# Essential Element, Linkage Levels, and Mini-Map

## ELA: Grade 3

### ELA.EE.RL.3.1

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| **ELA.RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers | **ELA.EE.RL.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 answer questions posed by others asking who and what about the key details in a familiar narrative  
**Target**  
- Can produce responses to questions seeking information on specific characters and what each of them did in a narrative by providing details on them  
**Successor**  
- Can answer questions posed by others asking who, what, where, when, why, and how about the details in a narrative |

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

**Initial Precursor:** Learning to respond to questions regarding characters and their actions requires that students first understand simple relationships between objects and actions. In the context of reading literature, students can learn to attend to objects that are found in books during shared reading and begin to make connections between those objects and specific actions. Using DLM Familiar Texts aligned with this Essential Element and linkage level, teachers and students can work on this skill while they engage in shared reading about common daily routines and interact with objects that are used during those routines (e.g., using a brush to brush hair when getting ready for school).

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

**Distal Precursor:** Learning to respond to questions about details in a story requires students to recognize and remember people, objects, places, and events. In the context of reading literature, students can work on recognizing and remembering people, objects, places, and events. Using the DLM Familiar Texts aligned with this linkage level, teachers and students can work on this skill while engaging in shared reading about common settings (e.g., home, school) and the people, objects, and events that are associated with those settings.

A diagram showing the relationship of nodes in the mini-map appears below.

*Key to map codes in upper right corner of node boxes:*

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IP</td>
<td>Initial Precursor</td>
</tr>
<tr>
<td>DP</td>
<td>Distal Precursor</td>
</tr>
<tr>
<td>PP</td>
<td>Proximal Precursor</td>
</tr>
<tr>
<td>T</td>
<td>Target</td>
</tr>
<tr>
<td>SP</td>
<td>Supporting</td>
</tr>
<tr>
<td>S</td>
<td>Successor</td>
</tr>
<tr>
<td>UN</td>
<td>Untested</td>
</tr>
</tbody>
</table>

**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.RL.3.1 - Answer who and what questions to demonstrate understanding of details in a text.