

Dynamic Learning Maps Essential Elements for English Language Arts Standards Progression Chart Language Standards

Language: Conventions of Standard English

EE.L.K.1	<p>Demonstrate emerging understanding of letter and word use.</p> <ol style="list-style-type: none"> a. With guidance and support, distinguish between letters and other symbols or shapes b. With guidance and support, use frequently occurring nouns in communications c. With guidance and support, use frequently occurring plural nouns d. With guidance and support, identify answers to simple questions (e.g., who, what) from an array of choices. e. With guidance and support, demonstrate understanding of common prepositions: on, off, in, out. f. With guidance and support, link two or more words together in communication.
EE.L.1.1	<p>Demonstrate emerging understanding of letter and word use.</p> <ol style="list-style-type: none"> a. Write letters from own name b. Use frequently occurring nouns in communication c. Use frequently occurring plural nouns in communication d. With guidance and support, use familiar personal pronouns (e.g., I, me, and you) e. Use familiar present tense verbs f. With guidance and support, use familiar frequently occurring adjectives (e.g., big, hot). g. Not applicable h. Not applicable i. With guidance and support, use common prepositions (e.g., on, off, in, out) j. With guidance and support, use simple question words (interrogatives) (e.g., who, what).
EE.L.2.1	<p>Demonstrate understanding of letter and word use.</p> <ol style="list-style-type: none"> a. Produce all upper case letters b. Use common nouns (e.g., mom, dad, boy, girl) in communication c. Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them). d. Use frequently occurring verbs. e. Use frequently occurring adjectives f. Combine two or more words together in communication
EE.L.3.1	<p>Demonstrate standard English grammar and usage when communicating</p> <ol style="list-style-type: none"> a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication b. Use regular plural nouns in communication c. Not applicable

	<ul style="list-style-type: none"> d. Use present and past tense verbs e. Not applicable f. Not applicable g. Use common adjectives h. Not applicable (See EE.L.3.1.a) i. Ask simple questions
EE.L.4.1	<p>Demonstrate standard English grammar and usage when communicating.</p> <ul style="list-style-type: none"> a. Use possessive pronouns b. Combine common nouns with verbs, nouns, or pronouns in communication c. Not applicable d. Use comparative and superlative adjectives to describe people or objects e. Use common prepositions (e.g., to, from, in, out, on off, by, with). f. Combine three or more words in communication g. Not applicable
EE.L.5.1.	<p>Demonstrate standard English grammar and usage when communicating</p> <ul style="list-style-type: none"> a. Not applicable b. Form and use the past tense of frequently occurring irregular verbs (e.g., went, say, ate, told) c. Not applicable d. Not applicable e. Use frequently occurring conjunctions: and, but, or, for, because
EE.L.6.1	<p>Demonstrate standard English grammar and usage when communicating</p> <ul style="list-style-type: none"> a. Use personal pronouns (e.g., he, she, they) correctly b. Use indefinite pronouns c. Not applicable d. Not applicable e. Not applicable
EE.L.7.1	<p>Demonstrate standard English grammar and usage when communicating</p> <ul style="list-style-type: none"> a. Not applicable b. Produce complete simple sentences when writing or communicating c. Not applicable
EE.L.8.1	<p>Demonstrate standard English grammar and usage when communicating</p> <ul style="list-style-type: none"> a. Not applicable b. Form and use the simple verb tenses (e.g., I walked, I walk, I will walk) c. Use appropriate verbs to match nouns d. Not applicable
EE.L.9-10.1	<p>Demonstrate standard English grammar and usage when communicating</p> <ul style="list-style-type: none"> a. Not applicable b. Use a variety of parts of speech (nouns, verbs, pronouns, adjectives and prepositions) in writing or communication to convey information.
EE.L.11-12.1	<p>Demonstrate standard English grammar and usage when communicating</p> <ul style="list-style-type: none"> a. Use conventions of standard English when needed b. Use digital, electronic, and other resources and tools to improve uses of language as needed

EE.L.K.2	Not applicable
EE.L.1.2	<p>Demonstrate emerging understanding of conventions of standard English</p> <ul style="list-style-type: none"> a. Not applicable b. With guidance and support during shared writing, put a period at the end of a sentence. c. Not applicable d. With guidance and support, use letters to create words. e. With guidance and support during shared writing, identify the letters that represent sounds needed to spell words.
EE.L.2.2	<p>Demonstrate emerging understanding of conventions of standard English</p> <ul style="list-style-type: none"> a. With guidance and support, capitalize the first letter of familiar names b. Not applicable c. Not applicable d. Identify printed rhyming words with the same spelling pattern e. Consult print in the environment to support reading and spelling
EE.L.3.2	<p>Demonstrate understanding of conventions of standard English</p> <ul style="list-style-type: none"> a. Capitalize the first letter of familiar names b. During shared writing, indicate the need to add a period at the end of a sentence. c. Not applicable d. Not applicable e. Use resources as needed to spell common high-frequency words accurately f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern g. Consult print in the environment to support reading and spelling.
EE.L.4.2	<p>Demonstrate understanding of conventions of standard English.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence b. Not applicable c. Not applicable d. Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.
EE.L.5.2	<p>Demonstrate understanding of conventions of standard English</p> <ul style="list-style-type: none"> a. Not applicable b. Not applicable c. Not applicable d. Not applicable e. Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns
EE.L.6.2	<p>Demonstrate understanding of conventions of standard English</p> <ul style="list-style-type: none"> a. Use question marks at the end of written questions b. Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns
EE.L.7.2	<p>Demonstrate understanding of conventions of standard English</p> <ul style="list-style-type: none"> a. Use end punctuation when writing a sentence or question b. Spell words phonetically, drawing on knowledge of letter-sound

	relationships and/or common spelling patterns.
EE.L.8.2	Demonstrate understanding of conventions of standard English <ul style="list-style-type: none"> a. Use end punctuation and capitalization when writing a sentence or question b. Not applicable c. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns
EE.L.9-10.2	Demonstrate understanding of conventions of standard English <ul style="list-style-type: none"> a. Use a comma and conjunction to combine two simple sentences b. Not applicable c. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words
EE.L.11-12.2	Demonstrate understanding of conventions of standard English <ul style="list-style-type: none"> a. Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing. b. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

Language: Knowledge of Language

EE.L.K.3	Begins in second grade
EE.L.1.3	Begins in second grade
EE.L.2.3	Use language to achieve desired outcomes when communicating <ul style="list-style-type: none"> a. Use symbolic language when communicating
EE.L.3.3	Use language to achieve desired outcomes when communicating <ul style="list-style-type: none"> a. Use language to make simple requests, comment, or share information b. Not applicable
EE.L.4.3	Use language to achieve desired outcomes when communicating <ul style="list-style-type: none"> a. Use language to express emotion b. Not applicable c. Communicate effectively with peers and adults
EE.L.5.3	Use language to achieve desired outcomes when communicating <ul style="list-style-type: none"> a. Communicate using complete sentences when asked b. Not applicable
EE.L.6.3	Use language to achieve desired outcomes when communicating <ul style="list-style-type: none"> a. Vary use of language when the listener or reader does not understand the initial attempt b. Not applicable
EE.L.7.3	Use language to achieve desired outcomes when communicating <ul style="list-style-type: none"> a. Use precise language as required to achieve desired meaning
EE.L.8.3	Use language to achieve desired outcomes when communicating <ul style="list-style-type: none"> a. Use to-be verbs (am, are, is, was, were, be , become, became) accurately when writing and communicating
EE.L.9-10.3	Use language to achieve desired outcomes when communicating <ul style="list-style-type: none"> a. Vary syntax when writing and communicating
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
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Language: Vocabulary Acquisition and Use

EE.L.K.4	Demonstrate emerging knowledge of word meanings a. With guidance and support, demonstrate understanding of words used in everyday routines b. Not applicable
EE.L.1.4	Demonstrate emerging knowledge of word meanings a. Demonstrate understanding of words used in everyday routines b. Not applicable c. Not applicable
EE.L.2.4	Demonstrate knowledge of word meanings a. Demonstrate knowledge of new vocabulary drawn from reading and content areas. b. Not applicable c. Not applicable d. Identify the words comprising compound words. e. Not applicable
EE.L.3.4	Demonstrate knowledge of word meanings a. With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud b. With guidance and support, identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs. c. Not applicable d. Not applicable
EE.L.4.4	Demonstrate knowledge of word meanings a. Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult b. Use frequently occurring root words (e.g., talk) and words that result when word endings are added (e.g., talked, talking, talks). c. Not applicable
EE.L.5.4	Demonstrate knowledge of word meanings a. Use sentence level context to determine which word is missing from a content area text. b. Use frequently occurring root words (e.g. talk) and the words that results when word endings are added (talked, talking, talks). c. Not applicable
EE.L.6.4	Demonstrate knowledge of word meanings a. Use context to determine which word is missing from a content area text. b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating d. Not applicable
EE.L.7.4	Demonstrate knowledge of word meanings

	<ul style="list-style-type: none"> a. Use context to determine which word is missing from a text b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating d. Not applicable
EE.L.8.4	<p>Demonstrate knowledge of word meanings</p> <ul style="list-style-type: none"> a. Use context to determine which word is missing from a content area text b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating d. Not applicable
EE.L.9-10.4	<p>Demonstrate knowledge of word meanings</p> <ul style="list-style-type: none"> a. Use context to determine the meaning of unknown words. b. Identify and use root words that result when affixes are added or removed c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading d. Not applicable (See EE.L.9-10.4.c. above)
EE.L.11-12.4	<p>Demonstrate knowledge of word meanings</p> <ul style="list-style-type: none"> a. Use context to determine the meaning of unknown words b. Identify and use root words and the words that result when affixes are added or removed c. Not applicable d. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading

EE.L.K.5	<p>Demonstrate emerging understanding of word relationships</p> <ul style="list-style-type: none"> a. With guidance and support, sort common objects into familiar groups b. With guidance and support, demonstrate understanding of frequently occurring opposites c. With guidance and support, use words to communicate in real-life situations d. With guidance and support, demonstrate an understanding of common verbs
EE.L.1.5	<p>Demonstrate emerging understanding of word relationships</p> <ul style="list-style-type: none"> a. With guidance and support, sort common objects into familiar categories b. With guidance and support, identify attributes of familiar words c. With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use d. Not applicable
EE.L.2.5	<p>Demonstrate understanding of word relationships and use</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., happy: “I am happy”).

	b. Demonstrate understanding of the meaning of common verbs
EE.L.3.5	Demonstrate understanding of words and phrases in context a. Determine the literal meaning of words and phrases in context. b. Identify real-life connections between words and their use (e.g., happy: I am happy”). c. Identify words that describe personal emotional states
EE.L.4.5	Demonstrate understanding of word relationship and use a. Not applicable b. Use common idioms (e.g., no way, not a chance, you bet). c. Demonstrate understanding of opposites
EE.L.5.5	Demonstrate understanding of word relationship and use. a. Use simple, common idioms (e.g., you bet!, It’s a deal., we’re cool.). b. Not applicable c. Demonstrate understanding of words that have similar meanings
EE.L.6.5	Demonstrate understanding of word relationships and use a. Identify the meaning of simple similes (e.g., The man was as big as a tree) b. Demonstrate understanding of words by identifying other words with similar and different meanings c. Not applicable
EE.L.7.5	Demonstrate understanding of word relationships and use a. Identify the literal and nonliteral meanings of words in context b. Demonstrate understanding of synonyms and antonyms c. Not applicable
EE.L.8.5	Demonstrate understanding of word relationships and use a. Demonstrate understanding of the use of multiple meaning words b. Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household). c. Use descriptive words to add meaning when writing and communicating
EE.L.9-10.5	Demonstrate understanding of word relationships and use a. Interpret common figures of speech b. Determine the intended meaning of multiple meaning words
EE.L.11-12.5	Demonstrate understanding of word relationships and use a. Interpret simple figures of speech encountered while reading or listening b. Not applicable

EE.L.K.6	With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.
EE.L.1.6	With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.
EE.L.2.6	Use words acquired through conversations, being read to, and during shared reading activities.
EE.L.3.6	Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later)

EE.L.4.6	Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words .
EE.L.5.6	Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.
EE.L.6.6	Use general academic and domain-specific words and phrases across contexts.
EE.L.7.6	Use general academic and domain-specific words and phrases across contexts.
EE.L.8.6	Use general academic and domain-specific words and phrases across contexts.
EE.L.9-10.6	Use general academic and domain-specific words and phrases across contexts.
EE.L.11-12.6	Use general academic and domain-specific words and phrases across contexts.