ELA.EE.L.3.2.b** During shared writing, indicate the need to add a period at the end of a sentence.
3.GC.M.2b. Commas and quotation marks in dialogue.	*
3.GC.M.2c. Forming and using possessives.	*
3.GC.M.2d. Capitalize appropriate words in titles.	**ELA.EE.L.3.2.a** Capitalize the first letter of familiar names.
3.GC.M.3. Use knowledge of spelling in writing.	**ELA.EE.L.3.2** Demonstrate understanding of conventions of standard English.
3.GC.M.3a. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.	**ELA.EE.L.3.2.e** Use resources as needed to spell common high-frequency words accurately.
3.GC.M.3b. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and 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.
3.GC.M.3c. Spell high-frequency irregular words correctly (e.g., who, what, why).	**ELA.EE.L.3.2.f** Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.
3.GC.M.3d. Consult reference materials to check and correct spelling.	**ELA.EE.L.3.2.g** Consult print in the environment to support reading and spelling.

IDAHO CONTENT STANDARDS CROSSWALK WITH DLM ESSENTIAL ELEMENTS FOR GRADE 4

Grade 4 ELA Strand: Foundational Reading Skills

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Phonics and Decoding	
4.FR.PH.3. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar grade-appropriate multisyllabic words (e.g., depart, beneficial, recycle) in context and out of context.	**ELA.EE.RF.4.3.a** Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.

Grade 4 ELA Strand: Reading Comprehension

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Text Complexity	
4.RC.TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the 4–5 grade band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	*Not every Idaho Content Standard has a corresponding DLM EE, because the alternate assessment assesses students on grade-level content at a reduced breadth, depth, and complexity.*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Volume of Reading to Build Knowledge	
4.RC.V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Textual Evidence	
	ELA.EE.RL.4.1 Use details from the text to recount what the text says.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Textual Evidence	
4.RC.TE.3. Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.	**ELA.EE.RI.4.1** Identify explicit details in an informational text.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Reading Fluency	
4.RC.RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).	**ELA.EE.RF.4.4.a** Read text comprised of familiar words with accuracy and understanding.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Literature	
4.RC.L.5. Use evidence from literature to demonstrate understanding of grade-level texts.	*
4.RC.L.5a. Determine the central themes in stories (including myths and legends), poems, and plays and explain how they are supported by key details.	**ELA.EE.RL.4.2** Identify the theme or central idea of a familiar story, drama, or poem.
4.RC.L.5b. Describe a character, setting, or event in depth in stories and plays, drawing on specific details in the texts (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.
4.RC.L.5c. Explain the overall structures of stories, plays, and poems and how each successive part builds on earlier sections.	**ELA.EE.RL.4.5** Identify elements that are characteristic of stories.
4.RC.L.5d. 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.
4.RC.L.5e. Compare and contrast the treatment of similar themes and patterns of events 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.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Nonfiction Text	
4.RC.NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	*
4.RC.NF.6a. Determine the central ideas of texts and explain how they are supported by key details; summarize texts.	**ELA.EE.RI.4.2** Identify the main idea of a text when it is explicitly stated.
4.RC.NF.6b. Explain events, procedures, steps, ideas, or concepts found in historical, scientific, or technical texts, including what happened and why.	**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.
4.RC.NF.6c. Explain the overall structure of informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect) and how each successive part builds on earlier sections.	**ELA.EE.RI.4.5** Identify elements that are characteristic of informational texts.
4.RC.NF.6d. Explain how authors use evidence and reasons to support specific points in texts.	**ELA.EE.RI.4.8** Identify one or more reasons supporting a specific point in an informational text.
4.RC.NF.6e. Combine information from two texts on the same topic, noting important similarities and differences in focus and the information provided.	**ELA.EE.RI.4.9** Compare details presented in two texts on the same topic.

Grade 4 ELA Strand: Vocabulary Development

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
4.VD.WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:	**ELA.EE.L.4.4** Demonstrate knowledge of word meanings.
4.VD.WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.	**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.
4.VD.WB.1b. Use common Greek and Latin affixes and roots as clues to the meaning of words (e.g., thermometer, thermos, thermostat).	**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).
4.VD.WB.1c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation and clarify the precise meaning of key words and phrases.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
4.VD.WB.2. Determine how words and phrases provide meaning and nuance to grade-level texts:	**ELA.EE.L.4.5** Demonstrate understanding of word relationships and use.
4.VD.WB.2a. Recognize and explain the meaning of idioms, adages, and proverbs in context.	**ELA.EE.L.4.5.b** Use common idioms (e.g., no way, not a chance, you bet).
4.VD.WB.2b. Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Academic Vocabulary	
4.VD.AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.	**ELA.EE.L.4.6** Use words acquired through conversations, being read to, and during shared reading activities, including domain-specific words.

Grade 4 ELA Strand: Research

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Inquiry Process to Build, Present, and Use Knowledge	
4.RS.IP.1. Conduct short research tasks to take some action or share findings orally or in writing by identifying what information is needed to answer a research question, using text features and search tools to gather relevant information efficiently; and taking notes, categorizing that information, and providing a list of sources.	**ELA.EE.W.4.7** Gather information about a topic from two or more sources for a research project.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Deep Reading on Topics to Build Knowledge	
4.RS.DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)	*

Grade 4 ELA Strand: Writing

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Range of Writing	
4.W.RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, poetry, etc.	**ELA.EE.W.4.10** Write routinely for a variety of tasks, purposes, and audiences.
4.W.RW.2. Write arguments that introduce the topic; express a clear opinion supported with facts, details, and reasons; and provide a concluding statement or section.	**ELA.EE.W.4.1** Write opinions about topics or text. **a.** Select a topic or text and write an opinion about it. **b.** List reasons to support the opinion.
4.W.RW.3. Write informational texts that introduce the topic; develop the focus with facts, details, or other information; and provide a concluding statement or section.	**ELA.EE.W.4.2** Write to share information supported by details. **a.** Select a topic and write about it, including related visual, tactual, or multimedia information as appropriate. **b.** List words, facts, or details related to the topic.
4.W.RW.4. Write personal or fictional narratives that organize the writing around a central problem, conflict, or experience; use descriptions or dialogue to develop the characters or event(s); and provide a sense of closure.	**ELA.EE.W.4.3** Write about events or personal experiences. **a.** Write about a personal experience, including two events in sequence. **b.** List words that describe an event or personal experience to use when writing about it.
4.W.RW.5. Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.	**ELA.EE.W.4.4** Produce writing that expresses more than one idea.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Range of Writing	
4.W.RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)	**ELA.EE.W.4.5** With guidance and support from adults and peers, plan before writing and revise own writing.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Handwriting and Keyboarding	
4.W.HWK.7. Write legibly and fluently in cursive by hand, forming letters and words that can be easily read by others.	*
4.W.HWK.8. Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.	**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.

Grade 4 ELA Strand: Oral and Digital Communications

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Oral Communications	
4.ODC.OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding.	**ELA.EE.SL.4.1** Engage in collaborative discussions. **a.** Contribute ideas from prior knowledge of a text during discussions about the same text. **b.** With guidance and support, carry out assigned role in a discussion. **c.** Answer specific questions related to information in a discussion. **d.** Identify the key ideas in a discussion.
4.ODC.OC.2. Paraphrase portions of a text read aloud, or information presented in diverse media (audio, visual, and quantitative).	**ELA.EE.SL.4.2** Ask and answer questions about details from a text read aloud or information presented orally or through other media.
4.ODC.OC.3. Identify the reasons and evidence a speaker provides to support particular points being made.	**ELA.EE.SL.4.3** Identify a point that the speaker makes.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Oral Communications	
4.ODC.OC.4. Report orally 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, speaking clearly at an understandable pace.	**ELA.EE.SL.4.4** Retell a story or personal experience or recount a topic with supporting details.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Digital Communications	
4.ODC.DC.5. Evaluate whether a digital source is factual or opinion-based by considering its use of evidence and whose point of view is represented or missing.	*
4.ODC.DC.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, or interactive elements) on Web pages.	*

Grade 4 ELA Strand: Grammar and Conventions

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
4.GC.GU.1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.	**ELA.EE.L.4.1** Demonstrate standard English grammar and usage when communicating.
4.GC.GU.1b. Use principal modals to convey various conditions (e.g., can, may, must).	*
4.GC.GU.1c. Order adjectives within sentences according to conventional patterns.	**ELA.EE.L.4.1.d** Use comparative and superlative adjectives to describe people or objects.
4.GC.GU.1d. Use relative pronouns and relative adverbs.	**ELA.EE.L.4.1.a** Use possessive pronouns.
4.GC.GU.1e. Form and use prepositional phrases.	**ELA.EE.L.4.1.e** Use common prepositions (e.g., to, from, in, out, on, off, by, with).
4.GC.GU.1f. Correctly use frequently confused common words (e.g., to/too/two).	*
4.GC.GU.1g. Ensure subject-verb agreement.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
4.GC.GU.1h. Produce complete sentences; recognize and correct inappropriate fragments and run-ons.	**ELA.EE.L.4.1.f** Combine three or more words in communication.
4.GC.GU.1i. 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.L.4.3.c** Communicate effectively with peers and adults.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Mechanics	
4.GC.M.2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.	**ELA.EE.L.4.2** Demonstrate understanding of conventions of standard English.
4.GC.M.2a. Commas in a series.	*
4.GC.M.2b. Quotation marks to mark direct speech and quotations from a text	*
4.GC.M.2c. Use correct capitalization.	**ELA.EE.L.4.2.a** Capitalize the first word in a sentence.
4.GC.M.3. Spell grade-level words correctly, including commonly confused words (e.g., there/their/they're).	**ELA.EE.L.4.2.d** Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.

IDAHO CONTENT STANDARDS CROSSWALK WITH DLM ESSENTIAL ELEMENTS FOR GRADE 5

Grade 5 ELA Strand: Foundational Reading Skills

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Phonics and Decoding	
5.FR.PH.3. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar grade-level multisyllabic words (e.g., disallow, misinform, transaction) in context and out of context.	**ELA.EE.RF.5.3** Use letter-sound knowledge to read words. **a.** Read common sight words and decode single syllable words.

Grade 5 ELA Strand: Reading Comprehension

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Text Complexity	
5.RC.TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the 4–5 grade band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	** Not every Idaho Content Standard has a corresponding DLM EE, because the alternate assessment assesses students on grade-level content at a reduced breadth, depth, and complexity.*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Volume of Reading to Build Knowledge	
5.RC.V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Textual Evidence	
5.RC.TE.3. Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Reading Fluency	
5.RC.RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).	**ELA.EE.RF.5.4** Read words in text. **a.** Read text comprised of familiar words with accuracy and understanding.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Literature	
5.RC.L.5. Use evidence from literature to demonstrate understanding of grade-level texts.	**ELA.EE.RL.5.1** Identify words in the text to answer a question about explicit information.
5.RC.L.5a. Summarize a text and determine the central themes of stories, plays, or poems, including how they are developed using details.	**ELA.EE.RL.5.2** Identify the central idea or theme of a story, drama or poem.
5.RC.L.5b. Compare and contrast two or more characters, settings, or events in stories and plays, drawing on specific details in the texts.	**ELA.EE.RL.5.3** Compare two characters in a familiar story.
5.RC.L.5c. Explain how chapters, scenes, or stanzas work together to provide the overall structure of a literary text.	**ELA.EE.RL.5.5** Identify a story element that undergoes change from beginning to end.
5.RC.L.5d. Explain how a narrator's or speaker's point of view influences how events are described in stories, plays, or poems.	**ELA.EE.RL.5.6** Determine the point of view of the narrator.
5.RC.L.5e. Compare and contrast stories in the same genre on their approaches to similar themes.	**ELA.EE.RL.5.9** Compare stories, myths, or texts with similar topics or themes.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Nonfiction Text	
5.RC.NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	**ELA.EE.RI.5.1** Identify words in the text to answer a question about explicit information.
5.RC.NF.6a. Explain the central ideas of texts, including how they are developed using details; summarize texts.	**ELA.EE.RI.5.2** Identify the main idea of a text when it is not explicitly stated.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Nonfiction Text	
5.RC.NF.6b. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical texts.	**ELA.EE.RI.5.3** Compare two individuals, events, or ideas in a text.
5.RC.NF.6c. Explain how a series of chapters or sections fit together to provide the overall structure of informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect).	**ELA.EE.RI.5.5** Determine if a text tells about events, gives directions, or provides information on a topic.
5.RC.NF.6d. Explain how authors use evidence and reasons to support specific claims in texts, identifying which reasons and evidence support which claims.	**ELA.EE.RI.5.8** Identify the relationship between a specific point and supporting reasons in an informational text.
5.RC.NF.6e. Integrate information from several texts on the same event or topic to demonstrate a coherent understanding of the information.	**ELA.EE.RI.5.9** Compare and contrast details gained from two texts on the same topic.

Grade 5 ELA Strand: Vocabulary Development

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
5.VD.WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.	**ELA.EE.L.5.4** Demonstrate knowledge of word meanings.
5.VD.WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.	**ELA.EE.L.5.4.a.** Use sentence level context to determine which word is missing from a content area text.
5.VD.WB.1b. Use common Greek and Latin affixes and roots as clues to the meaning of words (e.g., biography, biology, biohazard).	**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).
5.VD.WB.1c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation and clarify the precise meaning of key words and phrases.	*
5.VD.WB.2. Determine how words and phrases provide meaning and nuance to grade-level texts.	**ELA.EE.L.5.5** Demonstrate understanding of word relationship and use.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
5.VD.WB.2a. Recognize and explain the meaning of figurative language such as metaphors and similes, in context.	**ELA.EE.L.5.5.a** Use simple, common idioms (e.g., You bet!, It's a deal., We're cool.).
5.VD.WB.2b. Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Academic Vocabulary	
5.VD.AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.	**ELA.EE.L.5.6** Use words acquired through conversations, being read to, and during shared reading activities, including domain-specific words.

Grade 5 ELA Strand: Research

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Inquiry Process to Build, Present, and Use Knowledge	
5.RS.IP.1. Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.	**ELA.EE.W.5.7** Conduct short research projects using two or more sources.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Deep Reading on Topics to Build Knowledge	
5.RS.DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)	*

Grade 5 ELA Strand: Writing

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Range of Writing	
5.W.RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, poetry, etc.	**ELA.EE.W.5.10** Write routinely for a variety of tasks, purposes, and audiences.
5.W.RW.2. Write arguments that introduce the topic clearly; express a distinct opinion supported with adequate facts, ideas, and reasons that are logically grouped and provide a concluding section.	**ELA.EE.W.5.1** Write opinions about topics or text. **a.** Introduce a topic or text and state an opinion about it. **b.** Provide reasons to support the opinion.
5.W.RW.3. Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.	**ELA.EE.W.5.2** Write to share information supported by details. **a.** Introduce a topic and write to convey information about it, including visual, tactual, or multimedia information as appropriate. **b.** Provide facts, details, or other information related to the topic.
5.W.RW.4. Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.	**ELA.EE.W.5.3** Write about events or personal experiences. **a.** Write about an experience or event including three or more events in sequence.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Range of Writing	
5.W.RW.5. Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped, and linking words and phrases connect details and ideas.	**ELA.EE.W.5.4** Produce writing that is appropriate for an explicitly stated task or purpose.
5.W.RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)	**ELA.EE.W.5.5** With guidance and support from adults and peers, plan before writing and revise own writing.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Handwriting and Keyboarding	
5.W.HWK.7. Write in cursive legibly and fluently by hand with a consistent form and recognizable signature.	*
5.W.HWK.8. Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.	**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.

Grade 5 ELA Strand: Oral and Digital Communications

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Oral Communications	
5.ODC.OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.	**ELA.EE.SL.5.1** Engage in collaborative discussions. **a.** Come to discussions prepared to share information. **b.** Carry out assigned role in a discussion. **c.** Ask questions related to information in a discussion. **d.** Make comments that contribute to the discussion and link to the remarks of others.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Oral Communications	
5.ODC.OC.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.
5.ODC.OC.3. Summarize the major points a speaker makes and explain how each is supported by reasons and evidence.	**ELA.EE.SL.5.3** Identify the reasons and evidence supporting a specific point.
5.ODC.OC.4. Report orally on a topic or text or present an argument, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes and speaking clearly at an understandable pace.	**ELA.EE.SL.5.4** Report on a familiar topic or text or present an opinion including related facts.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Digital Communications	
5.ODC.DC.5. Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs. .com or .tv).	*
5.ODC.DC.6. Use information from multiple digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.	*
5.ODC.DC.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text presented digitally.	**ELA.EE.SL.5.5** Select or create audio recordings and visual/tactile displays to enhance a presentation.

Grade 5 ELA Strand: Grammar and Conventions

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
5.GC.GU.1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.	**ELA.EE.L.5.1** Demonstrate standard English grammar and usage when communicating.
5.GC.GU.1a. Form and use irregular verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences.	**ELA.EE.L.5.1.b** Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told).

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
5.GC.GU.1b. Recognize and correct inappropriate shifts in verb tense and number.	*
5.GC.GU.1c. Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.	*
5.GC.GU.1d. Ensure subject-verb and pronoun-antecedent agreement.	*
5.GC.GU.1e. Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence.	**ELA.EE.L.5.1.e** Use frequently occurring conjunctions: and, but, or, for, because.
5.GC.GU.1f. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	*
5.GC.GU.1g. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Mechanics	
5.GC.M.2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.	**ELA.EE.L.5.2** Demonstrate understanding of conventions of standard English.
5.GC.M.2a. Commas before a coordinating conjunction.	*
5.GC.M.2b. Commas to separate an introductory element from the rest of the sentence (e.g., Yes, thank you, It's true, isn't it?).	*
5.GC.M.2c. Underlining, quotation marks, or italics to indicate titles of works.	*
5.GC.M.3. Spell grade-level words correctly, including commonly confused words (e.g., its/it's, affect/effect).	**ELA.EE.L.5.2.e** Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.

IDAHO CONTENT STANDARDS CROSSWALK WITH DLM ESSENTIAL ELEMENTS FOR GRADE 6

Grade 6 ELA Strand: Reading Comprehension

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Text Complexity	
6.RC.TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the 6–8 grade band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	**ELA.EE.RI.6.10** Demonstrate understanding while actively reading or listening to literary nonfiction.
	ELA.EE.RL.6.10 Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Volume of Reading to Build Knowledge	
6.RC.V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.	** Not every Idaho Content Standard has a corresponding DLM EE, because the alternate assessment assesses students on grade-level content at a reduced breadth, depth, and complexity.*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Textual Evidence	
6.RC.TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.	**ELA.EE.RI.6.1** Analyze a text to determine what it says explicitly as well as what inferences should be drawn.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Reading Fluency	
6.RC.RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Literature	
6.RC.L.5. Use evidence from literature to demonstrate understanding of grade-level texts.	*
6.RC.L.5a. Explain stated or implied themes of texts, including how they are developed using specific details from the texts.	**ELA.EE.RL.6.2** Identify details in a text that are related to the theme or central idea.
6.RC.L.5b. Describe how 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.
6.RC.L.5c. Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts 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).
6.RC.L.5d. Explain how authors develop the point of view of the narrator or speaker in texts.	**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.
6.RC.L.5e. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	**ELA.EE.RL.6.9** Compare and contrast stories, myths, or texts with similar topics or themes.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Nonfiction Text	
6.RC.NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	*
6.RC.NF.6a. Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.	**ELA.EE.RI.6.2** Determine the main idea of a passage and details or facts related to it.
6.RC.NF.6b. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.	**ELA.EE.RI.6.3** Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.
6.RC.NF.6c. Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.	**ELA.EE.RI.6.5** Determine how the title fits the structure of the text.
6.RC.NF.6d. Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons from claims that are not.	**ELA.EE.RI.6.8** Distinguish claims in a text supported by reason.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Nonfiction Text	
6.RC.NF.6e. 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.

Grade 6 ELA Strand: Vocabulary Development

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
6.VD.WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.	**ELA.EE.L.6.4** Demonstrate knowledge of word meanings.
6.VD.WB.1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**ELA.EE.L.6.4** Demonstrate knowledge of word meanings. **a.** Use context to determine which word is missing from a content area text.
6.VD.WB.1b. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings on pioneers of space, determine the meanings of the words astronaut and nautical).	**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).
6.VD.WB.1c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a word and determine and clarify its precise meaning and its part of speech.	**ELA.EE.L.6.4.c** Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
6.VD.WB.1d. 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).	*
6.VD.WB.2. Determine how words and phrases provide meaning and nuance to grade-level texts.	**ELA.EE.L.6.5** Demonstrate understanding of word relationships and use.
6.VD.WB.2a. Interpret figurative language (e.g., personification, idioms) in context.	**ELA.EE.L.6.5.a** Identify the meaning of simple similes (e.g., the man was as big as a tree.).

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
6.VD.WB.2b. 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.
6.VD.WB.2c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., house versus home, cheap versus affordable).	*
6.VD.WB.2d. Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Academic Vocabulary	
6.VD.AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.	**ELA.EE.L.6.6** Use general academic and domain-specific words and phrases across contexts.

Grade 6 ELA Strand: Research

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Deep Reading on Topics to Build Knowledge	
6.RS.DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Range of Writing	
6.W.RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, poetry, etc.	**ELA.EE.W.6.10** Write routinely for a variety of tasks, purposes, and audiences.
6.W.RW.2. Write arguments that introduce and support a distinct point of view with relevant claims, evidence and reasoning; demonstrate an understanding of the topic; and provide a concluding section that follows from the argument presented.	**ELA.EE.W.6.1** Write claims about topics or text.
6.W.RW.3. Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.	**ELA.EE.W.6.2** Write to share information supported by details.
6.W.RW.4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words, and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).	**ELA.EE.W.6.3** Write about events or personal experiences.
6.W.RW.5. Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.	**ELA.EE.W.6.4** Produce writing that is appropriate for the task, purpose, or audience.
6.W.RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)	**ELA.EE.W.6.5** With guidance and support from adults and peers, plan before writing and revise own writing.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Handwriting and Keyboarding	
6.W.HWK.7. Write by hand or with technology 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.6.6** Use technology, including the Internet, to produce writing while interacting and collaborating with others.

Grade 6 ELA Strand: Oral and Digital Communications

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Oral Communications	
6.ODC.OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.	**ELA.EE.SL.6.1** Engage in collaborative discussions.
6.ODC.OC.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.
6.ODC.OC.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.
6.ODC.OC.4. Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.	**ELA.EE.SL.6.4** Present findings on a topic including descriptions, facts, or details.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Digital Communications	
6.ODC.DC.5. Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs. .com or .tv) and the quality of evidence presented.	*
6.ODC.DC.6. Follow safety practices and ethical guidelines when gathering, sharing, and using information.	*
6.ODC.DC.7. Compare and contrast a written story to a digital version, contrasting what is "seen" and "heard" when reading the text with what is perceived when listened to or watched.	*
6.ODC.DC.8. Include digital components (e.g., graphics, images, music, sound) in presentations to clarify information.	**ELA.EE.SL.6.5** Select an auditory, visual, or tactual display to clarify the information in presentations.

Grade 6 ELA Strand: Grammar and Conventions

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
6.GC.GU.1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.	**ELA.EE.L.6.1** Demonstrate standard English grammar and usage when communicating.
6.GC.GU.1a. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	*
6.GC.GU.1b. Recognize that a word performs different functions according to its position in the sentence.	*
6.GC.GU.1c. Use pronouns correctly regarding case, number, and person, including intensive pronouns (e.g., myself, ourselves).	**ELA.EE.L.6.1.a** Use personal pronouns (e.g., he, she, they) correctly.
6.GC.GU.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	*
6.GC.GU.1e. Recognize and correct inappropriate shifts in pronoun number and person.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
6.GC.GU.1f. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.	*
6.GC.GU.1g. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Mechanics	
6.GC.M.2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.	**ELA.EE.L.6.2** Demonstrate understanding of conventions of standard English.
6.GC.M.2a. Commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements.	**ELA.EE.L.6.2.a** Use question marks at the end of written questions.
6.GC.M.2b. Colons to separate hours and minutes and to introduce a list.	*
6.GC.M.3. Spell derivatives correctly by applying knowledge of bases and affixes.	**ELA.EE.L.6.2.b** Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.

IDAHO CONTENT STANDARDS CROSSWALK WITH DLM ESSENTIAL ELEMENTS FOR GRADE 7

Grade 7 ELA Strand: Reading Comprehension

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Text Complexity	
7.RC.TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the 6–8 grade band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	** Not every Idaho Content Standard has a corresponding DLM EE, because the alternate assessment assesses students on grade-level content at a reduced breadth, depth, and complexity.*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Volume of Reading to Build Knowledge	
7.RC.V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Textual Evidence	
7.RC.TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.	**ELA.EE.RI.7.1** Analyze text to identify where information is explicitly stated and where inferences must be drawn.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Reading Fluency	
7.RC.RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Literature	
7.RC.L.5. Use evidence from literature to demonstrate understanding of grade-level texts.	*
7.RC.L.5a. Explain stated or implied themes, analyzing their development over the course of texts; provide objective summaries of literary texts.	**ELA.EE.RL.7.2** Identify events in a text that are related to the theme or central idea.
7.RC.L.5b. Explain how particular elements of stories or dramas interact, including how setting shapes the characters or plot.	**ELA.EE.RL.7.3** Determine how two or more story elements are related.
7.RC.L.5c. Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.	**ELA.EE.RL.7.5** Compare the structure of two or more texts (e.g., stories, poems, or dramas).
7.RC.L.5d. Explain how authors develop and contrast the point of view of different characters or narrators in texts.	**ELA.EE.RL.7.6** Compare the points of view of two or more characters or narrators in a text.
7.RC.L.5e. Compare and contrast fictional portrayals of a time, place, or character and historical accounts of the same period as a means of understanding how authors of fiction 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.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Nonfiction Text	
7.RC.NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	*
7.RC.NF.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.	**ELA.EE.RI.7.2** Determine two or more central ideas in a text.
7.RC.NF.6b. Analyze the relationships or interactions between individuals, events, and ideas in texts (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.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Nonfiction Text	
7.RC.NF.6c. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and development of ideas.	*
7.RC.NF.6d. Trace the argument and specific claims in texts and assess whether the evidence is 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.
7.RC.NF.6e. Compare and contrast 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.

Grade 7 ELA Strand: Vocabulary Development

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
7.VD.WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.	**ELA.EE.L.7.4** Demonstrate knowledge of word meanings.
7.VD.WB.1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**ELA.EE.L.7.4.a** Use context to determine which word is missing from a text.
7.VD.WB.1b. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about earth sciences, determine the meanings of the words geologist and geophysics).	**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).
7.VD.WB.1c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning and its part of speech.	**ELA.EE.L.7.4.c** Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
7.VD.WB.1d. 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).	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
7.VD.WB.2. Determine how words and phrases provide meaning and nuance to grade-level texts.	**ELA.EE.L.7.5** Demonstrate understanding of word relationships and use.
7.VD.WB.2a. Interpret figurative language (e.g., euphemism, oxymoron) in context.	**ELA.EE.L.7.5.a** Identify the literal and nonliteral meanings of words in context.
7.VD.WB.2b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	**ELA.EE.L.7.5.b** Demonstrate understanding of synonyms and antonyms.
7.VD.WB.2c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., curious versus nosy, assertive versus pushy).	*
7.VD.WB.2d. Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Academic Vocabulary	
7.VD.AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.	**ELA.EE.L.7.6** Use general academic and domain-specific words and phrases across contexts.

Grade 7 ELA Strand: Research

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Inquiry Process to Build, Present, and Use Knowledge	
7.RS.IP.1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.	**ELA.EE.W.7.7** Conduct research to answer a question based on multiple sources of information.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Deep Reading on Topics to Build Knowledge	
7.RS.DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)	*

Grade 7 ELA Strand: Writing

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Range of Writing	
7.W.RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, poetry, etc.	**ELA.EE.W.7.10** Write routinely for a variety of tasks, purposes, and audiences.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Range of Writing	
7.W.RW.2. Write arguments that introduce and support a well-defined point of view with appropriate claims, relevant evidence, and clear reasoning; demonstrate a keen understanding of the topic or text; and provide a concluding section that follows from the argument presented.	**ELA.EE.W.7.1** Write claims about topics or texts. **a.** Introduce a topic or text and write one claim about it. **b.** Write one or more reasons to support a claim about a topic or text. **c.** Use temporal words (first, next, also) to create cohesion.
7.W.RW.3. Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.	**ELA.EE.W.7.2** Write to share information supported by details. **a.** Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. **b.** Provide facts, details, or other information related to the topic. **d.** Select domain-specific vocabulary to use in writing about the topic.
7.W.RW.4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).	**ELA.EE.W.7.3** Write about events or personal experiences. **a.** Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. **c.** Use temporal words (e.g., first, then, next) to signal order. **d.** Use words that describe feelings of people or characters in the narrative.
7.W.RW.5. Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.	**ELA.EE.W.7.4** Produce writing that is appropriate for the task, purpose, or audience.
7.W.RW.6. With 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. (Editing should demonstrate command of grade-level Grammar and Conventions.)	**ELA.EE.W.7.5** With guidance and support from adults and peers, plan before writing and revise own writing.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Handwriting and Keyboarding	
7.W.HWK.7. Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.	**ELA.EE.W.7.6** Use technology, including the Internet, to produce writing to interact and collaborate with others.

Grade 7 ELA Strand: Oral and Digital Communications

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Oral Communications	
7.ODC.OC.1. Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.	**ELA.EE.SL.7.1** Engage in collaborative discussions. **a.** Come to discussions prepared to share information. **b.** With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. **c.** Remain on the topic of the discussion when answering questions or making other contributions to a discussion. **d.** Acknowledge new information expressed by others in a discussion.
7.ODC.OC.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** Identify details related to the main idea of a text presented orally or through other media.
7.ODC.OC.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.
7.ODC.OC.4. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.	**ELA.EE.SL.7.4** Present findings on a topic including relevant descriptions, facts, or details.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Digital Communications	
7.ODC.DC.5. Engage in positive, safe, legal, and ethical behavior when using information and communication technologies, including social interactions online or when using networked devices.	*
7.ODC.DC.6. Consider the reliability of websites and blog posts through such means as determining if they are run by established institutions, have named expertise, link to other reputable websites, and are current.	*
7.ODC.DC.7. Compare and contrast a text to an audio, video, or digital version of the text, analyzing each medium's portrayal of the subject.	*
7.ODC.DC.8. Include digital components 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.

Grade 7 ELA Strand: Grammar and Conventions

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
7.GC.GU.1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.	**ELA.EE.L.7.1** Demonstrate standard English grammar and usage when communicating.
7.GC.GU.1a. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	*
7.GC.GU.1b. Explain the function of phrases and clauses in general and their function in specific sentences.	*
7.GC.GU.1c. Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers.	*
7.GC.GU.1d. 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.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
7.GC.GU.1e. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.	*
7.GC.GU.1f. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Mechanics	
7.GC.M.2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.	**ELA.EE.L.7.2** Demonstrate understanding of conventions of standard English.
7.GC.M.2a. Use commas, parentheses, and dashes set off nonrestrictive/parenthetical elements.	*
7.GC.M.2b. Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).	**ELA.EE.L.7.2.a** Use end punctuation when writing a sentence or question.
7.GC.M.3. Spell derivatives correctly by applying knowledge of bases and affixes.	**ELA.EE.L.7.2.b** Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

IDAHO CONTENT STANDARDS CROSSWALK WITH DLM ESSENTIAL ELEMENTS FOR GRADE 8

Grade 8 ELA Strand: Reading Comprehension

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Text Complexity	
8.RC.TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the 6–8 grade band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	*Not every Idaho Content Standard has a corresponding DLM EE, because the alternate assessment assesses students on grade-level content at a reduced breadth, depth, and complexity.*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Volume of Reading to Build Knowledge	
8.RC.V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Textual Evidence	
8.RC.TE.3. Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Reading Fluency	
8.RC.RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Literature	
8.RC.L.5. Use evidence from literature to demonstrate understanding of grade-level texts.	**ELA.EE.RL.8.1** Cite text to support inferences from stories and poems.
8.RC.L.5a. Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.	**ELA.EE.RL.8.2** Recount an event related to the theme or central idea, including details about character and setting.
8.RC.L.5b. Analyze how characters are revealed through particular lines of dialogue or events in literary texts.	**ELA.EE.RL.8.3** Identify which incidents in a story or drama lead to subsequent action.
8.RC.L.5c. Analyze how authors structure texts to advance a plot, explaining how each event gives rise to the next or foreshadows a future event.	*
8.RC.L.5d. Analyze how differences in the points of view of the characters and the audience or reader created with dramatic irony result in 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.
8.RC.L.5e. Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.	**ELA.EE.RL.8.9** Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Nonfiction Text	
8.RC.NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	**ELA.EE.RI.8.1** Cite text to support inferences from informational text.
8.RC.NF.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.	**ELA.EE.RI.8.2** Provide a summary of a familiar informational text.
8.RC.NF.6b. Analyze how texts make 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.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Nonfiction Text	
8.RC.NF.6c. Analyze the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining key concepts.	**ELA.EE.RI.8.5** Locate the topic sentence and supporting details in a paragraph.
8.RC.NF.6d. Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced.	**ELA.EE.RI.8.8** Determine the argument made by an author in an informational text.
8.RC.NF.6e. Analyze cases 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.

Grade 8 ELA Strand: Vocabulary Development

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
8.VD.WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.	**ELA.EE.L.8.4** Demonstrate knowledge of word meanings.
8.VD.WB.1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**ELA.EE.L.8.4.a** Use context to determine which word is missing from a content area text.
8.VD.WB.1b. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about mathematics, determine the meanings of the words percentile and perimeter).	**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).
8.VD.WB.1c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and 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.
8.VD.WB.1d. Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
8.VD.WB.2. Determine how words and phrases provide meaning and nuance to texts.	**ELA.EE.L.8.5** Demonstrate understanding of word relationships and use.
8.VD.WB.2a. Interpret figurative language (e.g., verbal irony, puns) in context.	**ELA.EE.L.8.5.a** Demonstrate understanding of the use of multiple-meaning words.
8.VD.WB.2b. Use the relationship between particular words (e.g., homonyms, person to location, object to use) 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).
8.VD.WB.2c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., crowd versus mob, fired versus laid off).	**ELA.EE.L.8.5.c** Use descriptive words to add meaning when writing and communicating.
8.VD.WB.2d. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Academic Vocabulary	
8.VD.AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.	**ELA.EE.L.8.6** Use general academic and domain-specific words and phrases across contexts.

Grade 8 ELA Strand: Research

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Inquiry Process to Build, Present, and Use Knowledge	
8.RS.IP.1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Deep Reading on Topics to Build Knowledge	
8.RS.DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)	*

Grade 8 ELA Strand: Writing

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Range of Writing	
8.W.RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, poetry, etc.	**ELA.EE.W.8.10** Write routinely for a variety of tasks, purposes, and audiences.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Range of Writing	
8.W.RW.2. Write arguments or make claims that support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made; demonstrate a nuanced understanding of the topic; and provide a concluding section that follows from and supports the argument presented.	**ELA.EE.W.8.1** Write claims about topics or texts. **a.** Introduce the claim and provide reasons or pieces of evidence to support it. **b.** Write reasons to support a claim about a topic or text.
8.W.RW.3. Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.	**ELA.EE.W.8.2** Write to share information supported by details. **a.** Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. **b.** Write one or more facts or details related to the topic. **c.** Write complete thoughts as appropriate. **d.** Use domain-specific vocabulary related to the topic. **f.** Provide a closing.
8.W.RW.4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).	**ELA.EE.W.8.3** Write about events or personal experiences. **a.** Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. **c.** Use temporal words (e.g., first, then, next) to signal order. **d.** Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events. **e.** Provide a closing.
8.W.RW.5. Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.	**ELA.EE.W.8.4** Produce writing that is appropriate for the task, purpose, or audience.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Range of Writing	
8.W.RW.6. With 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. (Editing should demonstrate command of grade-level Grammar and Conventions.)	**ELA.EE.W.8.5** With guidance and support from adults and peers, plan before writing and revise own writing.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Handwriting and Keyboarding	
8.W.HWK.7. Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others.	**ELA.EE.W.8.6** Use technology, including the Internet, to produce writing to interact and collaborate with others.

Grade 8 ELA Strand: Oral and Digital Communications

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Oral Communications	
8.ODC.OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.	**ELA.EE.SL.8.1** Engage in collaborative discussions. **a.** Come to discussions prepared to share information previously studied. **b.** Follow simple rules and carry out assigned roles during discussions. **c.** Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion. **d.** Acknowledge new information expressed by others in a discussion and relate it to own ideas.
8.ODC.OC.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the intent (e.g., social, political, commercial) behind its presentation.	**ELA.EE.SL.8.2** Determine the purpose of information presented in graphic, oral, visual, or multimodal formats.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Oral Communications	
8.ODC.OC.3. Analyze 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.
8.ODC.OC.4. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.	**ELA.EE.SL.8.4** Present descriptions, facts, or details supporting specific points made on a topic.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Digital Communications	
8.ODC.DC.5. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	*
8.ODC.DC.6. Consider the evidence websites or blog posts use to support their position (e.g., Are they transparent about their sources? Do they link to peer-reviewed articles?).	*
8.ODC.DC.7. Evaluate the advantages and disadvantages of using different mediums—print or digital text—to present a particular topic or idea.	*
8.ODC.DC.8. Integrate digital 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.

Grade 8 ELA Strand: Grammar and Conventions

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
8.GC.GU.1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.	**ELA.EE.L.8.1** Demonstrate standard English grammar and usage when communicating.
8.GC.GU.1a. Recognize and correct inappropriate shifts in verb voice and mood.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
8.GC.GU.1b. Form and use verbs in the indicative, imperative, interrogative, and conditional mood.	**ELA.EE.L.8.1.c** Use appropriate verbs to match nouns.
8.GC.GU.1c. Form and use verbs in the active and passive voice to achieve particular effects.	**ELA.EE.L.8.1.b** Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
8.GC.GU.1d. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	*
8.GC.GU.1e. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining or breaking up sentences) for meaning, reader/listener interest, and style.	*
8.GC.GU.1f. 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.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Mechanics	
8.GC.M.2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.	**ELA.EE.L.8.2** Demonstrate understanding of conventions of standard English.
8.GC.M.2a. Use commas, ellipsis, and dashes when writing and reading aloud to indicate a pause, break, or omission.	**ELA.EE.L.8.2.a** Use end punctuation and capitalization when writing a sentence or question.
8.GC.M.3. Spell derivatives correctly by applying knowledge of bases and affixes.	**ELA.EE.L.8.2.c** Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

IDAHO CONTENT STANDARDS CROSSWALK WITH DLM ESSENTIAL ELEMENTS FOR GRADES 9 AND 10

Grades 9 and 10 ELA Strand: Reading Comprehension

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Text Complexity	
9/10.RC.TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the 9–10 grade band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	** Not every Idaho Content Standard has a corresponding DLM EE, because the alternate assessment assesses students on grade-level content at a reduced breadth, depth, and complexity.*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Volume of Reading to Build Knowledge	
9/10.RC.V.2. Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Textual Evidence	
9/10.RC.TE.3. Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Reading Fluency	
9/10.RC.RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Literature	
9/10.RC.L.5. Use evidence from literature to demonstrate understanding of grade-level texts.	**ELA.EE.RL.9-10.1** Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.
9/10.RC.L.5a. Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.	**ELA.EE.RL.9-10.2** Recount events related to the theme or central idea, including details about character and setting.
9/10.RC.L.5b. Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.	**ELA.EE.RL.9-10.3** Determine how characters change or develop over the course of a text.
9/10.RC.L.5c. Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.	**ELA.EE.RL.9-10.5** Identify where a text deviates from a chronological presentation of events.
9/10.RC.L.5d. Analyze points of view or cultural experiences that represent diverse voices and perspectives in works 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.
9/10.RC.L.5e. Compare multiple interpretations of texts (including recorded or live production), evaluating how each version interprets the source text.	**ELA.EE.RL.9-10.7** Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Nonfiction Text	
9/10.RC.NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	**ELA.EE.RI.9-10.1** Determine which citations demonstrate what the text says explicitly as well as inferentially.
9/10.RC.NF.6a. Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.	**ELA.EE.RI.9-10.2** Determine the central idea of the text and select details to support it.
9/10.RC.NF.6b. Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.	**ELA.EE.RI.9-10.3** Determine logical connections between individuals, ideas, or events in a text.
9/10.RC.NF.6c. Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.	**ELA.EE.RI.9-10.5** Locate sentences that support an author's central idea or claim.
9/10.RC.NF.6d. Assess the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false or unsupported statements.	**ELA.EE.RI.9-10.8** Determine how the specific claims support the argument made in an informational text.
9/10.RC.NF.6e. Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.	**ELA.EE.RI.9-10.9** Make connections between texts with related themes and concepts.

Grades 9 and 10 ELA Strand: Vocabulary Development

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
9/10.VD.WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.	**ELA.EE.L.9-10.4** Demonstrate knowledge of word meanings.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
9/10.VD.WB.1a. Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**ELA.EE.L.9-10.4.a.** Use context to determine the meaning of unknown words.
9/10.VD.WB.1b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).	**ELA.EE.L.9-10.4.b.** Identify and use root words and the words that result when affixes are added or removed.
9/10.VD.WB.1c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and 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.
9/10.VD.WB.1d. 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).	*
9/10.VD.WB.2. Determine how words and phrases provide meaning and nuance to texts.	**ELA.EE.L.9-10.5** Demonstrate understanding of word relationships and use.
9/10.VD.WB.2a. Use Greek, Latin, and Norse mythology, and other works often alluded to in American and world literature, to understand the meaning of words or phrases (e.g., reference to "Achilles's heel" from Greek mythology).	*
9/10.VD.WB.2b. Interpret figurative language (e.g., hyperbole, paradox) in context and analyze its role in texts (e.g., The Party's embrace of the slogans "War is Peace" and "Freedom is Slavery" in Orwell's 1984).	**ELA.EE.L.9-10.5.a** Interpret common figures of speech.
9/10.VD.WB.2c. Analyze nuances in the meaning of words with similar denotations (e.g., shrewd, clever, cunning, brainy).	**ELA.EE.L.9-10.5.b** Determine the intended meaning of multiple-meaning words.
9/10.VD.WB.2d. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Academic Vocabulary	
9/10.VD.AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.	**ELA.EE.L.9-10.6** Use general academic and domain-specific words and phrases across contexts.

Grades 9 and 10 ELA Strand: Research

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Inquiry Process to Build, Present, and Use Knowledge	
9/10.RS.IP.1. Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Deep Reading on Topics to Build Knowledge	
9/10.RS.DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Range of Writing	
9/10.W.RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, poetry, etc.	**ELA.EE.W.9-10.10** Write routinely over time for a range of tasks, purposes, and audiences.
9/10.W.RW.2. (Argument writing is a priority in Grades 11/12; teachers can include argument at their discretion.)	**ELA.EE.W.9-10.1** Write claims about topics or texts. **a.** Introduce a topic or text and write one claim and one counterclaim about it.
9/10.W.RW.3. Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.	**ELA.EE.W.9-10.2** Write to share information supported by details. **a.** Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate. **b.** Develop the topic with facts or details. **c.** Use complete, simple sentences as appropriate. **d.** Use domain-specific vocabulary when writing claims related to a topic of study or text. **f.** Providing a closing or concluding statement.
9/10.W.RW.4. (Teachers can include narrative writing at their discretion.)	**ELA.EE.W.9-10.3** Write about events or personal experiences. **a.** Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. **c.** Organize the events in the narrative using temporal words to signal order as appropriate. **d.** Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. **f.** Provide a closing.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Range of Writing	
9/10.W.RW.5. Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.	**ELA.EE.W.9-10.4** Produce writing that is appropriate for the task, purpose, and audience.
9/10.W.RW.6. 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. (Editing should demonstrate command of grade-level Grammar and Conventions.)	**ELA.EE.W.9-10.5** Develop writing by planning and revising own writing.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Handwriting and Keyboarding	
9/10.W.HWK.7. Write by hand or with technology 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.

Grades 9 and 10 ELA Strand: Oral and Digital Communications

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Oral Communications	
9/10.ODC.OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.	**ELA.EE.SL.9-10.1** Engage in collaborative discussions. **a.** Prepare for discussions by collecting information on the topic. **b.** Work with adults and peers to set rules for discussions. **c.** Relate the topic of discussion to broader themes or ideas. **d.** Indicate agreement or disagreement with others during discussions.
9/10.ODC.OC.2. Analyze the effect of text and images on the reader's or viewer's emotions in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects.	*
9/10.ODC.OC.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.
9/10.ODC.OC.4. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details in a style 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.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Digital Communications	
9/10.ODC.DC.5. Manage personal data to maintain digital privacy and security and be conscious and aware of data-collection technology used to track and exploit navigation online.	*
9/10.ODC.DC.6. Integrate multiple sources of information presented in diverse digital media, 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.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Digital Communications	
9/10.ODC.DC.7. Analyze various accounts of a subject told in different media (e.g., a person's life story in print or digitally), determining which details are emphasized in each account.	*
9/10.ODC.DC.8. Make strategic use of digital media 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.

Grades 9 and 10 ELA Strand: Grammar and Conventions

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
9/10.GC.GU.1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.	**ELA.EE.L.9-10.1** Demonstrate standard English grammar and usage when communicating.
9/10.GC.GU.1a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	*
9/10.GC.GU.1b. Use parallel structure.	*
9/10.GC.GU.1c. Place modifiers properly.	*
9/10.GC.GU.1d. Use the subjunctive mood accurately.	*
9/10.GC.GU.1e. Avoid run-on sentences, comma splices, and sentence fragments.	*
9/10.GC.GU.1f. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.	**ELA.EE.L.9-10.2.a** Use a comma and conjunction to combine two simple sentences.
9/10.GC.GU.1g. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.	**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.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
9/10.GC.GU.1h. Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	*
9/10.GC.GU.1i. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	*
9/10.GC.GU.1j. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	**ELA.EE.L.9-10.3** Use language to achieve desired outcomes when communicating.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Mechanics	
9/10.GC.M.2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.	**ELA.EE.L.9-10.2** Demonstrate understanding of conventions of standard English.
9/10.GC.M.2a. Use a semicolon (or appropriate conjunctive adverb) to link two or more closely related independent clauses.	**ELA.EE.L.9-10.2** Demonstrate understanding of conventions of standard English. **a.** Use a comma and conjunction to combine two simple sentences.
9/10.GC.M.2b. Use a colon to introduce a list or quotation. **2c.** Observe hyphenation conventions.	*
9/10.GC.M.3. Spell correctly, consulting reference materials to check as needed.	**ELA.EE.L.9-10.2.c** Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

IDAHO CONTENT STANDARDS CROSSWALK WITH DLM ESSENTIAL ELEMENTS FOR GRADES 11 AND 12

Grades 11 and 12 ELA Strand: Reading Comprehension

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Text Complexity	
11/12.RC.TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the 11–12 grade band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	** Not every Idaho Content Standard has a corresponding DLM EE, because the alternate assessment assesses students on grade-level content at a reduced breadth, depth, and complexity.*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Volume of Reading to Build Knowledge	
11/12.RC.V.2. Regularly engage in a volume of reading texts independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Textual Evidence	
11/12.RC.TE.3. Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Reading Fluency	
11/12.RC.RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Literature	
11/12.RC.L.5. Use evidence from literature to demonstrate understanding of grade-level texts.	**ELA.EE.RL.11-12.1** Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.
11/12.RC.L.5a. Compare the development of a universal theme over the course of two texts, including how it emerges and is shaped and refined by specific details in each.	**ELA.EE.RL.11-12.2** Recount the main events of the text which are related to the theme or central idea.
11/12.RC.L.5b. Evaluate the choices authors make regarding how to develop and relate several elements of literary texts, including how the characters are introduced and developed and how the action is ordered.	**ELA.EE.RL.11-12.3** Determine how characters, the setting, or events change over the course of the story or drama.
11/12.RC.L.5c. Evaluate how authors structure texts to distinguish what is directly stated in a text from what is really meant, including satire, sarcasm, irony, and understatement.	**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.
11/12.RC.L.5d. Relate literary works and their authors' points of view to the political events and seminal ideas of their eras.	*
11/12.RC.L.5e. Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Nonfiction Text	
11/12.RC.NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	**ELA.EE.RI.11-12.1** Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.
11/12.RC.NF.6a. Compare texts that express similar central ideas and analyze in detail how their development and treatment of the topic compares over the course of the two texts; provide accurate summaries of how key events or ideas develop.	**ELA.EE.RI.11-12.2** Determine the central idea of a text; recount the text.
11/12.RC.NF.6b. Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Nonfiction Text	
11/12.RC.NF.6c. Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including whether the structure helps makes points clear, convincing, and engaging.	**ELA.EE.RI.11-12.5** Determine whether the structure of a text enhances an author's claim.
11/12.RC.NF.6d. Analyze the hypotheses, data, analysis, and conclusions in an argument, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	*
11/12.RC.NF.6e. Evaluate the premises and purposes in works of public advocacy.	*

Grades 11 and 12 ELA Strand: Vocabulary Development

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
11/12.VD.WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.	**ELA.EE.L.11-12.4** Demonstrate knowledge of word meanings.
11/12.VD.WB.1a. Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.	**ELA.EE.L.11-12.4.a.** Use context to determine the meaning of unknown words.
11/12.VD.WB.1b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).	**ELA.EE.L.11-12.4.b.** Identify and use root words and the words that result when affixes are added or removed.
11/12.VD.WB.1c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Word Building	
11/12.VD.WB.1d. 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.11-12.4.d.** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
11/12.VD.WB.2. Determine how words and phrases provide meaning and nuance to texts.	**ELA.EE.L.11-12.5** Demonstrate understanding of word relationships and use.
11/12.VD.WB.2a. Use Greek, Latin, and Norse mythology, and other works often alluded to in American and world literature, to understand the meaning of words or phrases (e.g., "narcissistic" from the myth of Narcissus and Echo).	*
11/12.VD.WB.2b. Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).	*
11/12.VD.WB.2c. Analyze nuances in the meaning of words with similar denotations (e.g., aggressive, assertive, forceful, domineering).	*
11/12.VD.WB.2d. Analyze the impact of specific word choices on the effectiveness of the message meaning and the tone of the text.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Academic Vocabulary	
11/12.VD.AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.	**ELA.EE.L.11-12.6** Use general academic and domain-specific words and phrases across contexts.

Grades 11 and 12 ELA Strand: Research

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Inquiry Process to Build, Present, and Use Knowledge	
11/12.RS.IP.1. Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.	**ELA.EE.W.11-12.7** Conduct research projects to answer questions posed by self and others using multiple sources of information.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Deep Reading on Topics to Build Knowledge	
11/12.RS.DR.2. Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.	*

Grades 11 and 12 ELA Strand: Writing

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Range of Writing	
11/12.W.RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, poetry, etc.	**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.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Range of Writing	
11/12.W.RW.2. Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented.	**ELA.EE.W.11-12.1** Write arguments to support claims. **a.** Write an argument to support a claim that results from studying a topic or reading a text. **b.** Support claims with reasons and evidence drawn from text.
11/12.W.RW.3&4. (Teachers can include informational and narrative writing at their discretion.)	**ELA.EE.W.11-12.2** Write to share information supported by details. **a.** Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate. **b.** Develop the topic with relevant facts, details, or quotes. **c.** Use complete, simple sentences, as well as compound and other complex sentences as appropriate. **d.** Use domain-specific vocabulary when writing claims related to a topic of study or text.
11/12.W.RW.5. Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.	**ELA.EE.W.11-12.2** Write to share information supported by details. **a.** Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.
11/12.W.RW.6. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)	**ELA.EE.W.11-12.2** Write to share information supported by details. **b.** Develop the topic with relevant facts, details, or quotes.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Handwriting and Keyboarding	
11/12.W.HWK.7. Write by hand or with technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	**ELA.EE.W.11-12.2** Write to share information supported by details. **c.** Use complete, simple sentences, as well as compound and other complex sentences as appropriate.

Grades 11 and 12 ELA Strand: Oral and Digital Communications

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Oral Communications	
11/12.ODC.OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.	**ELA.EE.W.11-12.2** Write to share information supported by details. **d.** Use domain specific vocabulary when writing claims related to a topic of study or text.
11/12.ODC.OC.2. Analyze how visual and sound techniques or design (such as special effects, camera angles, and music) carry or influence messages in various media.	*
11/12.ODC.OC.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.
11/12.ODC.OC.4. Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	**ELA.EE.SL.11-12.4** Present an argument on a topic using an organization appropriate to the purpose, audience, and task.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Digital Communications	
11/12.ODC.DC.5. Demonstrate the responsible and ethical use of information and communication technologies by distinguishing between kinds of information that should and should not be publicly shared and describing the consequences of a poor decision.	*
11/12.ODC.DC.6. Integrate multiple sources of information presented in diverse digital media 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.
11/12.ODC.DC.7. Analyze multiple interpretations of a text (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	*
11/12.ODC.DC.8. 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.

Grades 11 and 12 ELA Strand: Grammar and Conventions

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
11/12.GC.GU.1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.	**ELA.EE.L.11-12.1** Demonstrate standard English grammar and usage when communicating.
11/12.GC.GU.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	**ELA.EE.L.11-12.1.a** Use conventions of standard English when needed.

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Grammar and Usage	
11/12.GC.GU.1b. Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.	**ELA.EE.L.11-12.3** Use language to achieve desired outcomes when communicating. **a.** Vary sentence structure using a variety of simple and compound sentence structures.
11/12.GC.GU.1c. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.	*
11/12.GC.GU.1d. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.	**ELA.EE.L.11-12.3.a** Vary sentence structure using a variety of simple and compound sentence structures.
11/12.GC.GU.1e. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation; and distinguish where informal discourse is more appropriate.	*

Idaho Grade-Level Standards	DLM Essential Elements
CLUSTER: Mechanics	
11/12.GC.M.2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.	**ELA.EE.L.11-12.2** Demonstrate understanding of conventions of standard English.
11/12.GC.M.2a. Reflect appropriate manuscript requirements in writing, including correct use of seriation (headings and subheadings).	*
11/12.GC.M.3. Spell correctly, consulting reference materials to check as needed.	**ELA.EE.L.11-12.2.b** Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.