Mini-Map for ELA.EE.RL.4.1

Subject: ELA
Reading Literature
Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.4.1 Use details from the text to recount what the text says.	**ELA.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.	After reading or hearing a familiar story, the student can correctly identify the behaviors and actions of the characters in the story.	After reading or hearing a story, the student can correctly identify the behaviors and actions of the characters in the story.	The student can use details to recount events in a story, as well as identify connections between the details and events.	The student can recount key details in a story, such as the names of characters, the setting, important events, and the ending of the story.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Recounting what a text says requires students to remember the text and recall the details from it. At the Initial Precursor level, this recollection can focus on recognizing familiar people, objects, places, and events. In the context of shared reading, this can involve recognizing the same familiar character when he or she appears page after page or recognizing a real object that appears repeatedly in the story. The DLM Familiar Texts involve familiar routines that include people, objects, places, and/or events that should be in the experience of most children and provide teachers with a way to engage students in purposefully remembering and recognizing these familiar things when they appear in the story.

How is the Distal Precursor related to the Target?

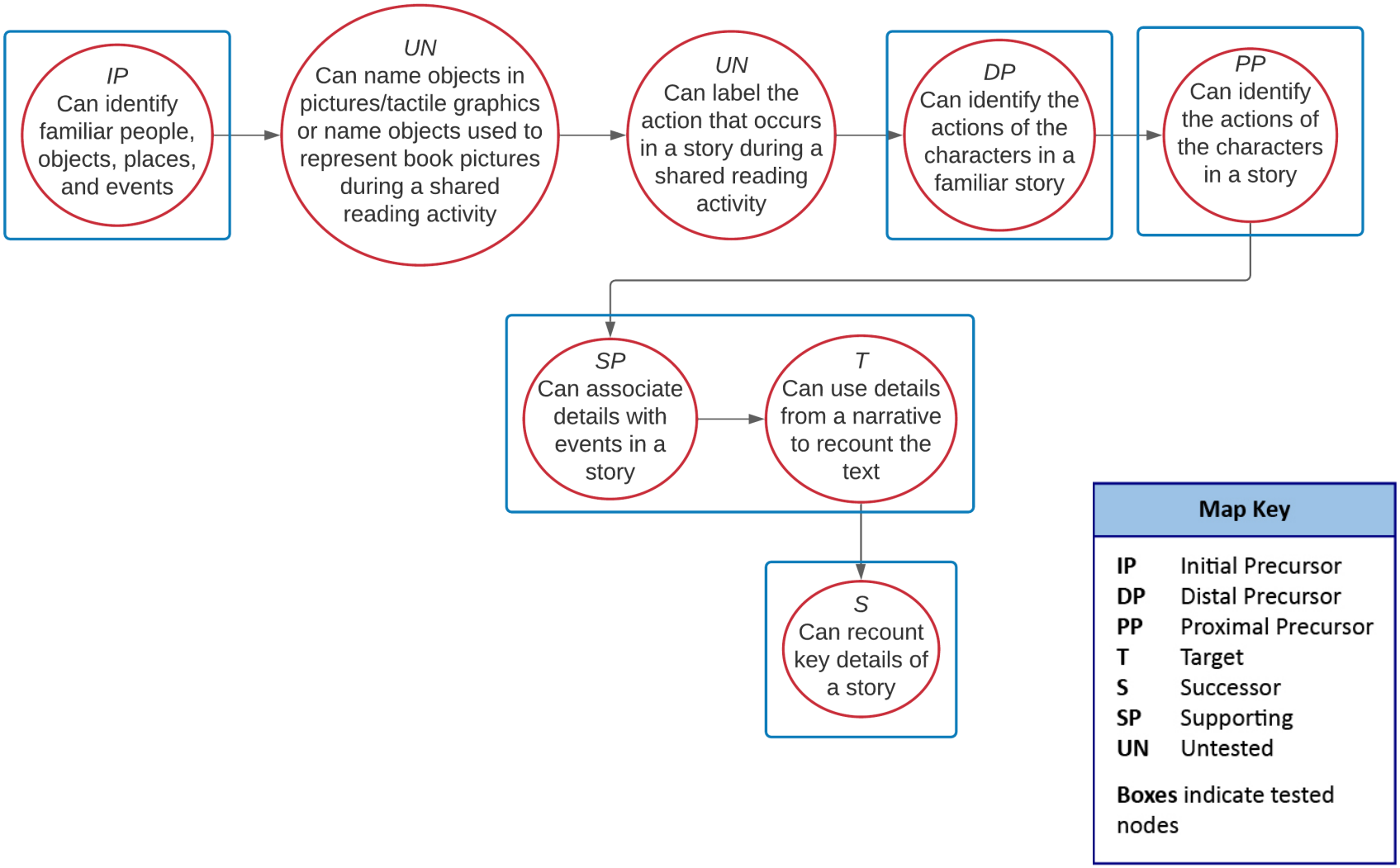
Recounting what a text says requires students to remember the text and recall the details from it. At the Distal Precursor linkage level, students are not expected to recount what a text says, but they are expected to identify the way familiar characters behave or the things characters do in familiar texts. The DLM Familiar Texts aligned with this Essential Element and linkage level specifically call out characters and the actions they perform. Teachers can help students at the Distal Precursor learn to identify behaviors and actions of characters by engaging in repeated shared reading of the DLM Familiar Texts. During the initial readings of the book, teachers can describe the characters and what they do and, over time, they can ask students to begin identifying the names of characters who perform each action.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Learning From Family Searching for Herman* The School Project Fudge's Birthday Fudge's New Shoes
Distal Precursor	Omakayas The Soup Kitchen* Fudge Will Not Eat*
Proximal Precursor	N/A
Target	N/A
Successor	N/A
*Texts with an * contain material that some students may find sensitive. Sensitive texts are optional in the Instructionally Embedded assessment and not used in the Year-End assessment. For more comprehensive information, see Familiar Text Information – Grade 4.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RL.4.1 Use details from the text to recount what the text says.



Mini-Map for ELA.EE.RL.4.3

Subject: ELA
Reading Literature
Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.4.3 Use details from the text to describe characters in the story.	**ELA.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific detail in the text (e.g., a character's thoughts, words, or actions).

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate an understanding of object names by correctly identifying an object or person.	The student can identify concrete details in a familiar story, including characters and objects.	The student can identify the major characters, setting, and major events in a story.	The student can identify and then describe the major characters presented in a narrative, using the details presented in the text.	The student can identify and then describe the characters, settings, and events in the narrative, based off details presented in the text.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Describing characters in a text requires understanding of descriptive words. Students working at the Initial Precursor linkage level work toward this ability by learning to associate names with objects that appear in familiar texts. The DLM Familiar Texts aligned with this Essential Element and linkage level feature common objects that are explicitly named. Teachers can use these texts during shared reading to help students learn to identify objects when they are named.

How is the Distal Precursor related to the Target?

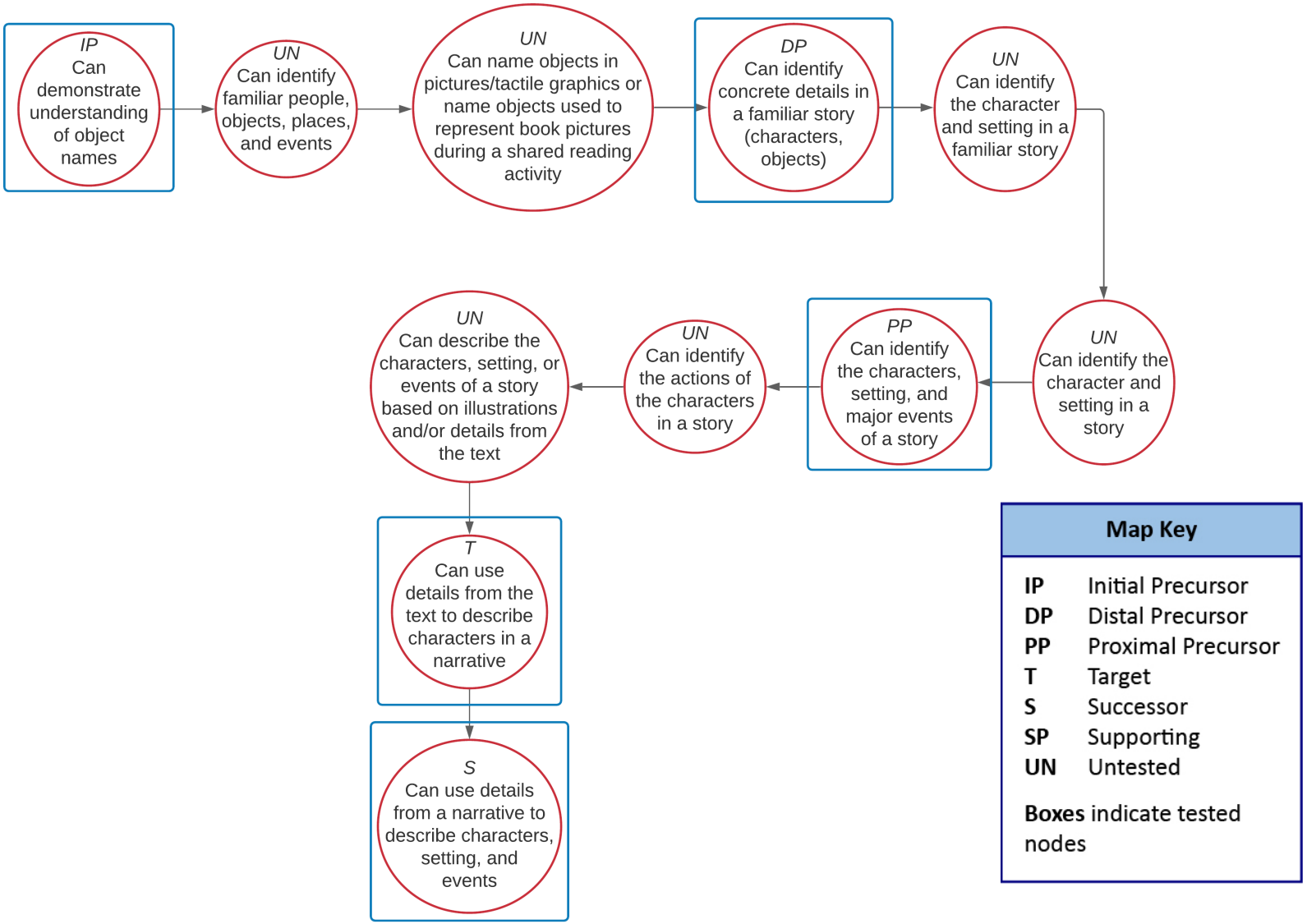
Describing characters in a text requires students to first identify those characters and other details. The DLM Familiar Texts aligned with this Essential Element and linkage level explicitly name characters and the actions associated with them. Teachers can use these texts during shared reading to help students learn to identify characters, actions, and other explicitly named elements in the story.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Learning From Family Searching for Herman* Fudge Goes to the Dentist A Boy Named Fudge
Distal Precursor	Omakayas The Soup Kitchen* The School Project
Proximal Precursor	N/A
Target	N/A
Successor	N/A
*Texts with an * contain material that some students may find sensitive. Sensitive texts are optional in the Instructionally Embedded assessment and not used in the Year-End assessment. For more comprehensive information, see Familiar Text Information – Grade 4.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RL.4.3 Use details from the text to describe characters in the story.



Mini-Map for ELA.EE.RL.4.5

Subject: ELA
Reading Literature
Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.4.5 Identify elements that are characteristic of stories.	**ELA.RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.	During a shared reading of a text, the student can name objects in pictures/tactile graphics or identify an object in a picture that is supposed to represent the pictures in the book.	After reading or hearing a familiar, linear story, the student is able to identify information or events that occur at the beginning, middle, and end of the story.	While reading a story, the student is able to identify characteristic elements of stories (e.g., characters, setting, events).	After reading a story, the student is able to identify an element of the story (e.g., character, setting, and event) that changes over the course of the story.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying the elements that are characteristic of stories requires students to recognize when those elements appear repeatedly across stories. Students at the Initial Precursor linkage level can work toward this by learning to recognize familiar people, objects, places, and events when they appear in a story. Teachers can use DLM Familiar Texts during shared reading to help students learn to recognize familiar people, objects, places, and events when they appear.

How is the Distal Precursor related to the Target?

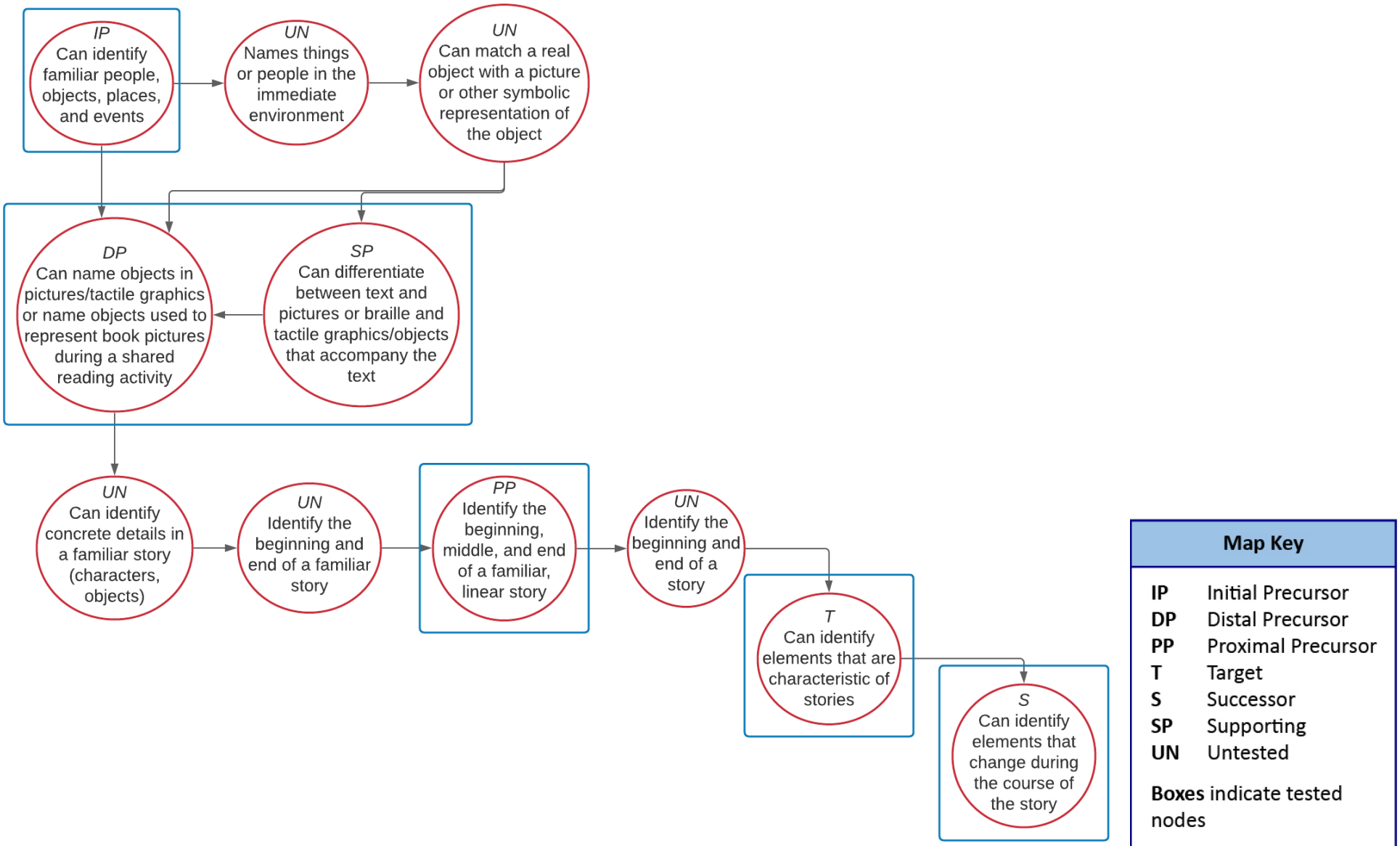
Identifying the elements that are characteristic of stories requires students to recognize when those elements appear repeatedly across stories. Students at the Distal Precursor linkage level work toward this by naming the objects they see in pictures in texts and/or identifying objects that represent the objects in the pictures or tactile graphics that appear in texts. The DLM Familiar Texts aligned with this Essential Element and linkage level include common objects in pictures/tactile graphics so teachers can use them during shared reading to teach this.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Omakayas and Andeg Bud Packs a Suitcase* Searching for Herman* Taking Care of Dribble
Distal Precursor	Omakayas and Andeg Bud Packs a Suitcase* The School Project Taking Care of Dribble Fudge Goes to the Dentist A Boy Named Fudge
Proximal Precursor	Home* The Soup Kitchen* Fudge Will Not Eat* A Day at the Park
Target	N/A
Successor	N/A
*Texts with an * contain material that some students may find sensitive. Sensitive texts are optional in the Instructionally Embedded assessment and not used in the Year-End assessment. For more comprehensive information, see Familiar Text Information – Grade 4.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RL.4.5 Identify elements that are characteristic of stories.



Mini-Map for ELA.EE.RI.4.1

Subject: ELA
Reading Informational Text
Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.4.1 Identify explicit details in an informational text.	**ELA.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate an understanding of object names by correctly identifying an object or person.	During a shared reading of a text, the student can name objects in pictures/tactile graphics or identify an object in a picture that is supposed to represent the pictures in the book.	After hearing or reading a beginner-level informational text, the student can identify a concrete detail in the text.	When reading an informational text, the student is able to recall and identify explicit details from the text.	After reading an informational text, the student is able to identify words related to a specific detail to aid in answering a question about explicit information.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying specific details in a text requires students to first understand that texts can tell information about objects and other things. This starts with being able to recognize objects when they are referenced by name. In the context of shared reading, teachers can work on this skill by pairing real objects with the objects that appear in books. The DLM Familiar texts highlight familiar settings and routines that involve everyday objects teachers can associate with the names/labels used in the books.

How is the Distal Precursor related to the Target?

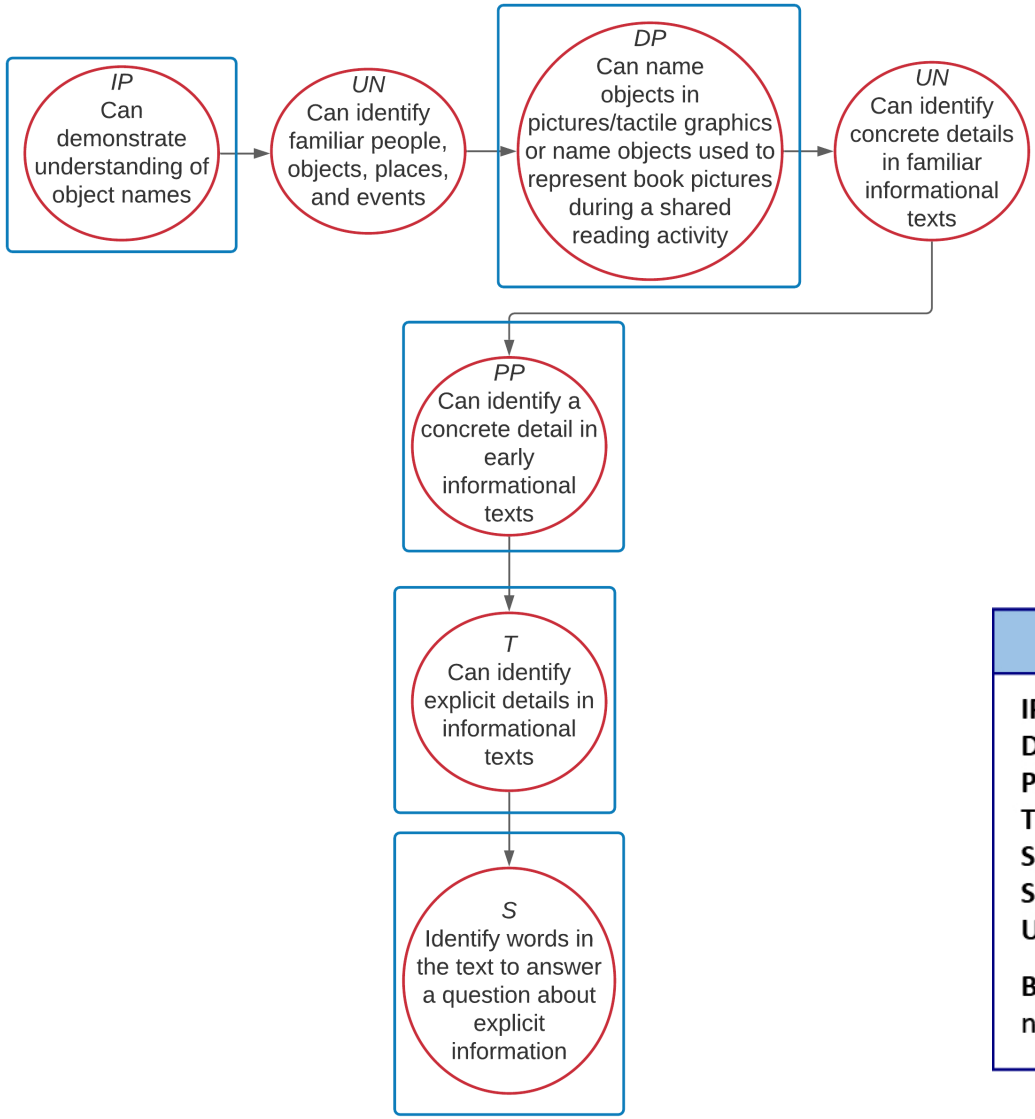
One way to build this skill is to engage students in naming the objects that appear in illustrations or tactile graphics that appear in a book. Teachers might also choose to provide students with access to real objects that reflect the objects in the book and, during shared reading, associate the real objects with the illustrations or tactile graphics and main topic of the book. Using the DLM Familiar Texts aligned with this linkage level, teachers and students can work on this skill because the books are set in familiar contexts and use everyday objects that teachers should be able to collect and use during repeated shared readings of the book.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Growing and Gathering Helping Others Trains Paper Airplanes
Distal Precursor	The Woods Helping Others All Aboard Turtles
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 4.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RI.4.1 Identify explicit details in an informational text.



Map Key

IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
SP	Supporting
UN	Untested

Boxes indicate tested nodes

Mini-Map for ELA.EE.RI.4.2

Subject: ELA
Reading Informational Text
Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.4.2 Identify the main idea of a text when it is explicitly stated.	**ELA.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate an understanding of object names by correctly identifying an object or person.	During a shared reading of a text, the student can name objects in pictures/tactile graphics or identify an object in a picture that is supposed to represent the pictures in the book.	The student can identify concrete details in a familiar informational text, such as people, events, or ideas.	The student can identify the correct overall, general topic of a familiar brief informational text and identify relationships between concrete facts or details in an informational text.	After reading or hearing an informational text, the student can identify words that are related to the topic.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying the general topic or main idea of a text requires students to first understand that texts can tell information about objects and other things. This starts with being able to recognize objects when they are referenced by name. In the context of shared reading, teachers can work on this skill by pairing real objects with the objects that appear in texts. The DLM Familiar Texts highlight familiar routines that involve everyday objects teachers can associate with the names/labels as they are used in the text.

How is the Distal Precursor related to the Target?

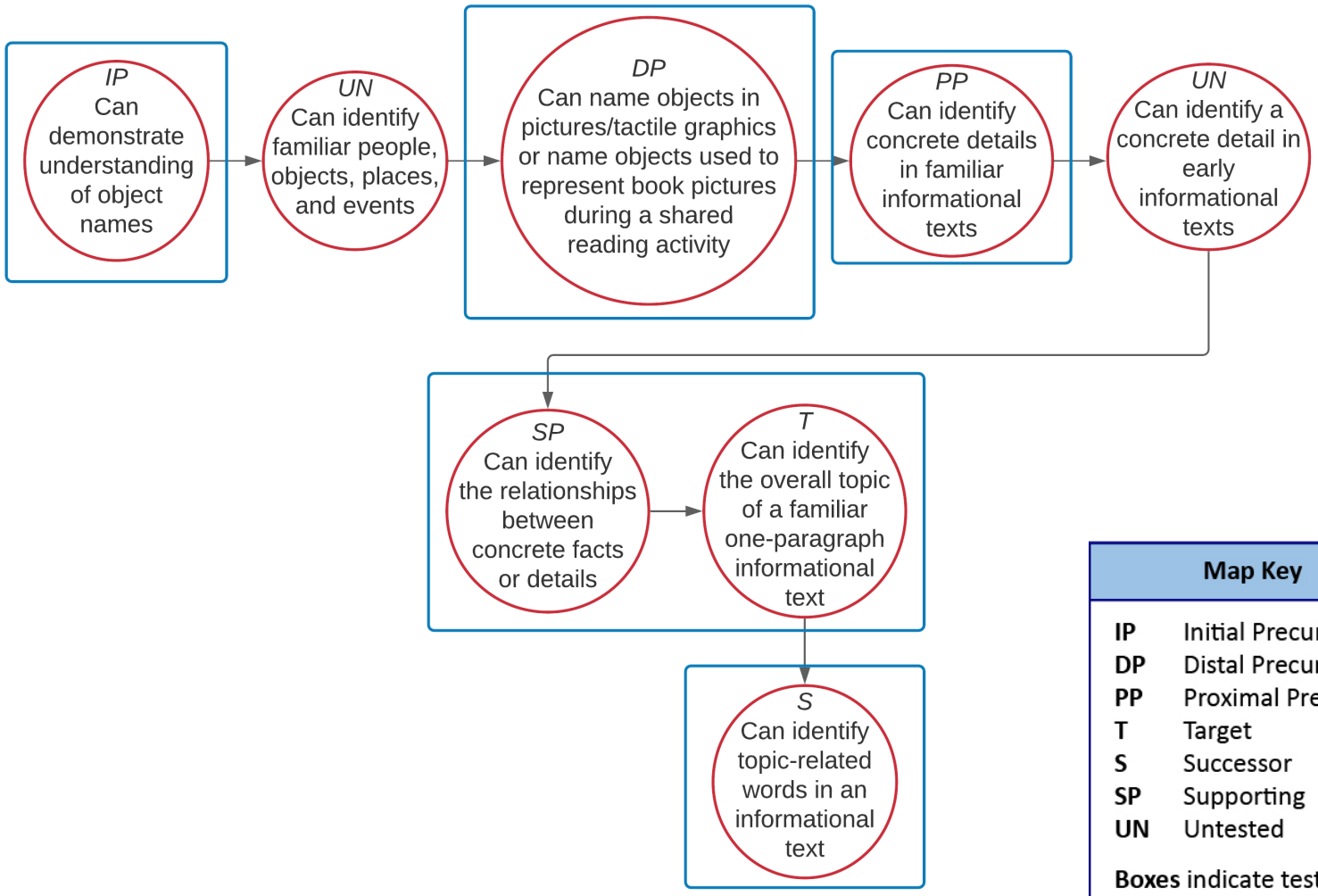
Identifying the general topic or main idea of a text requires students to recognize and remember objects (and other details) included in the book that point to the general topic or main idea. One way to build this skill is to engage students in naming the objects that appear in illustrations or tactile graphics that appear in a book. Teachers might also choose to provide students with access to real objects that reflect the objects in the book and, during shared reading, associate the real objects with the illustrations or tactile graphics and main topic of the book. Using the DLM Familiar Texts aligned with this linkage level, teachers and students can work on this skill because the books are set in familiar contexts and use everyday objects teachers should be able to collect and use during repeated shared readings of the book.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Growing and Gathering All Aboard Fun at the Park
Distal Precursor	Helping Riding a Train Posters
Proximal Precursor	The Woods Trains Turtles
Target	The Woods Trains Turtles
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 4.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RI.4.2 Identify the main idea of a text when it is explicitly stated.



Mini-Map for ELA.EE.RI.4.3

Subject: ELA
Reading Informational Text
Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.4.3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.	**ELA.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate an understanding of object names by correctly identifying an object or person.	The student can use their knowledge of a category to draw conclusions about the characteristics of objects that are part of that category.	The student can identify concrete details, such as individuals, events, or ideas, in a familiar informational text.	When provided with main details of an informational text, the student can correctly recall the detail relating to an individual, event, or idea.	The student can recognize key details in the text (such as the individuals, events, or ideas) and compare how these details are similar or different.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying the relationships along story details and the individuals, events, and ideas in a text requires students to identify details in the text. This starts with being able to recognize objects when they are referenced by name. In the context of shared reading, teachers can work on this skill by pairing real objects with the objects that appear in text. The DLM Familiar Texts highlight familiar routines that involve everyday objects teachers can associate with the names/labels as they are used in the text.

How is the Distal Precursor related to the Target?

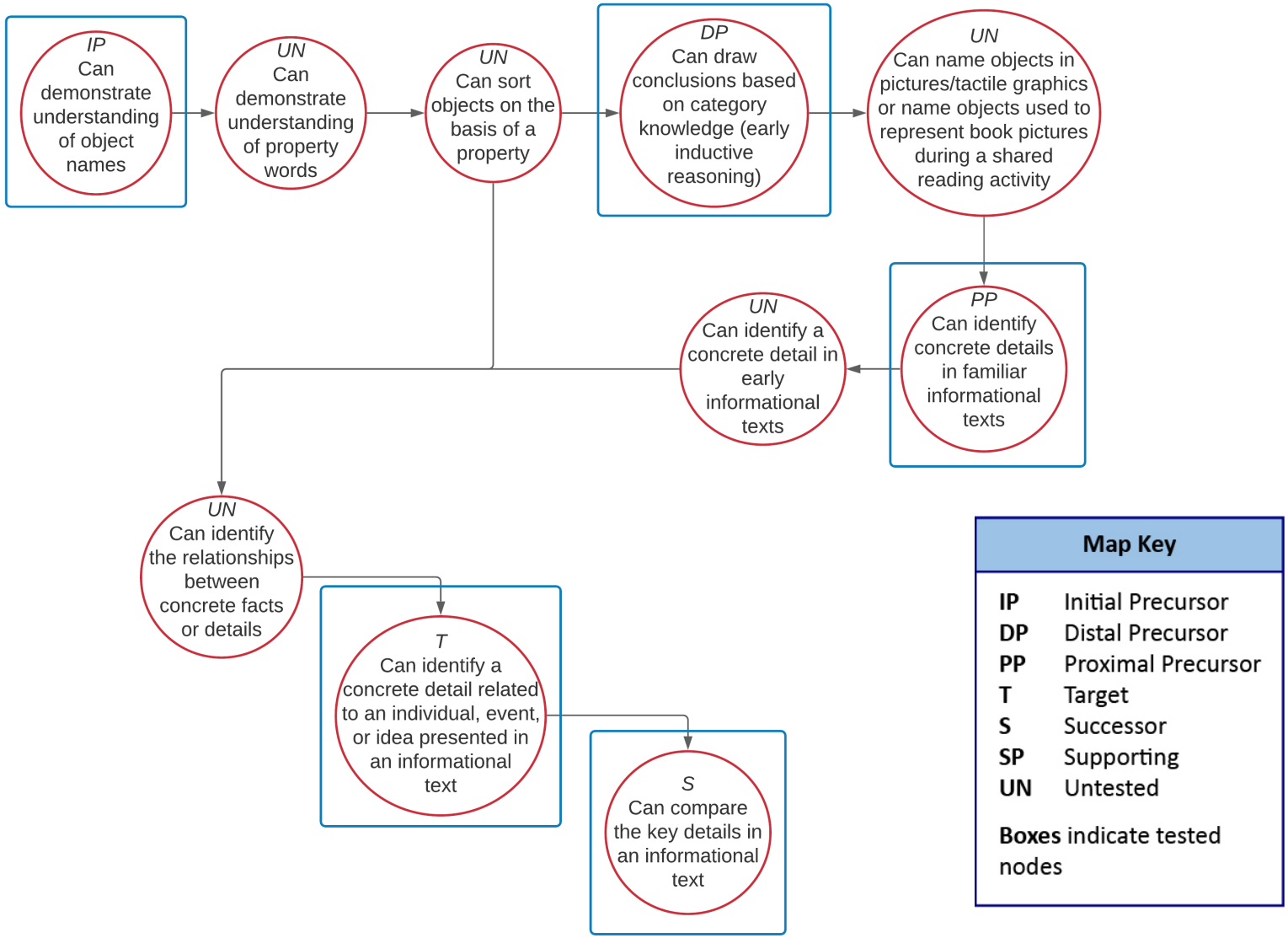
Identifying the relationships along story details and the individuals, events, and ideas in a text requires students to identify details in the text. Students working at the Distal Precursor linkage level can work toward this by identifying when two or more individuals, events, or ideas belong to the same category. For example, the DLM Familiar Texts aligned with this Essential Element and linkage level are aligned with focus on objects that fit in categories (e.g., things you need to learn). Teachers can use these texts during shared reading to help students identify the objects in the story that fit into each category.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	House Guests Birthday Parties Airports
Distal Precursor	All Aboard House Guests Birthday Parties Airports
Proximal Precursor	All About Bears
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 4.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

Link to Text-Only Map

ELA.EE.RI.4.3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.



Mini-Map for ELA.EE.RI.4.5

Subject: ELA
Reading Informational Text
Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.4.5 Identify elements that are characteristic of informational texts.	**ELA.RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can determine similarities or differences between objects based on physical characteristics.	During a shared reading of a text, the student can name objects in pictures/tactile graphics or identify an object in a picture that is supposed to represent the pictures in the book.	The student can understand that pictures and tactile graphics/objects can help clarify or provide more information about the topic of a given text.	The student can understand that informational texts have a certain structure, which includes how the information is organized, the titles, key words, and illustrations.	The student can identify that the structure of a text can determine if its purpose is to give more information about an event, directions, or information on a topic.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying the elements that are characteristic of informational texts requires students to recognize when those same characteristics appear repeatedly across texts. Students at the Initial Precursor linkage level work toward this understanding by recognizing when objects that appear repeatedly in a text are the same or different from each other. Teachers can help students work on this using the DLM Familiar Texts aligned with this Essential Element and linkage level because they intentionally reference objects that have physical characteristics that make them the same and different.

How is the Distal Precursor related to the Target?

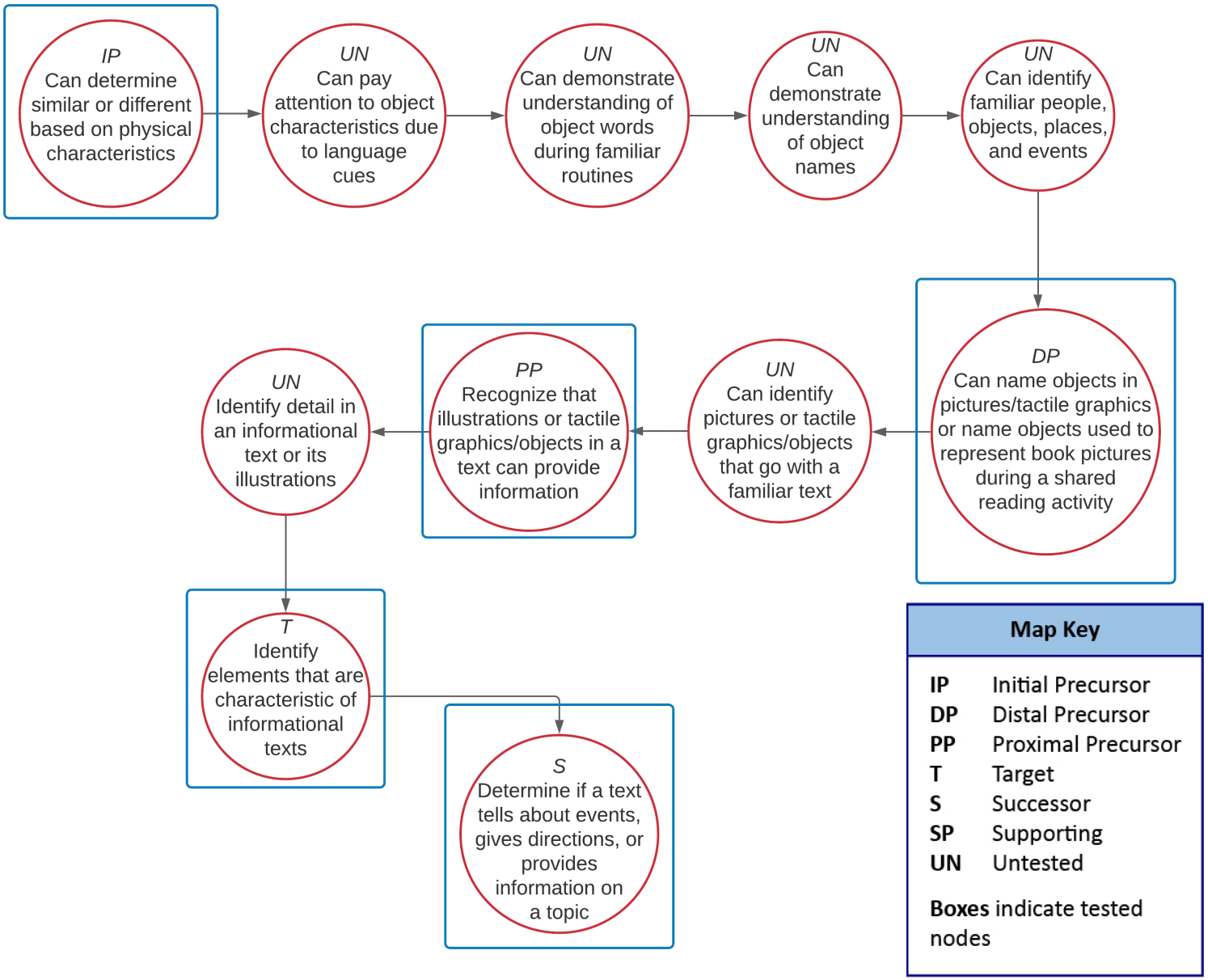
Identifying the elements that are characteristic of informational texts requires students to recognize when those characteristics appear repeatedly across texts. Students at the Distal Precursor linkage level work toward this by naming the objects they see in pictures in texts and/or identifying objects that represent the objects in the pictures or tactile graphics that appear in texts. The DLM Familiar Texts aligned with this Essential Element and linkage level include common objects in pictures/tactile graphics so teachers can use them during shared reading to teach this.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	The Woods Trains Posters Fun at the Park Taking Care of Your Teeth
Distal Precursor	The Woods Trains Gifts Shopping House Guests
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 4.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RI.4.5 Identify elements that are characteristic of informational texts.



Mini-Map for ELA.EE.RL.4.2

Subject: ELA
Reading Literature
Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.4.2 Identify the theme or central idea of a familiar story, drama or poem.	**ELA.RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.	The student can identify major observable events that occur in a familiar story.	The student can correctly identify the consequences of a character's actions in a familiar story and relate an action to its corresponding consequence.	After reading or hearing a familiar story, the student can use story details to correctly identify the specific theme of the story.	After reading or hearing a story, the student can identify a brief explanation of the theme of the story.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying the theme of a text requires the readers to recognize and recall details from the text. As students work toward this, they must learn to recognize when they encounter familiar people, objects, places, and events. The DLM Familiar Texts aligned with this this linkage level feature familiar routines that involve familiar people, objects, places, and events. Teachers can use these texts during shared reading to help students learn to indicate when they encounter familiar people, objects, places, and events.

How is the Distal Precursor related to the Target?

Identifying the theme of a text requires the readers to remember and recall details from the text, including details regarding the things the characters do. At the Distal Precursor linkage level, students are not expected to identify the theme, but they are expected to identify the major events so that they may one day use that understanding to move toward identifying the theme. Teachers can help students learn to identify the major events through shared reading of DLM Familiar Texts aligned with this linkage level. These texts feature familiar routines and explicit, observable events that teachers can help students identify.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Omakayas and Andeg Bud Packs a Suitcase* Peter Wins a Prize Fudge Is on TV
Distal Precursor	Andeg The Soup Kitchen* Fudge Will Not Eat*
Proximal Precursor	Home* The Soup Kitchen* Fudge Will Not Eat* Sheila Babysits Fudge
Target	Omakayas The Soup Kitchen* Fudge Will Not Eat*
Successor	N/A
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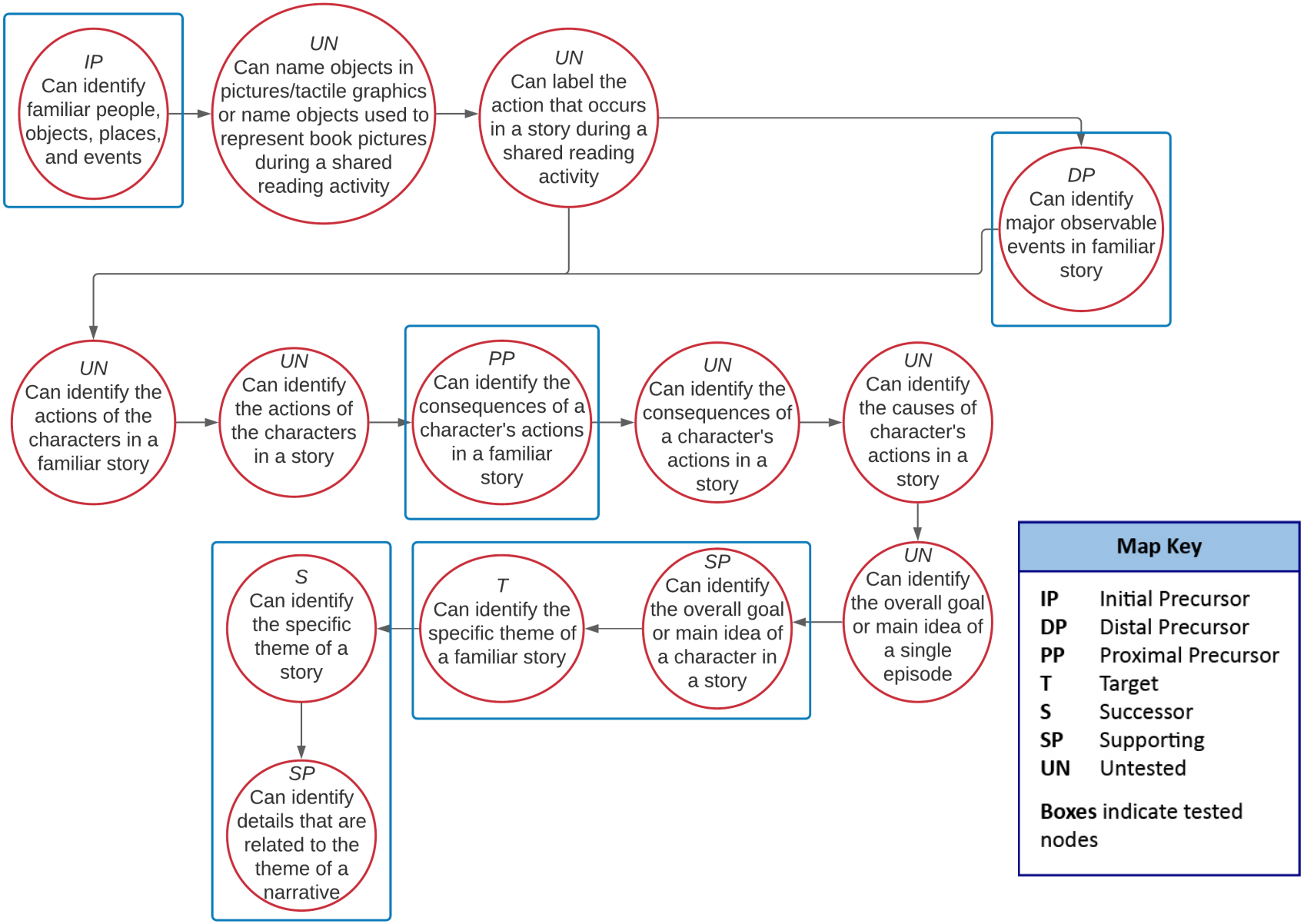
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RL.4.2 Identify the theme or central idea of a familiar story, drama or poem.



Mini-Map for ELA.EE.RL.4.4

Subject: ELA
Reading Literature
Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.4.4 Determine the meaning of words in a text.	**ELA.RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate an understanding of object names by correctly identifying an object or person.	The student can make judgments about pairs of words with similar or different meanings.	When given a sentence from the text with a missing word, the student can provide a word from the text or a similar-meaning word to complete the sentence.	When given an unfamiliar word that has only one meaning, the student can use textual and contextual clues in order to determine the word's meaning. When given a sentence from the text with a missing word, the student can provide a word from the text or a similar-meaning word to complete the sentence.	The student can provide more than one meaning, or an atypical meaning, for a multi-meaning word by using contextual and textual clues.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Learning the meaning of new words begins as students learn the names of objects around them. Students at the Initial Precursor linkage level can work on identifying the names of objects during shared reading of familiar texts. The DLM Familiar Texts aligned with this Essential Element and linkage level focus on routines that involve the use of everyday objects. These objects are named in the texts. Teachers can use these texts during shared reading to help students working at the Initial Precursor linkage level learn to identify objects as they are named.

How is the Distal Precursor related to the Target?

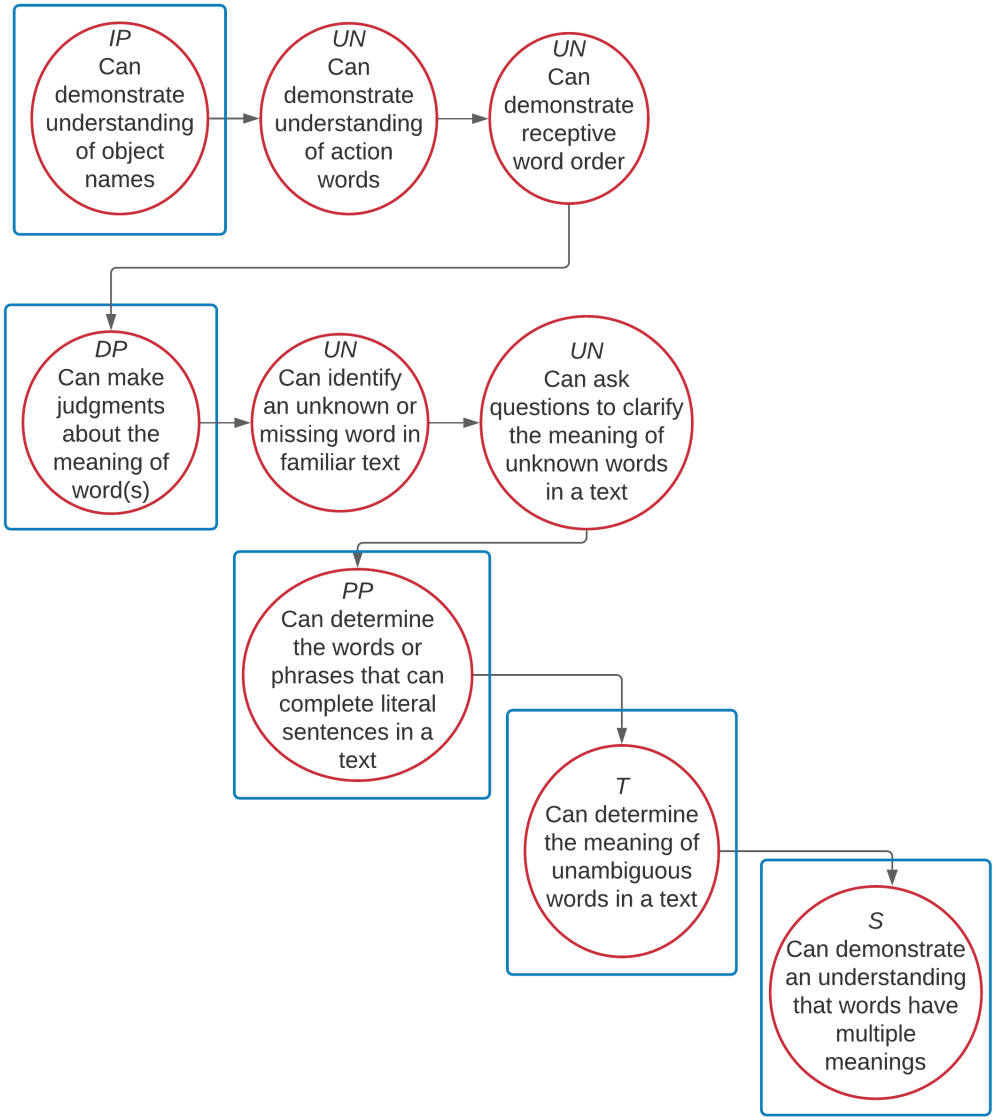
Learning the meaning of new words involves being able to determine when words have meanings that are the same and different. Teachers can help students learn to identify words with same, similar, and different meanings during shared reading of DLM Familiar Texts aligned with the Distal Precursor linkage level. Words with same, similar, and different meanings have been used intentionally in these books so teachers can help students learn the distinction.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Omakayas and Andeg Bud Packs a Suitcase* The School Project
Distal Precursor	Omakayas the Helper Bud Leaves* Fudge's Birthday Fudge's New Shoes
Proximal Precursor	N/A
Target	N/A
Successor	N/A
*Texts with an * contain material that some students may find sensitive. Sensitive texts are optional in the Instructionally Embedded assessment and not used in the Year-End assessment. For more comprehensive information, see Familiar Text Information – Grade 4.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RL.4.4 Determine the meaning of words in a text.



Map Key

IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
SP	Supporting
UN	Untested

Boxes indicate tested nodes

Mini-Map for ELA.EE.RL.4.6

Subject: ELA
Reading Literature
Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.4.6 Identify the narrator of a story.	**ELA.RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate an understanding of object names by correctly identifying an object or person.	After reading or hearing a familiar story, the student can correctly identify the behaviors and actions of the characters in the story.	After reading or hearing a story, the student can correctly identify the behaviors and actions of the characters in the story.	When reading the story, the student is able to identify the narrator of the story.	After reading the story, the student can identify the narrator of the story, in addition to determining the point of view of the narrator and that of various story characters.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

The narrator in a story is one of many story-related elements students must learn to identify. One way to start identifying elements is to focus on objects and object names. The DLM Familiar Texts aligned with this Essential Element and linkage level include familiar objects that are part of everyday routines and events. Teachers can use these books during shared reading to help students begin identify objects in pictures or real objects that represent those in pictures when they are named.

How is the Distal Precursor related to the Target?

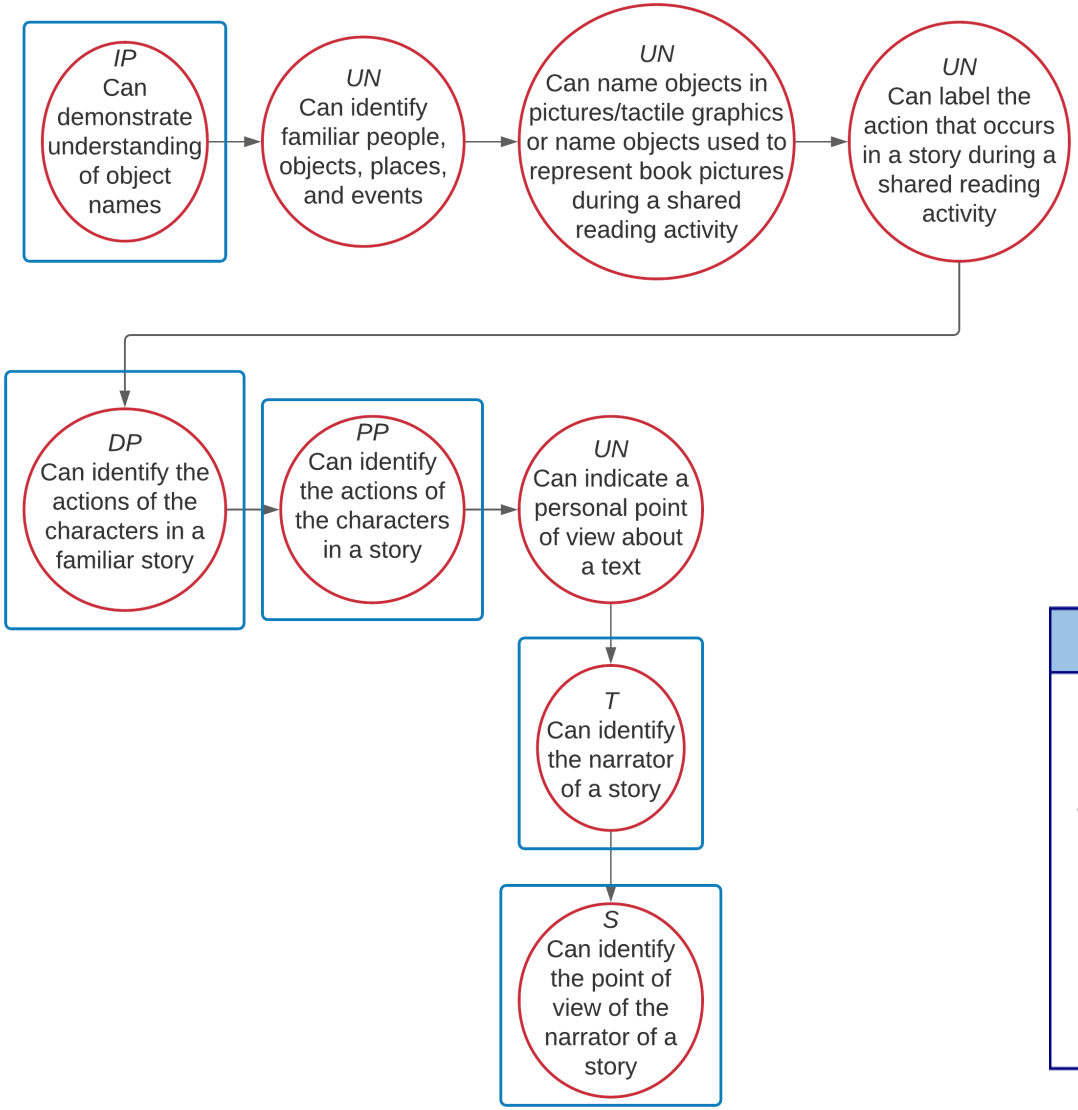
The narrator can be distinct from the characters in a story. Learning to identify the narrator requires students to identify the characters and the things they do in a particular story in order to decide who is telling the story. Students at the Distal Precursor linkage level work toward this by identifying the characters and their actions in familiar stories. The DLM Familiar Texts aligned with this Essential Element and linkage level are written so that characters and their associated actions are clearly stated. Teachers can use these texts during shared reading to help students learn to identify characters and their actions.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Bud and the Boys Taking Care of Dribble Peter and Fudge
Distal Precursor	Omakayas the Helper Fudge Is Funny
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 4.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RL.4.6 Identify the narrator of a story.



Map Key	
IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
SP	Supporting
UN	Untested

Boxes indicate tested nodes

Mini-Map for ELA.EE.RI.4.4

Subject: ELA
Reading Informational Text
Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.4.4 Determine meaning of words in text.	**ELA.RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate an understanding of object names by correctly identifying an object or person.	The student can make judgments about pairs of words with similar or different meanings.	When given a sentence from the text with a missing word, the student can provide a word from the text or a similar-meaning word to complete the sentence.	When given an unfamiliar word that has only one meaning, the student can use textual and contextual clues in order to determine the word's meaning.	The student can provide more than one meaning, or an atypical meaning, for a multi-meaning word by using contextual and textual clues.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Learning the meaning of new words begins as students learn the names of objects around them. Students at the Initial Precursor linkage level work on identifying the names of objects during shared reading of familiar texts. The DLM Familiar Texts aligned with this Essential Element and linkage level focus on routines that involve the use of everyday objects. These objects are named in the texts. Teachers can use these texts during shared reading to help students working at the Initial Precursor linkage level learn to identify objects as they are named.

How is the Distal Precursor related to the Target?

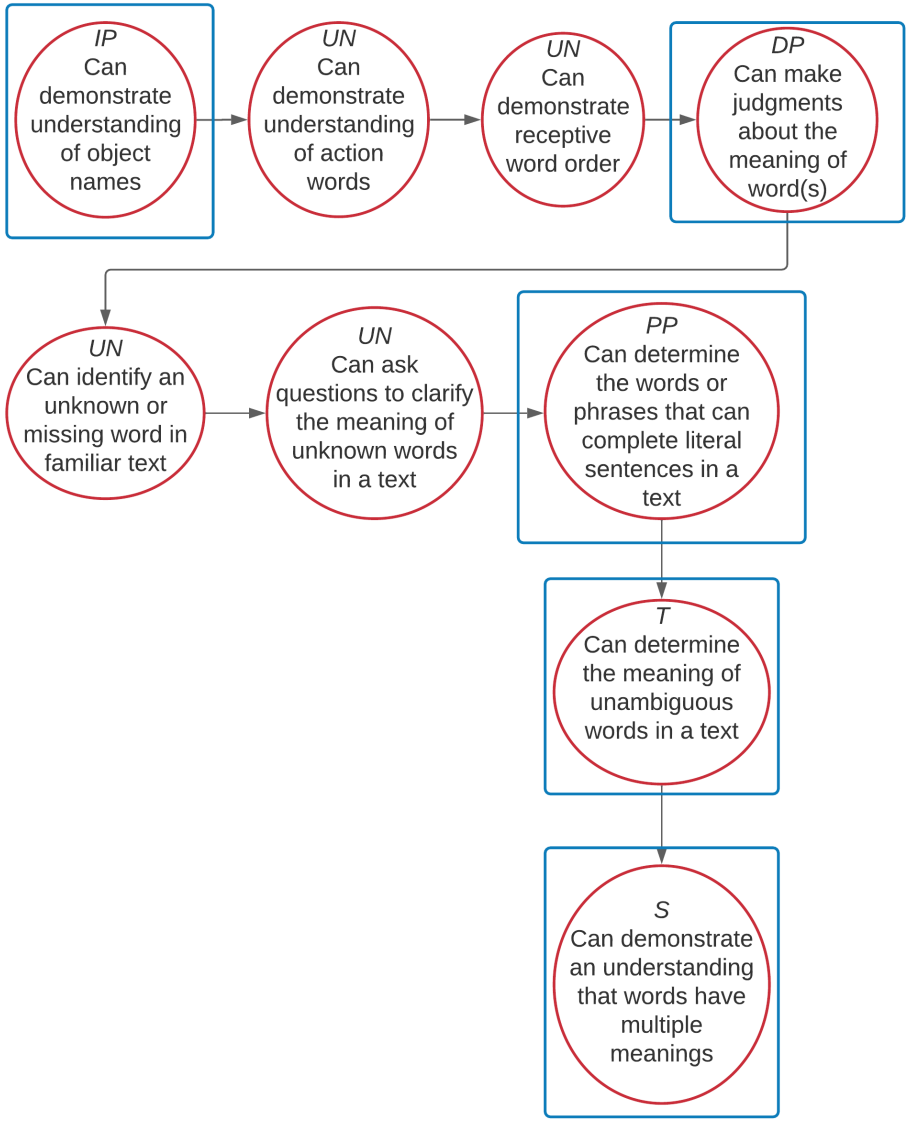
Learning the meaning of new words involves being able to determine when words have meanings that are the same and different. Teachers can help students learn to identify words with same, similar, and different meanings during shared reading of DLM Familiar Texts aligned with the Distal Precursor linkage level. Words with same, similar, and different meanings have been used intentionally in these books so teachers can help students learn the distinction.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Trade Goods What Trains Carry Shopping
Distal Precursor	Growing and Gathering All Aboard Fun at the Park
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 4.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RI.4.4 Determine meaning of words in text.



Map Key	
IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
SP	Supporting
UN	Untested

Boxes indicate tested nodes

Mini-Map for ELA.EE.RI.4.8

Subject: ELA
Reading Informational Text
Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.4.8 Identify one or more reasons supporting a specific point in an informational text.	**ELA.RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can react to a change in an object or a situation through eye gaze, vocalization, or otherwise expressing interest.	The student can identify concrete details in a familiar informational text, such as people, events, or ideas.	While reading an unfamiliar informational text, the student is able to identify the points the author is making and distinguish between these points and supporting details in the text.	After reading an informational text, the student is able to identify the details that support specific points made in the text.	The student can identify how specific details of a text help the author make a particular point/claim and can match details to the corresponding point/claim.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying the reasons an author gives to support a point requires students to recognize when a point is being made and when information is provided to support the point. This ability begins as students begin to attend to text and recognize when something new appears. The DLM Familiar Texts aligned with this Essential Element and linkage level are written so teachers can help students learn to recognize when new objects or information appears. Teachers can use these books during shared reading with or without objects linked to the book to help students develop the ability to recognize new objects or information.

How is the Distal Precursor related to the Target?

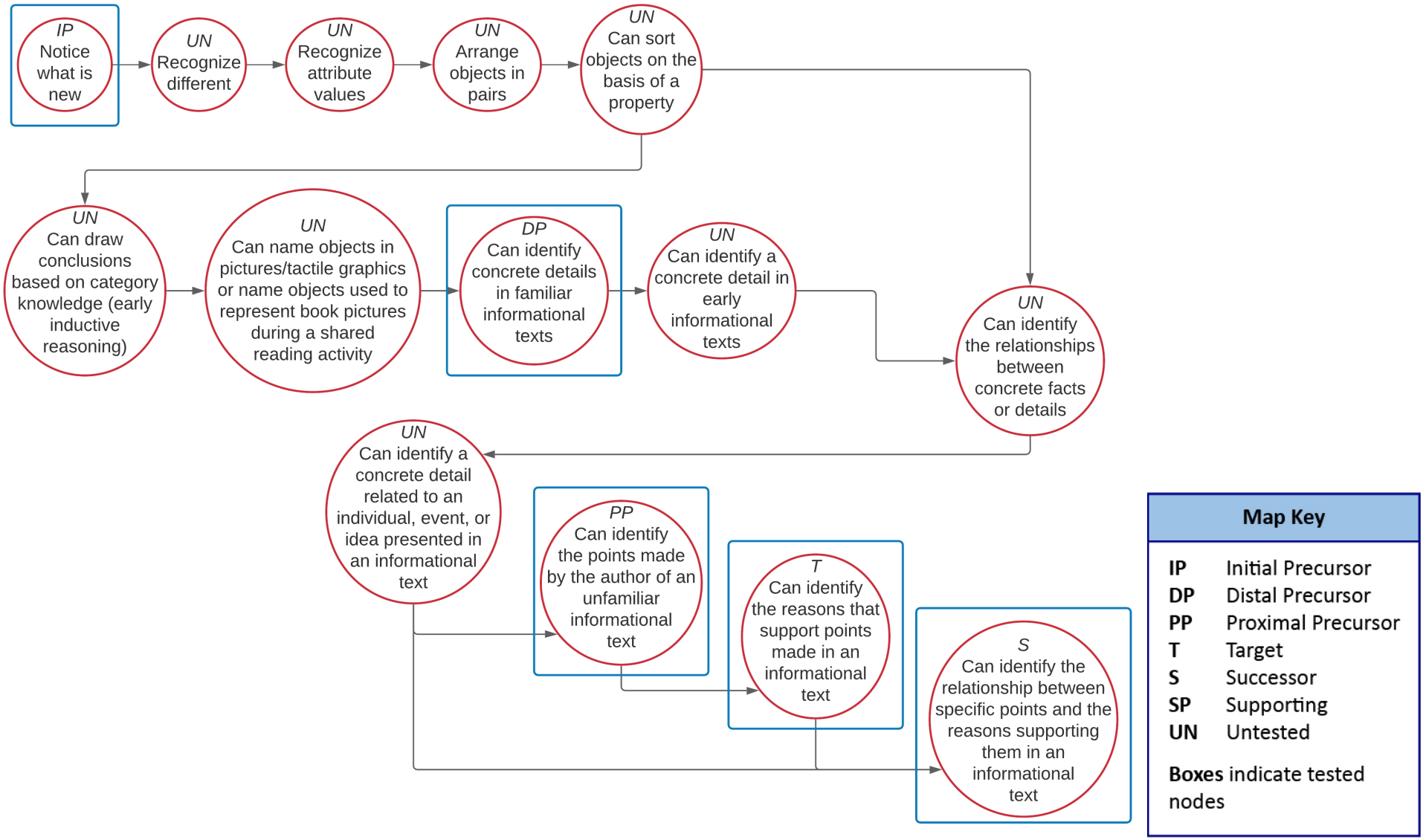
Identifying the reasons an author gives to support a point requires students to recognize when a point is being made and when information is provided to support the point. This is directly related to being able to identify concrete details in informational text. The DLM Familiar Texts aligned with this Essential Element and linkage level explicitly reference concrete details that students can learn to identify. Teachers can use these texts during shared reading and draw students' attention to the details they are learning to identify.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	The Woods Trains Paper Airplanes Taking Care of Your Teeth
Distal Precursor	The Woods Trains Turtles
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 4.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RI.4.8 Identify one or more reasons supporting a specific point in an informational text.



Mini-Map for ELA.EE.L.4.5.c

Subject: ELA
Language
Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.4.5.c Demonstrate an understanding of opposites.	**ELA.L.4.5.c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.	The student can identify relevant words for describing familiar people, places, things, or events.	When the student is given a descriptive or familiar word, the student can demonstrate prior knowledge of the word.	The student can identify differences in meaning when provided with opposite-meaning words.	The student can demonstrate an understanding that different words can refer to the same concept or idea.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Before students can demonstrate an understanding of words with opposite meanings, they must begin to recognize and remember words and familiar things (e.g., people, objects, places, and events) they encounter each day. In the context of shared reading, this can involve recognizing the same familiar objects, people, places, and events that appear repeatedly in an informational text. The DLM Familiar Texts aligned with this linkage level involve familiar routines that include people, objects, places, and/or events that should be in the experience of most children and provide teachers with a way to engage students in purposefully remembering and recognizing these familiar things when they appear in the text.

How is the Distal Precursor related to the Target?

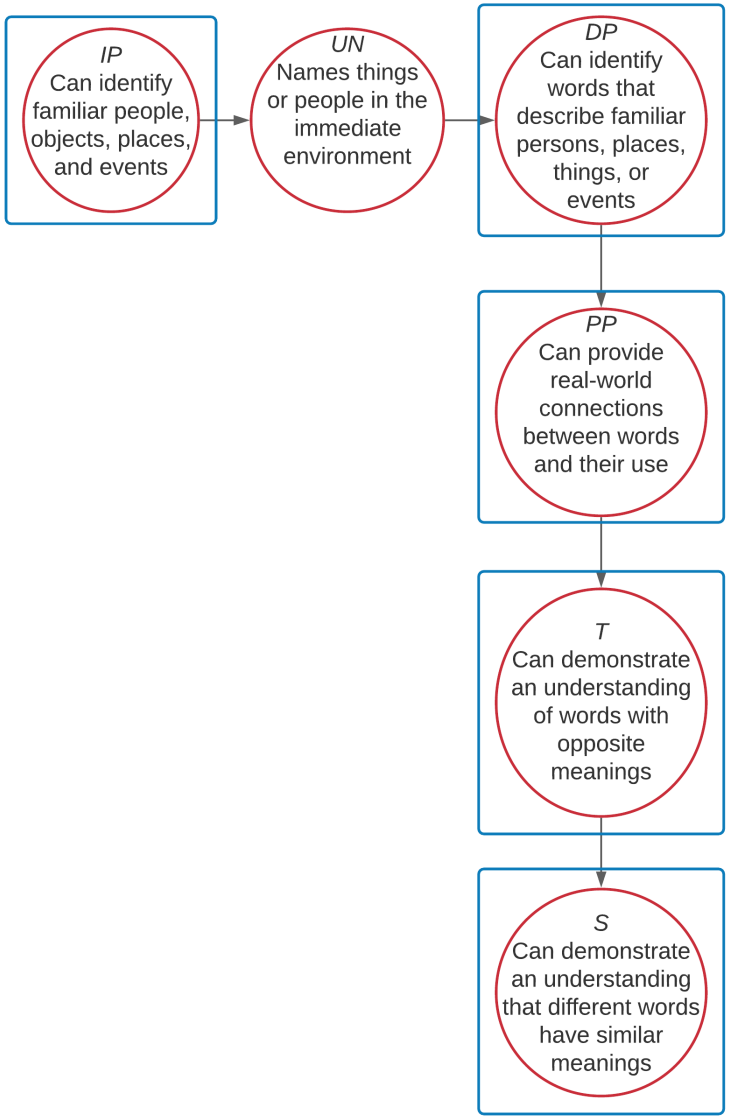
Before students can demonstrate an understanding of words with opposite meanings, they have to understand the meaning and use of words. In the context of shared reading of informational texts, this means students recognize familiar people, objects, places, and events and can determine words that describe these things. Eventually, these describing words can be contrasted with words that have an opposite meaning. The DLM Familiar Texts aligned with this Essential Element and linkage level occur in settings that should be familiar to most students (e.g., home, school, neighborhood) and include people, objects, and events that are associated with those settings. Teachers can work on this linkage level during shared reading by helping students attend to and recognize the words used in the book to describe the people, objects, and events.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Fudge Is on TV (RL) Fudge Goes to the Dentist (RL) A Boy Named Fudge (RL) Bud and the Boys (RL)
Distal Precursor	Learning From Family (RL)
Proximal Precursor	Helping (RI) Birthday Parties (RI) Fudge Goes to the Dentist (RL) A Boy Named Fudge (RL) Airports (RI)
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 4.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.L.4.5.c Demonstrate an understanding of opposites.



Map Key	
IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
SP	Supporting
UN	Untested

Boxes indicate tested nodes

Mini-Map for ELA.EE.RI.4.9

Subject: ELA
Reading Informational Text
Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.4.9 Compare details presented in two texts on the same topic.	**ELA.RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate an understanding of object names by correctly identifying an object or person.	The student can use knowledge of a category to draw conclusions about the characteristics of objects that are part of that category.	The student can identify that two different informational texts can make common points, statements, or share common facts, and can identify these connections.	The student can identify the similarities between two informational texts that are written on the same topic.	After reading two informational texts, the student can recognize similarities and differences between them (facts, points, claims) and how these differences alter the purpose and information in the text.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Comparing informational texts on the same topics requires students to understand that texts can tell information about objects and other things that can eventually be compared. This starts with being able to recognize objects when they are referenced by name. In the context of shared reading, teachers can work on this skill by pairing real objects with the objects that appear in texts. The DLM Familiar Texts aligned with this Essential Element and linkage level highlight familiar routines that involve everyday objects that teachers can associate with the names/labels that are used in the books. Eventually, these objects can be compared across texts.

How is the Distal Precursor related to the Target?

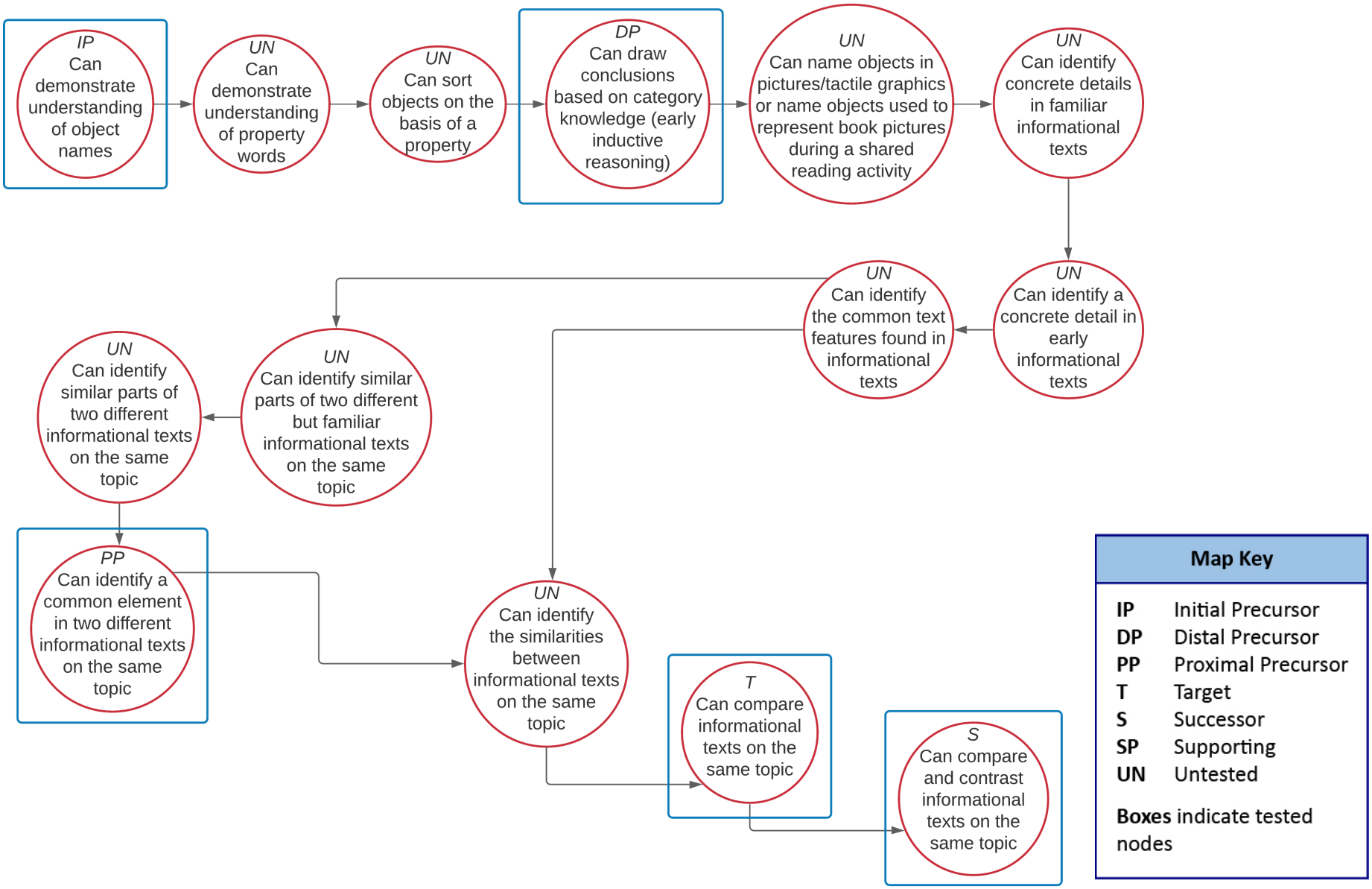
Comparing information across texts on the same topic requires students to understand how things are related to one another. Categorical knowledge is one way to understand relationships. In the context of shared reading, teachers can work on developing the student's ability to use categorical knowledge by stating a category and asking students to identify objects in the book (or real objects that have been paired with the book) that belong to the category. The DLM Familiar Texts aligned with this Essential Element and linkage level highlight the objects that are used in familiar routines and the broader categories for the objects (e.g., items you buy when you go shopping).

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Riding a Train Taking Care of Your Teeth Fashion Designers
Distal Precursor	Growing and Gathering Shopping
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 4.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RI.4.9 Compare details presented in two texts on the same topic.



Mini-Map for ELA.EE.L.4.2.a

Subject: ELA
Writing
Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.4.2.a Capitalize the first word in a sentence.	**ELA.EE.L.4.2.a** Use correct capitalization.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can understand that words are comprised of letters rather than numbers, punctuation marks, or other symbols.	The student can differentiate between uppercase and lowercase letters.	The student can understand that when a word is capitalized, the first letter of the word is in uppercase.	The student can capitalize the first word of a sentence.	The student can capitalize the correct words when writing a title.

Emergent and Conventional Writing Testlets

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

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Before students can effectively use a capital letter at the beginning of a sentence, they must understand that writing involves letters. Students at the Initial Precursor level can begin learning about letters in the context of writing. Whether they use a standard pencil, keyboard, or alternate pencil, teachers can help students select or write letters about the topics selected for writing. Students can learn letters by using them rather than first learning to identify letters and then use them to write.

How is the Distal Precursor related to the Target?

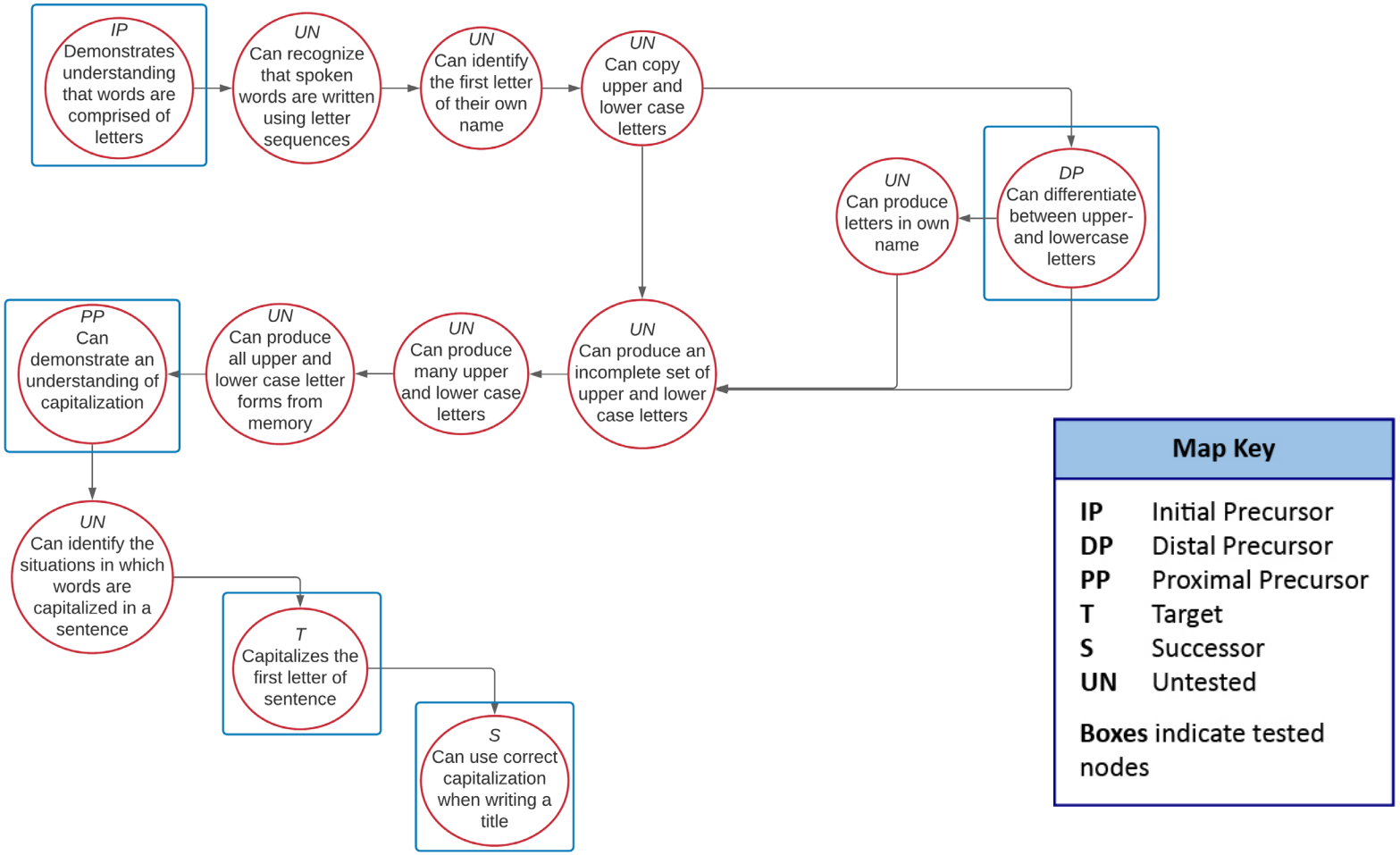
Before students can effectively use a capital letter at the beginning of a sentence, they must understand the difference between uppercase and lowercase letters. In the context of writing, teachers and students can work on distinguishing between uppercase and lowercase letters as they select, write, or type letters to write about the topics the students select.

Instructional Resources

Writing Testlet FAQs
Instructionally Embedded Assessment
Year-End Assessment
Released Testlets
See the Guide to Practice Activities and Released Testlets.
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction.

[Link to Text-Only Map]

ELA.EE.L.4.2.a Capitalize the first word in a sentence.



Mini-Map for ELA.EE.L.4.2.d

Subject: ELA
Writing
Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.4.2.d Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.	**ELA.EE.L.4.2.d** Spell grade-appropriate words correctly, consulting references as needed.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can understand that words are comprised of letters rather than numbers, punctuation marks, or other symbols.	The student can recognize the sound of the initial letter in their first name in words they hear and see and can correctly represent this letter when spelling words that start with the same letter.	The student can produce a string of letters by combining random letters.	The student can spell words phonetically using their knowledge of letter-sound relationships and common spelling patterns.	The student can orally spell, fingerspell, or write words with inflectional endings (e.g., walked, eats, sleeping).

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor 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.W.4.2.b. 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.W.4.2.b.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Learning to use letter-sound relationships to spell words while writing requires students understand that writing involves letters and words rather than pictures or other symbols. Students develop this understanding by using a pencil, keyboard, or alternate pencil to write about topics they select. Students working at the Initial Precursor linkage level are unlikely to identify any specific letters or letter-sound relationships, but they can work toward these skills by engaging in writing with letters on a regular basis.

How is the Distal Precursor related to the Target?

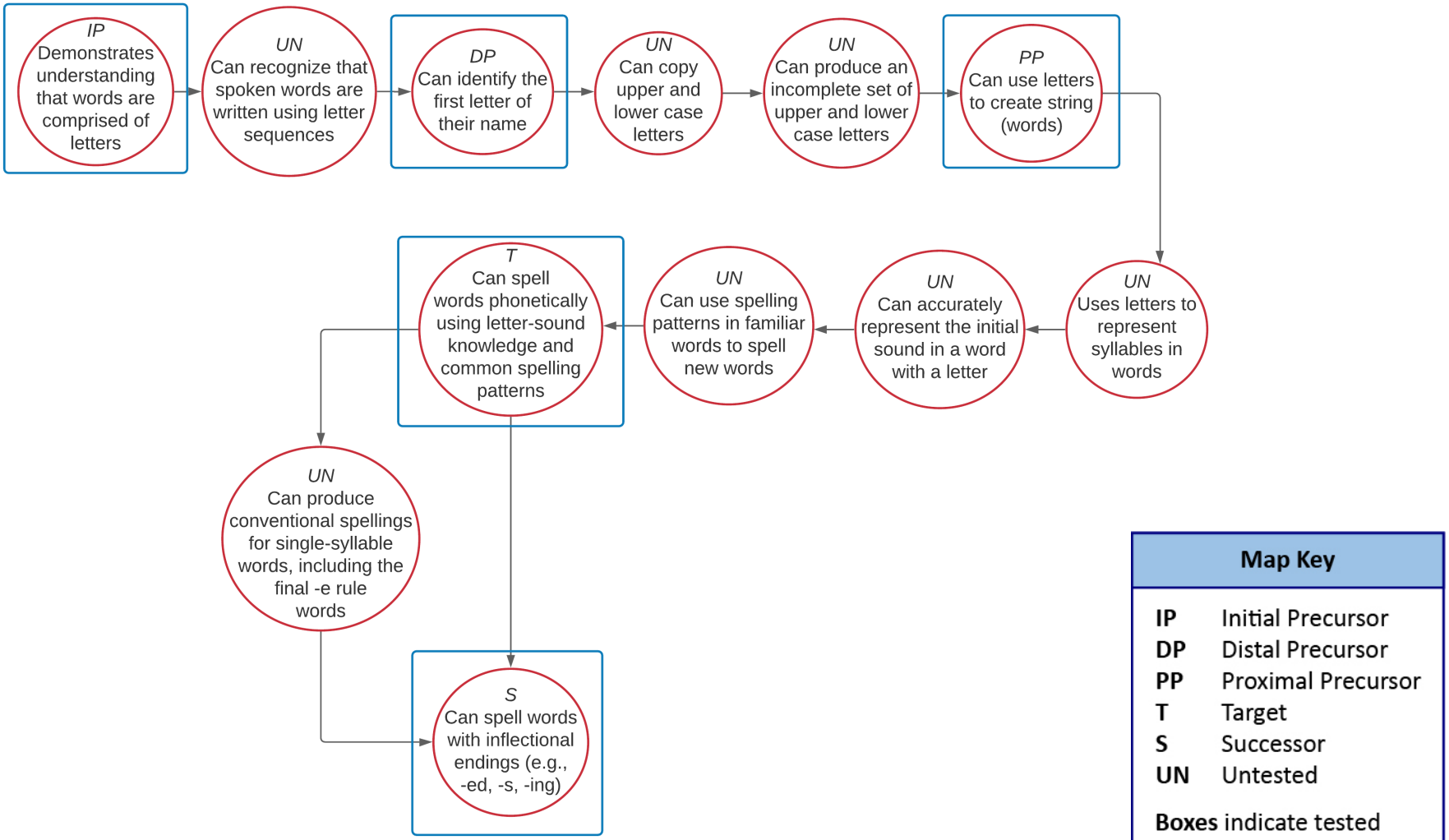
Research suggests that the first letter most children learn to recognize is the first letter of their first name. Over time, they learn to identify and use more letters and eventually associate those letters with sounds in decoding and spelling, but it is typical that this understanding starts with being able to recognize the sound of the letter of their first name. Teachers should work on this skill in the context of writing and each time there is a meaningful reason to write or recognize their name.

Instructional Resources

Writing Testlet FAQs
Instructionally Embedded Assessment
Year-End Assessment
Released Testlets
See the Guide to Practice Activities and Released Testlets.
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction.

Link to Text-Only Map

ELA.EE.L.4.2.d Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.



Mini-Map for ELA.EE.W.4.2.b

Subject: ELA
Writing
Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.4.2.b List words, facts, or details related to the topic.	**ELA.EE.W.4.2.b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can understand that objects have names by communicating the object's name through speech, signing, or writing or by pointing or gazing at it when presented with the object, graphic, or symbolic representation.	The student can identify familiar people, objects, places, and events when presented with both unfamiliar and familiar people, objects, places, and events.	The student can identify relevant descriptive words that describe familiar people, objects, places, and events.	The student can identify words, facts, details, or other information related to the topic of a text when preparing to write.	The student can provide facts, details, and other information related to a topic when writing about it.

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Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor 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.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

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?

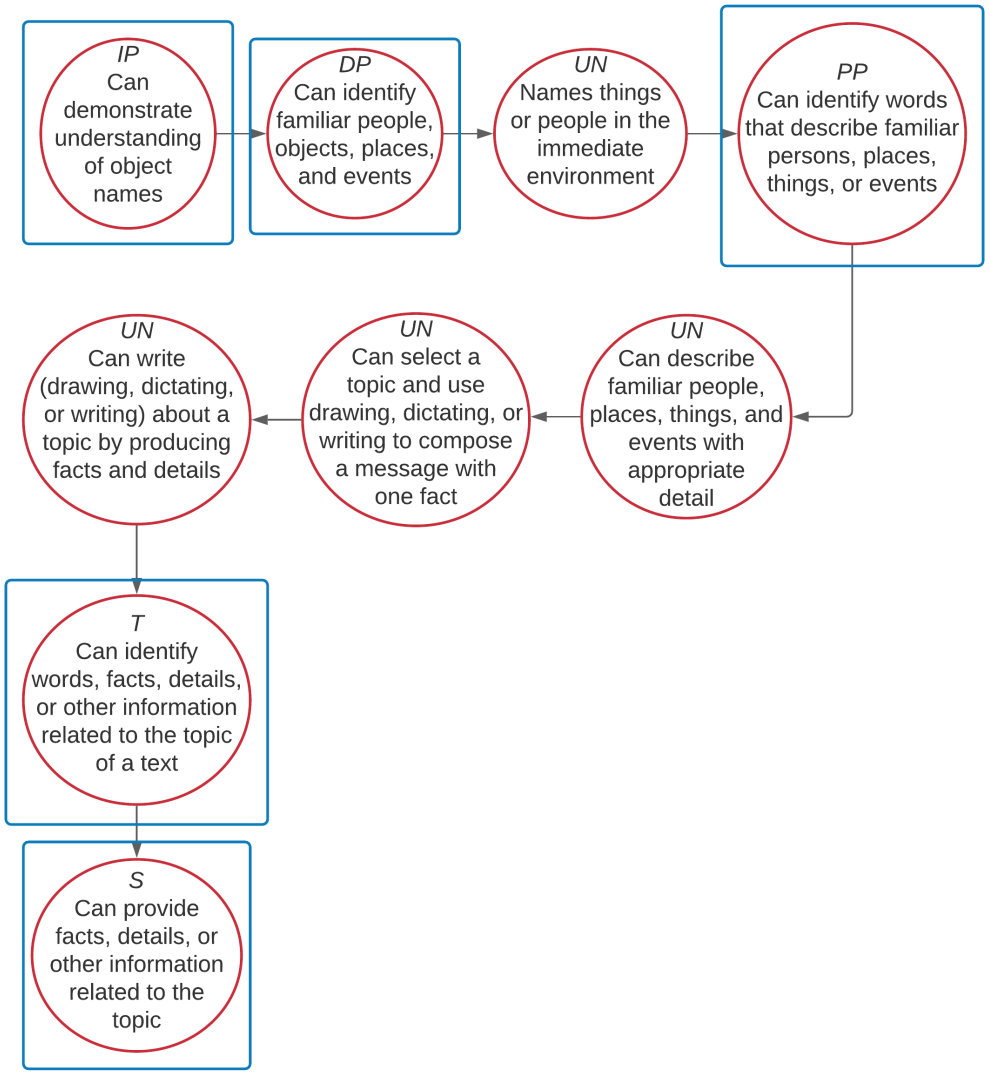
Successful writing requires the writer to know something about the topic. As such, it is important for students to move beyond knowing object names to recognizing when people, objects, places, and events are and are not familiar. In writing, students should be encouraged to select topics that are familiar. 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.

Instructional Resources

Writing Testlet FAQs
Instructionally Embedded Assessment
Year-End Assessment
Released Testlets
See the Guide to Practice Activities and Released Testlets.
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction.

[Link to Text-Only Map]

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



Map Key	
IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
UN	Untested

Boxes indicate tested nodes