## 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.

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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>
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</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>
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<tr>
<td>SP</td>
<td>Supporting</td>
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<tr>
<td>S</td>
<td>Successor</td>
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<tr>
<td>UN</td>
<td>Untested</td>
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<tr>
<td>T</td>
<td>Target</td>
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</tbody>
</table>

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

- Can pay attention to object characteristics due to language cues
- Can demonstrate understanding of object words during familiar routines
- Can demonstrate understanding of object names.
- Can identify familiar people, objects, places, and events
- Can name objects in pictures/tactile graphics or name objects used to represent book pictures during a shared reading activity
- Can identify concrete details in a familiar story (characters, objects)
- Can answer who and what questions about details in a familiar narrative
- Can answer who and what questions about details in a narrative
- Can answer wh questions about details in a narrative
# 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>
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</tr>
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</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 |

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### 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.

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<td>T</td>
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</tbody>
</table>
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
# Essential Element, Linkage Levels, and Mini-Map

## ELA: Grade 3

### ELA.EE.RL.3.3

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| **ELA.RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events | **ELA.EE.RL.3.3** Identify the feelings of characters in a story | **Initial Precursor**  
- The student is able to use or identify feeling words related to self, such as happy, sad, tired, worried, or angry  
**Distal Precursor**  
- Student can identify words in a familiar text that are associated with feelings  
**Proximal Precursor**  
- Student can identify the feelings of characters when explicitly stated in familiar stories  
**Target**  
- Can identify the feelings of specific characters in narratives  
**Successor**  
- Can identify how a character’s actions make them feel OR can identify how the character’s desires or feelings lead to an action |

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<tbody>
<tr>
<td><strong>Initial Precursor:</strong> Identifying the feelings of others begins with understanding feelings in oneself. In the context of reading literature, teachers can help students identify their own feelings during shared reading of texts that highlight the character's feelings. The DLM Familiar Texts aligned with this Essential Element and linkage level refer explicitly to character feelings, which gives teachers a chance to help students reflect on their own feelings.</td>
<td><strong>Distal Precursor:</strong> Identifying the feelings of characters in a book requires an understanding of words used to describe and label feelings. Teachers can help students begin to recognize when feeling words appear in a text using the DLM Familiar Texts aligned with this Essential Element and linkage level during shared reading. The familiar texts specifically call out character feelings with everyday words used to describe and label feelings.</td>
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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
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- S: Successor
- PP: Proximal Precursor
- UN: Untested
- T: Target
ELA.EE.RL.3.3 - Identify the feelings of characters in a story.
## Essential Element, Linkage Levels, and Mini-Map

### ELA: Grade 3

#### ELA.EE.RL.3.5

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</table>
| **ELA.RL.3.5** Refer to parts of stories, dramas, poems when writing or speaking about a text, using terms such as chapter, scene, stanza, describe how each successive part builds on earlier sections | **ELA.EE.RL.3.5** Determine the beginning, middle, and end of a familiar story with a logical order | **Initial Precursor**  
- Student engages in a behavior indicating he or she is attending to the text (story, information book, alphabet book). May display this with gaze, decreased movement (i.e., stilling), and noise  
**Distal Precursor**  
- Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object  
**Proximal Precursor**  
- Can determine the elements (e.g., setting, events) that occur at the beginning and end of a familiar, linear story  
**Target**  
- Can determine the events that occur at the beginning, middle, and end of a familiar, linear story  
**Successor**  
- Student can identify the beginning and end of an unfamiliar story |

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<tr>
<td><strong>Initial Precursor:</strong> Increasing interest and engagement is a primary goal of shared reading interactions. This Initial Precursor node is focused on building this interest and engagement using DLM Familiar Texts and other books about topics of interest that feature everyday objects and events.</td>
<td><strong>Distal Precursor:</strong> As students work toward understanding sequence in stories with a linear structure, they must work on associating words with illustrations and/or tactile graphics in stories. The DLM Familiar Texts aligned with this Essential Element and linkage level include familiar objects that students can learn to associate with spoken labels, photos, and other symbolic representations during shared reading interactions.</td>
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- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
Determine the beginning, middle, and end of a familiar story with a logical order.
# Essential Element, Linkage Levels, and Mini-Map

## ELA: Grade 3

### ELA.EE.RI.3.1

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<tbody>
<tr>
<td>ELA.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers</td>
<td>ELA.EE.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text</td>
<td><strong>Initial Precursor</strong>&lt;br&gt;• 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&lt;br&gt;&lt;br&gt;<strong>Distal Precursor</strong>&lt;br&gt;• Can recognize when he or she encounters familiar people, objects, places, and events&lt;br&gt;&lt;br&gt;<strong>Proximal Precursor</strong>&lt;br&gt;• Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts&lt;br&gt;&lt;br&gt;<strong>Target</strong>&lt;br&gt;• Can answer questions posed by others regarding the concrete details of an informational text&lt;br&gt;&lt;br&gt;<strong>Successor</strong>&lt;br&gt;• Can identify words or details to answer a question about explicit information presented in the text</td>
</tr>
</tbody>
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<tr>
<td><strong>Initial Precursor:</strong> Learning to respond to questions regarding details in a text requires that students attend to, recognize, and eventually answer questions about the characteristics of the objects they encounter each day. This might include understanding actions that can be completed with familiar objects (e.g., using a cup to drink). In the context of reading an informational text, students can learn to attend to real objects that are paired with objects found in books during shared reading. Using the DLM Familiar Texts aligned with this Essential Element and linkage level, teachers and students can work on this skill while engaging in shared reading about familiar concepts and routines. Teachers can help students associate labels and actions with objects they collect to match objects in the books.</td>
<td><strong>Distal Precursor:</strong> Learning to respond to questions regarding details in a text requires students to recognize and remember people, objects, places, and events they encounter every day. In the context of reading an informational text, students can work on recognizing and remembering people, objects, places, and events that appear in the texts that become familiar over time as a result of repeated reading and interaction.</td>
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- T: Target
ELA.EE.RI.3.1 - Answer who and what questions to demonstrate understanding of details in a text.
## Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 3**

**ELA.EE.RI.3.2**

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<tbody>
<tr>
<td>ELA.RI.3.2</td>
<td>Determine the main idea of a text; recount the key details and explain how they support the main idea</td>
<td>Initial Precursor</td>
</tr>
<tr>
<td></td>
<td>Identify details in a text</td>
<td>• 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)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text</td>
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<td></td>
<td>Target</td>
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<tr>
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<td></td>
<td>• Can identify the concrete details mentioned in beginner level informational texts</td>
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<td>Successor</td>
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<tr>
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<td></td>
<td>• Able to identify explicit details in an informational text</td>
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<tr>
<td><strong>Initial Precursor:</strong> Identifying details in a text requires students to remember the details. 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. The DLM Familiar Texts aligned with this Essential Element and linkage level feature familiar objects. During shared reading, teachers can help students learn that the objects still exist even when they are not physically present or cannot be seen.</td>
<td><strong>Distal Precursor:</strong> Identifying details in a text requires students to remember the details. At the Distal Precursor linkage level, students can start working on identifying details by identify objects associated with labels and actions. During shared reading with DLM Familiar Texts, teachers can take advantage of the familiar routines and objects that are used in the stories to help students associate objects with their labels, uses, and other characteristics.</td>
</tr>
</tbody>
</table>

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- **SP** Supporting
- **DP** Distal Precursor
- **S** Successor
- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
ELA.EE.RI.3.2 Identify details in a text.

- **F-83**: Can seek objects that are absent
- **F-142**: Can pay attention to object characteristics due to language cues
- **F-153**: Can demonstrate understanding of object words during familiar routines
- **F-143**: Can demonstrate understanding of object names.
- **F-121**: Can identify familiar people, objects, places, and events
- **ELA-1382**: Can name objects in pictures/tactile graphics or name objects used to represent book pictures during a shared reading activity
- **ELA-1210**: Can identify pictures or tactile graphics/objects that go with a familiar text
- **ELA-1141**: Can identify concrete details in familiar informational texts
- **ELA-970**: Can identify a concrete detail in early informational texts
- **ELA-1371**: Can identify explicit details in informational texts
**ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP**

**ELA: GRADE 3**

**ELA.EE.RI.3.3**

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<tr>
<td><strong>ELA.RI.3.3</strong> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect</td>
<td><strong>ELA.EE.RI.3.3</strong> Order two events from a text as “first” and “next”</td>
<td><strong>Initial Precursor</strong></td>
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<tr>
<td></td>
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<td>• Can identify the next step or event in a sequence from a familiar routine</td>
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<td><strong>Distal Precursor</strong></td>
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<tr>
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<td>• As a result of experience with a routine, the student is able to identify actions associated with the routine</td>
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<td></td>
<td><strong>Proximal Precursor</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify specific events in a familiar information text</td>
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<td></td>
<td><strong>Target</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify the order in which two events occur in an informational text</td>
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<td><strong>Successor</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Can identify information that indicates the temporal order of ideas or events presented in an informational text</td>
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<tr>
<td><strong>Initial Precursor:</strong> Identifying the order of events in an informational text is supported by understanding steps in familiar routines and being able to anticipate or identify a next step. At the Initial Precursor linkage level, students can work on identifying the next step associated with familiar routines through shared reading of the DLM Familiar Texts aligned with this Essential Element and linkage level. These texts feature everyday routines with steps that teachers can pair with objects and act out in ways that help students learn what comes next.</td>
<td><strong>Distal Precursor:</strong> Identifying the order of events in an informational text is supported by remembering actions associated with those events. At the Distal Precursor linkage level, students can work on learning to identify actions associated with routines through shared reading of the DLM Familiar Texts aligned with this linkage level. These texts feature everyday routines with objects and actions teachers can associate with the routines.</td>
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ELA.EE.RI.3.3 - Order two events from a text as “first” and “next.”
## Essential Element, Linkage Levels, and Mini-Map
### ELA: Grade 3
#### ELA.EE.RI.3.5

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| ELA.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently | ELA.EE.RI.3.5 With guidance and support, use text features including headings and key words to locate information in a text | **Initial Precursor**  
- Can produce some type of communication (body movement, sound, facial expression, or gaze) indicating he or she desires a specific object in his or her immediate environment, such as food or a toy  
**Distal Precursor**  
- Can recognize when he or she encounters familiar people, objects, places, and events  
**Proximal Precursor**  
- Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text  
**Target**  
- Can locate information within an informational text by using the text features including bold, italics, and underlined text, headings, captions, icons, graphics or illustrations, text boxes, table of contents, and glossaries  
**Successor**  
- Can locate information in a text by using the specific text features, which can include bold print, captions, and subheadings |

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<tr>
<td><strong>Initial Precursor:</strong> Learning to use predictable features in informational texts (e.g., headings, bolded key words) requires students to begin to recognize things that are familiar, predictable, and preferred. Students can work toward this beginning with communicating preferences for objects in the immediate environment. In the context of ELA instruction, teachers can address this using the DLM Familiar Texts aligned with this Essential Element and linkage level. These texts are about familiar contexts (e.g., home, school, or neighborhood) and feature objects associated with familiar routines that occur in those familiar contexts. Teachers can gather the objects or use the images in the text to encourage students to indicate preferences for the objects as they appear in the text.</td>
<td><strong>Distal Precursor:</strong> Learning to use predictable features in informational texts (e.g., headings, bolded key words) requires students to begin to recognize things that are familiar or predictable. In the context of reading informational texts, students can work on this by engaging in repeated shared reading using texts about events that are familiar. 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 Essential Element and 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.</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.3.5 - With guidance and support, use text features including headings and key words to locate information in a text.
ELA-375
Use basic text features to find information.

ELA-747
Can use specific text features, including bold print, captions, and subheadings to locate information.
<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RL.3.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language</td>
<td><strong>Initial Precursor</strong>&lt;br&gt;• 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</td>
</tr>
<tr>
<td><strong>ELA.EE.RL.3.4</strong>&lt;br&gt;Determine words and phrases that complete literal sentences in a text</td>
<td><strong>Distal Precursor</strong>&lt;br&gt;• Can demonstrate understanding of the names of objects or people who are not immediately present</td>
<td></td>
</tr>
<tr>
<td><strong>Proximal Precursor</strong>&lt;br&gt;• Can provide real-life examples of words connected to a use (describe people who are friendly)</td>
<td><strong>Target</strong>&lt;br&gt;• Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones</td>
<td></td>
</tr>
<tr>
<td><strong>Successor</strong>&lt;br&gt;• Can identify simple semantic definitions for unambiguous words in a text</td>
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<td></td>
</tr>
<tr>
<td>How is the Initial Precursor related to the Target?</td>
<td>How is the Distal Precursor related to the Target?</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Initial Precursor</strong>: At the Target level, students working on this Essential Element are associating words with other words to complete sentences. At the Initial Precursor level, students associate words with familiar objects. In the context of reading literature, the DLM Familiar Texts feature object names and words used to describe those objects. The books and objects are from everyday routines that teachers can act out and associate with real objects during shared reading.</td>
<td><strong>Distal Precursor</strong>: At the Target level, students working on this Essential Element are associating words with other words to complete sentences. At the Distal Precursor linkage level, students associate words with familiar objects and people even when those objects and people are not immediately present. In the context of reading literature, the DLM Familiar Texts aligned with this Essential Element and linkage level feature common objects and people and give teachers an opportunity to help students associate names with them.</td>
<td></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:*

<table>
<thead>
<tr>
<th>Code</th>
<th>Node Type</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>
ELA.EE.RL.3.4 - Determine words and phrases that complete literal sentences in a text.
## Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 3**

**ELA.EE.RI.3.4**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area</td>
<td>ELA.EE.RI.3.4 Determine words and phrases that complete literal sentences in a text</td>
<td>Initial Precursor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can demonstrate understanding of the names of objects or people who are not immediately present</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify simple semantic definitions for unambiguous words in a text</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>How is the Initial Precursor related to the Target?</th>
<th>How is the Distal Precursor related to the Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Precursor:</strong> At the Target level, students working on this Essential Element associate words with other words to complete sentences. At the Initial Precursor level, students associate words with familiar objects. The DLM Familiar Texts aligned with this Essential Element and linkage level feature object names and words used to describe those objects. The books and objects feature everyday routines that teachers can act out and associate with real objects during shared reading.</td>
<td><strong>Distal Precursor:</strong> At the Target level, students working on this Essential Element associate words with other words to complete sentences. At the Distal Precursor linkage level, students learn to associate names with objects and people that are not immediately present. During shared reading of DLM Familiar Texts aligned with this linkage level, teachers can use the books about familiar routines to help students learn and remember the names of the objects and people in the text, even when they do not appear in the page being read.</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
- **DP** Distal Precursor
- **PP** Proximal Precursor
- **SP** Supporting
- **S** Successor
- **UN** Untested
- **T** Target
ELA.EE.RI.3.4 - Determine words and phrases that complete literal sentences in a text.
### Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 3**

**ELA.EE.RI.3.8**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA.RI.3.8</strong> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)</td>
<td><strong>ELA.EE.RI.3.8</strong> Identify two related points the author makes in an informational text</td>
<td><strong>Initial Precursor</strong>&lt;br&gt;• When attending, react to a change to an object or situation</td>
</tr>
<tr>
<td><strong>Distal Precursor</strong>&lt;br&gt;• Can demonstrate an understanding that objects differ in the physical characteristics and can make judgments of similarity or difference based on the physical characteristics of objects</td>
<td><strong>Proximal Precursor</strong>&lt;br&gt;• Can identify the relationship between multiple concrete facts or details in a literature or informational text</td>
<td><strong>Target</strong>&lt;br&gt;• Can find two points made by an author of an informational text that relate to each other</td>
</tr>
<tr>
<td><strong>Successor</strong>&lt;br&gt;• Can provide the reasons an author includes (i.e. details) that support the points of an informational text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How is the Initial Precursor related to the Target?</td>
<td>How is the Distal Precursor related to the Target?</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Initial Precursor:</strong> Understanding how points relate to each other begins with recognizing when new information is presented. At the Initial Precursor linkage level, students work on recognizing when new objects and actions appear in a text. The DLM Familiar Texts aligned with this linkage level feature familiar routines. During shared reading of these texts, teachers can use real objects to act out the routine and help students notice when a new object or action appears.</td>
<td><strong>Distal Precursor:</strong> Understanding how points relate to each other involves recognizing the characteristics or features of those points. Students at the Distal Precursor linkage level can work toward these understandings by learning to associate words that describe the physical characteristics or attributes of an object with the object itself. In the context of reading informational texts, teachers can work on this with the DLM Familiar Texts that have been written about familiar objects in familiar routines that students can learn to associate with words that describe them.</td>
<td></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.3.8 - Identify two related points the author makes in an informational text.

[Diagram of related points]

F-37 notice what is new
F-2 recognize same
F-141 Can determine similar or different based on physical characteristics
F-142 Can pay attention to object characteristics due to language cues
F-154 Can demonstrate understanding of property words corresponding to the objects used during familiar routines
F-75 Can demonstrate understanding of property words
F-151 Can sort objects on the basis of a property
ELA-997 Can identify the relationships between concrete facts or details
ELA-999 Can identify the implicit main idea of a paragraph in an informational text
ELA-1411
Can identify the points made by the author in a familiar informational text.

ELA-1139
Can identify the points made by the author of an unfamiliar informational text

ELA-1409
Can identify two related points made in an informational text.

ELA-385
Can identify the reasons that support points made in an informational text
<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| ELA.L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps) | ELA.EE.L.3.5.a Determine the literal meaning of words and phrases in context | 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 determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different  
  
Target  
- Can determine the literal meaning of words and phrases using the context in which they are located  
  
Successor  
- Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones |
How is the Initial Precursor related to the Target?

**Initial Precursor:** Learning the meaning of new words begins as students learn the names of objects and actions that are part of their everyday routines. Students working at the Initial Precursor linkage level can work on identifying the labels associated with objects and actions during shared reading. The DLM Familiar Texts aligned with this Essential Element and linkage level are about familiar routines and call out objects that teachers can help students learn to associate with labels and other descriptions.

How is the Distal Precursor related to the Target?

**Distal Precursor:** Learning the meaning of new words begins as students learn when they encounter familiar and ultimately unfamiliar words, people, objects, places and events. Teachers can help students recognize when they encounter familiar people, objects, places, and events during shared reading. The DLM Familiar Texts at this linkage level feature common routines that include familiar people, objects, places and/or events.

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.L.3.5.a - Determine the literal meaning of words and phrases in context.
**ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP**

**ELA: GRADE 3**

**ELA.EE.L.3.5.c**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| ELA.L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered) | ELA.EE.L.3.5.c Identify words that describe personal emotional states | **Initial Precursor**
  - The student is able to identify feeling words related to self, such as happy, sad, tired, worried, or angry

**Distal Precursor**
  - Student exhibits an understanding of basic feeling words, including happy, sad, mad

**Proximal Precursor**
  - Student exhibits an understanding of feeling words

**Target**
  - Student can identify feeling words to describe himself or herself

**Successor**
  - Can describe the internal (motivations, feelings) and external traits (appearance) of a character

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<table>
<thead>
<tr>
<th>How is the Initial Precursor related to the Target?</th>
<th>How is the Distal Precursor related to the Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Precursor:</strong> Identifying the feelings of others begins with understanding feelings in oneself. In the context of shared reading, teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level to help students begin to identify common feelings and how they relate to their own experiences.</td>
<td><strong>Distal Precursor:</strong> Identifying the feelings of others requires understanding of the words used to label feelings. Students at the Distal Precursor linkage level learn to identify these words. The DLM Familiar Texts aligned with this Essential Element and linkage level use common feelings words and can be used during shared reading to help students associate these words with common feeling states.</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.L.3.5.c - Identify words that describe personal emotional states.

F-150
Can identify feeling states in self

ELA-1486
Demonstrate receptive understanding of common feeling words.

ELA-1487
Demonstrate receptive understanding of feeling words.

ELA-1488
Identify feeling words that describe personal emotional states.

ELA-1485
Can express feelings and emotions when communicating with others

ELA-485
Can describe the internal and external traits of a character
## Essential Element, Linkage Levels, and Mini-Map

### ELA: Grade 3

**ELA.EE.RL.3.9**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RL.3.9</td>
<td>ELA.EE.RL.3.9</td>
<td>Initial Precursor</td>
</tr>
<tr>
<td></td>
<td>Identify common</td>
<td>• Can pay attention to either the entire</td>
</tr>
<tr>
<td></td>
<td>elements in two</td>
<td>object, a characteristic of the object,</td>
</tr>
<tr>
<td></td>
<td>stories in a</td>
<td>or an action in which the object can</td>
</tr>
<tr>
<td></td>
<td>series</td>
<td>perform after some verbal label has</td>
</tr>
<tr>
<td></td>
<td></td>
<td>been attached to it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can recognize when he or she encounters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>familiar people, objects, places, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>events</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The student can represent a conceptual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>connection between a detail and an event</td>
</tr>
<tr>
<td></td>
<td></td>
<td>in a familiar text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can pick out the story elements, such as</td>
</tr>
<tr>
<td></td>
<td></td>
<td>characters, settings, and events, across</td>
</tr>
<tr>
<td></td>
<td></td>
<td>two narratives with the same series of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>books</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can use the similarities in the plots of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>different narratives to compare them</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>How is the Initial Precursor related to the Target?</th>
<th>How is the Distal Precursor related to the Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Precursor:</strong> Identifying the elements in a story requires students to remember those elements. Students at the Initial Precursor level are working toward this by paying attention to and remembering objects that are associated with familiar texts. The DLM Familiar Texts aligned with this Essential Element and linkage level are about common routines that employ everyday objects. During shared reading of these DLM Familiar Texts, teachers can help students learn to associate labels and actions with common objects.</td>
<td><strong>Distal Precursor:</strong> Identifying the elements in a story requires students to remember those elements. 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 associated with those settings. Teachers can read these books with students and help them associate objects and actions with the text.</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:**

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- T Target
ELA.EE.RL.3.9 - Identify common elements in two stories in a series.
ELA-2021
Can compare a single event in different versions of the same story

ELA-2029
Can compare a single event in different narratives

ELA-2061
Can compare the experiences of characters in familiar stories

ELA-2095
Can identify two versions of the same story

ELA-1196
Can identify the similarities in two different versions of the same story

ELA-1694
Can identify common story elements in two narratives within a series

ELA-2039
Can compare the plot in different narratives
<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.3.9</td>
<td>ELA.EE.RI.3.9</td>
<td></td>
</tr>
</tbody>
</table>
| Compare and contrast the most important points and key details presented in two texts on the same topic | Identify similarities between two texts on the same topic | 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 identify the concrete details, such as individuals, events, or ideas in familiar informational texts |
|                      |                       | Target  
- Can determine how various informational texts on the same topic are similar in what is presented on the topic |
|                      |                       | Successor  
- Can compare informational texts on the same topic based on the specific details used to discuss the topic |
<table>
<thead>
<tr>
<th>How is the Initial Precursor related to the Target?</th>
<th>How is the Distal Precursor related to the Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Precursor:</strong> Identifying how two texts are similar requires remembering each text and the information associated with each. Students working at the Initial Precursor link level work toward this by paying attention to and remembering objects that are associated with familiar texts. The DLM Familiar Texts aligned with this Essential Element and linkage level are about common routines that employ everyday objects. During shared reading of these DLM Familiar Texts, teachers can help students learn to associate labels and actions with common objects used during the routines.</td>
<td><strong>Distal Precursor:</strong> Identifying how two texts are similar requires remembering each text and the information associated with each. That begins with recognizing and remembering the people, objects, places, and events students encounter each day. 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 associated with them. During shared reading of these texts, teachers can help students learn to recognize the familiar people, objects, and events associated with the routines.</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:*

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ELA.EE.RI.3.9 - Identify similarities between two texts on the same topic.
## Grade-Level Standard

**ELA.W.3.2.a**
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

## DLM Essential Element

**ELA.EE.W.3.2.a**
Select a topic and write about it including one fact or detail

## Linkage Levels

**EMERGENT WRITING (EW.3)**

**Initial Precursor**
- Turns own body, head, or otherwise directs own attention to objects or people

**Distal Precursor**
- Given a choice of two objects, uses eye-gaze, physical movement, gesture or vocalization to indicate choice

**CONVENTIONAL WRITING (CW.3)**

**Proximal Precursor**
- Student can select a familiar topic to share about (may be from a set of options) and can use drawing, dictating, or writing to share about it

**Target**
- Can write about a specific topic using facts and details to describe the topic

**Successor**
- Can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text

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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 3 with one other Essential Element: ELA.EE.W.3.4. The proximal precursor, target and successor nodes are assessed in the conventional writing testlet in Grade 3 with one other Essential Element: ELA.EE.W.3.4.
<table>
<thead>
<tr>
<th><strong>How is the Initial Precursor related to the Target?</strong></th>
<th><strong>How is the Distal Precursor related to the Target?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Precursor:</strong> Writing about a specific topic using facts and details requires students to be able to attend to topics long enough to learn information about them. In the context of emergent writing, students at the Initial Precursor level can work toward writing about topics by attending to objects or people that are presented as choices. While it may be unclear to the adult if the student is actually making an intentional choice, over time it is clear that the student is able to attend.</td>
<td><strong>Distal Precursor:</strong> Selecting and writing about a topic requires students to successfully communicate a choice of topics. In the context of emergent writing, students at the Distal Precursor level work on clearly communicating a choice between two familiar, preferred objects as a topic for writing. The key is to practice communicating a choice before writing about the choice rather than communicating a choice during an activity unrelated to writing.</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:**

<table>
<thead>
<tr>
<th>IP</th>
<th>Initial Precursor</th>
<th>SP</th>
<th>Supporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>DP</td>
<td>Distal Precursor</td>
<td>S</td>
<td>Successor</td>
</tr>
<tr>
<td>PP</td>
<td>Proximal Precursor</td>
<td>UN</td>
<td>Untested</td>
</tr>
<tr>
<td>T</td>
<td>Target</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ELA.EE.W.3.2.a - Select a topic and write about it including one fact or detail.

F-119 Directs attention to objects or people.

F-111 Attentive to objects, pictures, or multimedia.

F-114 Makes a choice between two objects.

F-103 Demonstrate preferences for some books over others.

ELA-1097 Expresses recognition of familiar text.

F-146 Can match a real object with a picture or other symbolic representation of the object.

ELA-1382 Can name objects in pictures/tactile graphics or name objects used to represent book pictures during a shared reading activity.

ELA-757 Can label the action that occurs in a story during a shared reading activity.
ELA-241
Can draw or select pictures to communicate information.

ELA-1621
Can select a familiar topic to share about using drawing, dictating or writing.

ELA-1957
Can select a topic and use drawing, dictating, or writing to compose a message with one fact.

ELA-1543
Can write (drawing, dictating, or writing) about a topic by producing facts and details.

ELA-1257
Can write about a topic using pertinent tactile, visual, or multimedia information.
### ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

**ELA: GRADE 3**

**ELA.EE.W.3.4**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.W.3.4</td>
<td>ELA.EE.W.3.4</td>
<td>EMERGENT WRITING (EW.3)</td>
</tr>
<tr>
<td></td>
<td>With guidance and support, produce writing that expresses more than one idea</td>
<td>Initial Precursor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Turns own body, head, or otherwise directs own attention to objects or people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sustains own attention to objects, pictures or multimedia for more than a fleeting moment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CONVENTIONAL WRITING (CW.3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can use two words together when producing a written text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Writes more than one idea about a topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student is able to produce a complete thought in writing. Up to this point, students may produce writing that requires some interpretation or context to understand (e.g., frg lgs = frogs use their legs to jump). By this node students are able to create a complete thought (e.g., Frogs jump). The produced thought may not be grammatically correct (i.e., The frogs can jump), but still conveys a complete thought or idea</td>
</tr>
</tbody>
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<td><strong>Initial Precursor:</strong> Writing about a specific topic using facts and details requires students to be able to attend to topics long enough to learn information about them. In the context of emergent writing, students working at the Initial Precursor level work toward writing about topics by attending to objects or people that are presented as choices. While it may be unclear to the adult if the student is actually making an intentional choice, over time it is clear that the student is able to attend.</td>
<td><strong>Distal Precursor:</strong> Writing multiple ideas about a topic requires students to pay attention to the topic long enough to learn about it. In the context of emergent writing, students can work on sustaining attention to objects, pictures, or multimedia that teachers introduce, talk about, and offer them as potential topics for writing. Teachers might start with familiar, favored objects, pictures, or multimedia and introduce new options over time as they work to help students sustain their attention to options before making a choice for writing.</td>
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</tbody>
</table>

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 3 with one other Essential Element: ELA.EE.W.3.2.a. The proximal precursor, target and successor nodes are assessed in the conventional writing testlet in Grade 3 with one other Essential Element: ELA.EE.W.3.2.a.

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.W.3.4** - With guidance and support, produce writing that expresses more than one idea.

- **F-119**
  Directs attention to objects or people.

- **F-111**
  Attentive to objects, pictures, or multimedia

- **ELA-1472**
  Can express interest in book sharing.

- **ELA-1097**
  Expresses recognition of familiar text.

- **ELA-1102**
  Can differentiate between text and pictures or braille and tactile graphics/objects that accompany the text.

- **ELA-1365**
  Recognizes the first word to read on a page.

- **ELA-70**
  Can identify the first letter of their own name

- **ELA-1394**
  Can produce the first letter in own name
ELA-1392
Uses letters to represent syllables in words.

ELA-424
Can create sentences by attempting to spell words based on their phonological characteristics.

ELA-1272
Can connect two or more words together when writing.

ELA-2273
Can produce writing that expresses more than one idea.

ELA-1872
Can write a complete thought.