### Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 11-12**  
**ELA.EE.RI.11-12.3**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.11-12.3</td>
<td>ELA.EE.RI.11-12.3</td>
<td></td>
</tr>
</tbody>
</table>
| Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text | Determine how individuals, ideas, or events change over the course of the text | Initial Precursor  
- As a result of experience with a routine, the student is able to identify actions associated with the routine  
Distal Precursor  
- Can identify the order in which two events occur in an informational text  
Proximal Precursor  
- Can identify information that indicates the temporal order of ideas or events presented in an informational text  
Target  
- Can determine how the individuals, ideas, events, and other details change over the course of an informational text  
Successor  
- Can identify how the author elaborates on the topic mentioned in the introduction and indicates how individuals, events, and ideas relate to and influence each other |

© 2020 The Dynamic Learning Maps Essential Elements, linkage levels, and nodes are copyrighted by the University of Kansas Center for Research. Linkage levels and nodes are available for use by educators in DLM states but may not be used by commercial entities without written permission. Linkage level information and nodes may not be altered by anyone without express written permission from the University of Kansas Center for Research.
How is the Initial Precursor related to the Target? | How is the Distal Precursor related to the Target?
---|---
**Initial Precursor:** As students work toward being able to determine how individuals, ideas, or events change over time, they must understand that these things are connected over time. This can begin by learning to identify the connections between actions and routines (or events). In the context of shared reading, teachers can use DLM Familiar Texts and other texts that feature familiar routines with actions that students can learn to associate with the routine, not by doing the routine, but by recognizing words and pictures that represent those actions in the text.  

**Distal Precursor:** Reading a text to understand how individuals, ideas, or events change over time requires students to understand the order of events. They must understand what happened first and next or last to then determine how things changed. During shared reading or reading comprehension instruction, teachers can use books with a clear sequence of events, highlight two or more events prior to reading, and ask students to read or listen in order to determine the order of events.

A diagram showing the relationship of nodes in the mini-map appears below.

*Key to map codes in upper right corner of node boxes:*

- **IP** Initial Precursor
- **SP** Supporting
- **DP** Distal Precursor
- **S** Successor
- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
Determine how individuals, ideas, or events change over the course of the text.