## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

**ELA: GRADE 4**

**ELA.EE.W.4.2.b**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.W.4.2.b</td>
<td>ELA.EE.W.4.2.b</td>
<td>EMERGENT WRITING (EW.4)</td>
</tr>
<tr>
<td>Develop the topic</td>
<td>List words, facts,</td>
<td><em>Initial Precursor</em></td>
</tr>
<tr>
<td>with facts,</td>
<td>or details related</td>
<td>• Can indicate an object when it is</td>
</tr>
<tr>
<td>definitions,</td>
<td>to the topic</td>
<td>referred to by name</td>
</tr>
<tr>
<td>concrete details,</td>
<td></td>
<td><em>Distal Precursor</em></td>
</tr>
<tr>
<td>quotations, or</td>
<td></td>
<td>• Can recognize when he or she</td>
</tr>
<tr>
<td>other information</td>
<td></td>
<td>encounters familiar people, objects,</td>
</tr>
<tr>
<td>and examples related</td>
<td></td>
<td>places, and events</td>
</tr>
<tr>
<td>to the topic</td>
<td></td>
<td></td>
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</tbody>
</table>

**CONVENTIONAL WRITING (CW.4)**

*Proximal Precursor*
• Can determine some of the relevant words for describing people, places, things, or events familiar to the student.

*Target*
• Can determine the words, facts, details, or other information that relate to a specific topic when preparing to write.

*Successor*
• Student is already able to identify facts and details related to topic from a set of choices. Now they are able to provide written facts, details and/or information about a topic.

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

**Initial Precursor:** It is important for students to know something about the topics they choose to write about. The Target linkage level for this Essential Element requires students to select a topic and then determine if information is related to that topic. At the Initial Precursor level, students are expected to demonstrate that they are learning the names of objects related to topics they might write about. Teachers can work on this linkage level by gathering objects related to preferred topics (e.g., activities, events, people, places, shows) that students might like to write about. After selecting a topic, teachers can help students learn the names of the selected objects prior to writing.

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

**Distal Precursor:** Successful writing requires the writer to know something about the topic. As such, it is important for students to move beyond knowing object names to recognizing when people, objects, places, and events are and are not familiar. In writing, students should be encouraged to select topics that are familiar. Teachers can support this by gathering photos, objects, and artifacts that are familiar to students and using these things as choices when students select topics for writing. Teachers can build on this understanding and reach toward the Target by helping students identify people, objects, places, and events that are related to the familiar topic they select.

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This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 4 with two other Essential Elements: ELA.EE.L.4.2.a and ELA.EE.L.4.2.d. The Proximal Precursor, Target, and Successor nodes are assessed in the conventional writing testlet in Grade 4 with two other Essential Elements: ELA.EE.L.4.2.a and ELA.EE.L.4.2.d.

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
- **DP** Distal Precursor
- **PP** Proximal Precursor
- **T** Target
- **SP** Supporting
- **S** Successor
- **UN** Untested

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ELA.EE.W.4.2.b - List words, facts, or details related to the topic.