<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| ELA.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text | ELA.EE.RI.4.8 Identify one or more reasons supporting a specific point in an informational text | Initial Precursor  
• When attending, react to a change to an object or situation  
Distal Precursor  
• Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts  
Proximal Precursor  
• Can determine what the points are that the author of an unfamiliar informational text is trying to communicate to the reader  
Target  
• Can provide the reasons an author includes (i.e. details) that support the points of an informational text  
Successor  
• Can find out how specific points made by an author in an informational text relate to the reasons supporting it |

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<table>
<thead>
<tr>
<th><strong>How is the Initial Precursor related to the Target?</strong></th>
<th><strong>How is the Distal Precursor related to the Target?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Precursor:</strong> Identifying the reasons an author gives to support a point requires students to recognize when a point is being made and when information is provided to support the point. This ability begins as students begin to attend to text and recognize when something new appears. The DLM Familiar Texts aligned with this Essential Element and linkage level are written so teachers can help students learn to recognize when new objects or information appears. Teachers can use these books during shared reading with or without objects linked to the book to help students develop the ability to recognize new objects or information.</td>
<td><strong>Distal Precursor:</strong> Identifying the reasons an author gives to support a point requires students to recognize when a point is being made and when information is provided to support the point. This is directly related to being able to identify concrete details in informational text. The DLM Familiar Texts aligned with this Essential Element and linkage level explicitly reference concrete details that students can learn to identify. Teachers can use these texts during shared reading and draw students' attention to the details they are learning to identify.</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
ELA.EE.RI.4.8 - Identify one or more reasons supporting a specific point in an informational text.
ELA-1119
Can identify a concrete detail related to an individual, event, or idea presented in an informational text.

ELA-1139
Can identify the points made by the author of an unfamiliar informational text.

ELA-385
Can identify the reasons that support points made in an informational text.

ELA-1412
Can identify the relationship between specific points and the reasons supporting them in an informational text.