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

**ELA: Grade 3**  
**ELA.EE.RL.3.2**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| **ELA.RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text | **ELA.EE.RL.3.2** Associate details with events in stories from diverse cultures | **Initial Precursor**  
- Can correctly look at the scene demonstrating a possible event and ignore the scene demonstrating an impossible event based on an understanding that objects still exist despite not being seen (i.e. object permanence)  
**Distal Precursor**  
- Can recognize when he or she encounters familiar people, objects, places, and events  
**Proximal Precursor**  
- The student can represent a conceptual connection between a detail and an event in a familiar text  
**Target**  
- Can associate details with events in stories from fables, folktales or diverse cultures  
**Successor**  
- Can retell stories from various cultures, such as myths, fables, and folktales, by recounting key details from them |

© 2020 The Dynamic Learning Maps Essential Elements, linkage levels, and nodes are copyrighted by the University of Kansas Center for Research. Linkage levels and nodes are available for use by educators in DLM states but may not be used by commercial entities without written permission. Linkage level information and nodes may not be altered by anyone without express written permission from the University of Kansas Center for Research.
How is the Initial Precursor related to the Target?

**Initial Precursor:** Associating details with events in stories requires students to remember events and details across multiple pages in a text. At beginning levels, this requires understanding that objects still exist even when they are not physically present or cannot be seen. In the context of reading literature, teachers can help students develop an understanding that objects still exist when they can no longer be seen using the DLM Familiar Texts aligned with this Essential Element and linkage level that feature objects that characters are seeking. Students at the Initial Precursor level might look for objects that are hiding or missing while their peers associate those objects with events in the story.

How is the Distal Precursor related to the Target?

**Distal Precursor:** Associating details with events in stories requires students to remember both events and details. That begins with recognizing and remembering the people, objects, places, and events they encounter each day. In the context of reading literature, teachers can help students work on recognizing when they encounter familiar people, objects, places, and events during shared reading. The DLM Familiar Texts aligned with this Essential Element and linkage level are about common settings (e.g., home, school) and the people, objects, and events that are associated with those settings. Teachers can read these books with students and help them associate objects and actions with the text.

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.RL.3.2 - Associate details with events in stories from diverse cultures.
ELA-1453
Can associate details with events in a story

ELA-1454
Can associate details with events in familiar stories from fables, folktales or diverse cultures

ELA-1455
Can associate details with events in stories from fables, folktales or diverse cultures

ELA-1194
Can use key details to recount stories from various cultures, such as myths, fables, and folktales