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

**ELA: Grade 4**

**ELA.EE.RI.4.9**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
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| ELA.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably | ELA.EE.RI.4.9 Compare details presented in two texts on the same topic | **Initial Precursor**  
• Can indicate an object when it is referred to by name  
**Distal Precursor**  
• Using their categorical knowledge, can make generalizations about the category to novel instances of that category  
**Proximal Precursor**  
• Can determine when two different informational texts on the same topic make a similar point or statement  
**Target**  
• Can compare informational texts on the same topic based on the specific details used to discuss the topic  
**Successor**  
• Can compare and contrast informational texts on the same topic based on the specific details used to discuss the topic |

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<table>
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<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> Comparing informational texts on the same topics requires students to understand that texts can tell information about objects and other things that can eventually be compared. 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 aligned with this Essential Element and linkage level highlight familiar routines that involve everyday objects that teachers can associate with the names/labels that are used in the books. Eventually, these objects can be compared across texts.</td>
<td><strong>Distal Precursor:</strong> Comparing information across texts on the same topic requires students to understand how things are related to one another. Categorical knowledge is one way to understand relationships. In the context of shared reading, teachers can work on developing the student’s ability to use categorical knowledge by stating a category and asking students to identify objects in the book (or real objects that have been paired with the book) that belong to the category. The DLM Familiar Texts aligned with this Essential Element and linkage level highlight the objects that are used in familiar routines and the broader categories for the objects (e.g., items you buy when you go shopping).</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.4.9 - Compare details presented in two texts on the same topic.
ELA-1137
Can identify similar parts of two different informational texts on the same topic

ELA-1129
Can identify a common element in two different informational texts on the same topic

ELA-1443
Can identify the similarities between informational texts on the same topic.

ELA-1444
Can compare informational texts on the same topic

ELA-1445
Can compare and contrast informational texts on the same topic