## Essential Element, Linkage Levels, and Mini-Map
### ELA: Grade 4
#### ELA.EE.RI.4.2

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
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| ELA.RI.4.2 Determined the main idea of a text and explain how it is supported by key details; summarize the text | ELA.EE.RI.4.2 Identify the main idea of a text when it is explicitly stated | **Initial Precursor**  
- Can indicate an object when it is referred to by name  

**Distal Precursor**  
- When shown a familiar book ("familiar" means that the student has had several shared reading experiences with the same text), can name the objects shown in the pictures/tactile graphics or the objects representing the book pictures  

**Proximal Precursor**  
- Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts  

**Target**  
- Can identify the overall, general topic of any brief (no more than a paragraph) familiar informational text  

**Successor**  
- Can determine which words contained in an informational text relate to the topic of the text  

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<table>
<thead>
<tr>
<th>How is the Initial Precursor related to the Target?</th>
<th>How is the Distal Precursor related to the Target?</th>
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<tbody>
<tr>
<td><strong>Initial Precursor:</strong> Identifying the general topic or main idea of a text requires students to first understand that texts can tell information about objects and other things. This starts with being able to recognize objects when they are referenced by name. In the context of shared reading, teachers can work on this skill by pairing real objects with the objects that appear in texts. The DLM Familiar Texts highlight familiar routines that involve everyday objects teachers can associate with the names/labels as they are used in the text.</td>
<td><strong>Distal Precursor:</strong> Identifying the general topic or main idea of a text requires students to recognize and remember objects (and other details) included in the book that point to the general topic or main idea. One way to build this skill is to engage students in naming the objects that appear in illustrations or tactile graphics that appear in a book. Teachers might also choose to provide students with access to real objects that reflect the objects in the book and, during shared reading, associate the real objects with the illustrations or tactile graphics and main topic of the book. Using the DLM Familiar Texts aligned with this linkage level, teachers and students can work on this skill because the books are set in familiar contexts and use everyday objects teachers should be able to collect and use during repeated shared readings of the book.</td>
</tr>
</tbody>
</table>

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
Identify the main idea of a text when it is explicitly stated.