## Essential Element, Linkage Levels, and Mini-Map
### ELA: Grade 3
#### ELA.EE.RI.3.1

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| ELA.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers | ELA.EE.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text | Initial Precursor  
  - Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it  
Distal Precursor  
  - Can recognize when he or she encounters familiar people, objects, places, and events  
Proximal Precursor  
  - Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts  
Target  
  - Can answer questions posed by others regarding the concrete details of an informational text  
Successor  
  - Can identify words or details to answer a question about explicit information presented in the text |

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### How is the Initial Precursor related to the Target?

**Initial Precursor:** Learning to respond to questions regarding details in a text requires that students attend to, recognize, and eventually answer questions about the characteristics of the objects they encounter each day. This might include understanding actions that can be completed with familiar objects (e.g., using a cup to drink). In the context of reading an informational text, students can learn to attend to real objects that are paired with objects found in books during shared reading. Using the DLM Familiar Texts aligned with this Essential Element and linkage level, teachers and students can work on this skill while engaging in shared reading about familiar concepts and routines. Teachers can help students associate labels and actions with objects they collect to match objects in the books.

### How is the Distal Precursor related to the Target?

**Distal Precursor:** Learning to respond to questions regarding details in a text requires students to recognize and remember people, objects, places, and events they encounter every day. In the context of reading an informational text, students can work on recognizing and remembering people, objects, places, and events that appear in the texts that become familiar over time as a result of repeated reading and interaction.

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
ELA.EE.RI.3.1 - Answer who and what questions to demonstrate understanding of details in a text.