### ELA: GRADE 4

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| ELA.RI.4.4           | ELA.EE.RI.4.4         | **Initial Precursor**  
  - Can indicate an object when it is referred to by name  
**Distal Precursor**  
  - Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different  
**Proximal Precursor**  
  - Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones  
**Target**  
  - Can identify simple semantic definitions for unambiguous words in a text  
**Successor**  
  - Can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., "sweet")  

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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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Precursor:</strong> Learning the meaning of new words begins as students learn the names of objects around them. Students at the Initial Precursor linkage level work on identifying the names of objects during shared reading of familiar texts. The DLM Familiar Texts aligned with this Essential Element and linkage level focus on routines that involve the use of everyday objects. These objects are named in the texts. Teachers can use these texts during shared reading to help students working at the Initial Precursor linkage level learn to identify objects as they are named.</td>
<td><strong>Distal Precursor:</strong> Learning the meaning of new words involves being able to determine when words have meanings that are the same and different. Teachers can help students learn to identify words with same, similar, and different meanings during shared reading of DLM Familiar Texts aligned with the Distal Precursor linkage level. Words with same, similar, and different meanings have been used intentionally in these books so teachers can help students learn the distinction.</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:

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
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<tbody>
<tr>
<td>IP</td>
<td>Initial Precursor</td>
</tr>
<tr>
<td>DP</td>
<td>Distal Precursor</td>
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<tr>
<td>PP</td>
<td>Proximal Precursor</td>
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<tr>
<td>T</td>
<td>Target</td>
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<tr>
<td>SP</td>
<td>Supporting</td>
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<tr>
<td>S</td>
<td>Successor</td>
</tr>
<tr>
<td>UN</td>
<td>Untested</td>
</tr>
</tbody>
</table>
ELA.EE.RI.4.4 - Determine meaning of words in text.

F-143
Can demonstrate understanding of object names.

F-11
Can demonstrate understanding of action words

F-8
Can demonstrate receptive word order

F-23
Can make judgments about the meaning of word(s)

ELA-1211
Can identify an unknown or missing word in familiar text

ELA-744
Can ask questions to clarify the meaning of unknown words in a text

ELA-1192
Can determine the words or phrases that can complete literal sentences in a text

ELA-1416
Can determine the meaning of unambiguous words in a text

ELA-489
Can demonstrate an understanding that words have multiple meanings