# ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

## ELA: GRADE 8

### ELA.EE.RL.8.3

<table>
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<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
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| ELA.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision | ELA.EE.RL.8.3 Identify which incidents in a story or drama lead to subsequent action | **Initial Precursor**
  - Comprehends that all objects have some function or action typically associated with it (object action)
**Distal Precursor**
  - Student can correctly identify how a character responds to a challenge that is presented within a story
**Proximal Precursor**
  - Can recall the causes of major actions included in a story
**Target**
  - Can identify the impact that certain events have in a narrative, such as causing subsequent events to occur
**Successor**
  - Can explain how each of the character's actions in the story is the cause of another action, and how these build on each other towards achieving the overall goal

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

**Initial Precursor:** Identifying the way one event causes another requires students to understand the impact things have on one another. At the Initial Precursor level, students are working toward this understanding by learning to identify the function of familiar objects. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level to work on this skill in repeated shared reading. The texts feature familiar routines and explicitly reference objects and their function. Teachers might gather the objects that are referenced in the book and act out or otherwise help students experience the actions that are associated with each object.

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

**Distal Precursor:** Identifying the impact events have on subsequent events in a narrative includes the ability to identify how challenges impact characters and their responses. Teachers can work on this during shared or guided reading (anchor-read-apply) as they set purposes related to identifying challenges and character responses to them.

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>
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<tr>
<td>IP</td>
<td>Initial Precursor</td>
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<tr>
<td>DP</td>
<td>Distal Precursor</td>
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<td>PP</td>
<td>Proximal Precursor</td>
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<tr>
<td>T</td>
<td>Target</td>
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<td>SP</td>
<td>Supporting</td>
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<tr>
<td>S</td>
<td>Successor</td>
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<td>UN</td>
<td>Untested</td>
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ELA.EE.RL.8.3 - Identify which incidents in a story or drama lead to subsequent action.
ELA-1057
Can identify the overall goal or main idea of a single episode

ELA-1165
Can identify which events in a narrative lead to a subsequent action

ELA-466
Can explain how actions in a narrative contribute to the main character's overall goal