## Essential Element, Linkage Levels, and Mini-Map
### ELA: Grade 4
#### ELA.EE.RL.4.1

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| 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 | ELA.EE.RL.4.1 Use details from the text to recount what the text says | Initial Precursor  
- Can recognize when he or she encounters familiar people, objects, places, and events |
|                       |                       | Distal Precursor  
- Can identify the behavior and actions of specific characters in a familiar story |
|                       |                       | Proximal Precursor  
- Student can identify the explicitly-stated actions of characters in a story |
|                       |                       | Target  
- Student can recount events from a narrative using details. They may not be able to provide a complete summary or tell the details in temporal order but the details are accurate |
|                       |                       | Successor  
- Can recount key details of a story |

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

**Initial Precursor:** 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?

**Distal Precursor:** 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.

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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
- **SP** Supporting
- **DP** Distal Precursor
- **S** Successor
- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
ELA.EE.RL.4.1 - Use details from the text to recount what the text says.
# Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 4**

**ELA.EE.RL.4.3**

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<thead>
<tr>
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</table>
| **ELA.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions) | **ELA.EE.RL.4.3** Use details from the text to describe characters in the story | **Initial Precursor**  
- Can indicate an object when it is referred to by name  
**Distal Precursor**  
- Can identify elements in a story (characters, other key details in the text) when asked  
**Proximal Precursor**  
- Can identify the key elements in a story, including the main characters, setting, and the major events  
**Target**  
- Can describe characters in a narrative using appropriate words, rather than reacting to/relying on the illustrations  
**Successor**  
- Can use details from a narrative to describe characters, setting, and events (students may not identify specific key details, but are able to identify additional information about a story) |

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

**Initial Precursor:** 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?

**Distal Precursor:** 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.

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.4.3 - Use details from the text to describe characters in the story.
ELA-410
Can describe the characters, setting, or events of a story based on illustrations and/or details from the text.

ELA-1188
Can use details from the text to describe characters in a narrative.

ELA-1348
Can use details from a narrative to describe characters, setting, and events.
## Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 4**

**ELA.EE.RL.4.5**

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</table>
| **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 | **ELA.EE.RL.4.5** Identify elements that are characteristic of stories | **Initial Precursor**
- Can recognize when he or she encounters familiar people, objects, places, and events

**Distal Precursor**
- When shown a familiar book ("familiar" means that the student has had several shared reading experiences with the same text), can name the objects shown in the pictures/tactile graphics or the objects representing the book pictures

**Proximal Precursor**
- Can determine the events that occur at the beginning, middle, and end of a familiar, linear story

**Target**
- The student can identify characteristic elements of stories in a text, including main character, setting, initiating and resolution events

**Successor**
- The student will identify an element of the story that undergoes change(s) from beginning to end (e.g., character or setting)

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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>
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<tbody>
<tr>
<td><strong>Initial Precursor:</strong> 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.</td>
<td><strong>Distal Precursor:</strong> 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.</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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<td>UN</td>
<td>Untested</td>
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<tr>
<td>T</td>
<td>Target</td>
</tr>
</tbody>
</table>
ELA.EE.RL.4.5 - Identify elements that are characteristic of stories.
ELA-1151
Identify the beginning, middle, and end of a familiar, linear story.

ELA-1355
Identify the beginning and end of a story.

ELA-1353
Can identify elements that are characteristic of stories.

ELA-1354
Can identify elements that change during the course of the story.
## Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 4**

**ELA.EE.RI.4.1**

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</thead>
</table>
| 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 | ELA.EE.RI.4.1 Identify explicit details in an informational text | **Initial Precursor**  
- Can indicate an object when it is referred to by name  
**Distal Precursor**  
- When shown a familiar book ("familiar" means that the student has had several shared reading experiences with the same text), can name the objects shown in the pictures/tactile graphics or the objects representing the book pictures  
**Proximal Precursor**  
- Can identify the concrete details mentioned in beginner level informational texts  
**Target**  
- Able to identify explicit details in an informational text  
**Successor**  
- Can identify words or details to answer a question about explicit information presented in the text |

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

**Initial Precursor:** 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?

**Distal Precursor:** 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.

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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.RI.4.1 - Identify explicit details in an informational text.

- **IP**
  - F-143
  - Can demonstrate understanding of object names.

- **UN**
  - F-121
  - Can identify familiar people, objects, places, and events.

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

- **UN**
  - ELA-1141
  - Can identify concrete details in familiar informational texts.

- **PP**
  - ELA-970
  - Can identify a concrete detail in early informational texts.

- **T**
  - ELA-1371
  - Can identify explicit details in informational texts.

- **S**
  - ELA-1550
  - Identify words in the text to answer a question about explicit information.
### ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

**ELA: GRADE 4**

**ELA.EE.RI.4.2**

<table>
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</table>
| ELA.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text | ELA.EE.RI.4.2 Identify the main idea of a text when it is explicitly stated | Initial Precursor  
- Can indicate an object when it is referred to by name  
Distal Precursor  
- When shown a familiar book ("familiar" means that the student has had several shared reading experiences with the same text), can name the objects shown in the pictures/tactile graphics or the objects representing the book pictures  
Proximal Precursor  
- Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts  
Target  
- Can identify the overall, general topic of any brief (no more than a paragraph) familiar informational text  
Successor  
- Can determine which words contained in an informational text relate to the topic of the text |

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

**Initial Precursor:** 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?

**Distal Precursor:** 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.

A diagram showing the relationship of nodes in the mini-map appears below.

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<td>Target</td>
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</table>
ELA.EE.RI.4.2 - Identify the main idea of a text when it is explicitly stated.
# ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

## ELA: GRADE 4

### ELA.EE.RI.4.3

<table>
<thead>
<tr>
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</thead>
</table>
| 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 | 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 | Initial Precursor  
- Can indicate an object when it is referred to by name  
Distal Precursor  
- Using their categorical knowledge, can make generalizations about the category to novel instances of that category  
Proximal Precursor  
- Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts  
Target  
- Can determine whether a concrete detail is related to an individual, event, or idea discussed in an informational text  
Successor  
- Can find the similarities between the key details, such as the individuals, events, or ideas, located within an informational text |

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<tr>
<td><strong>Initial Precursor:</strong> 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.</td>
<td><strong>Distal Precursor:</strong> 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.</td>
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- PP Proximal Precursor
- UN Untested
- T Target
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.
## Essential Element, Linkage Levels, and Mini-Map

### ELA: Grade 4

**ELA.EE.RI.4.5**

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</table>
| 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 | ELA.EE.RI.4.5 Identify elements that are characteristic of informational texts | **Initial Precursor**
  - 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 |

### Distal Precursor
  - When shown a familiar book ("familiar" means that the student has had several shared reading experiences with the same text), can name the objects shown in the pictures/tactile graphics or the objects representing the book pictures

### Proximal Precursor
  - Understands that informational texts often provide pictures/illustrations or tactile graphics/objects that supplement the text and can help to provide information or clarify the text

### Target
  - Can identify elements that are characteristic of informational texts. These elements in the presentation of information, which is organized using text features (that serve to organize information - titles, key words, illustrations/graphics, headings, etc.) and logical presentation of information (rather than event oriented structure). This latter piece will likely need to be introduced instructionally at this node, rather than formally assessed

### Successor
  - Can determine if an informational text is providing information about events, giving directions, or providing information on a topic

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

**Initial Precursor:** 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?

**Distal Precursor:** 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.

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ELA.EE.RI.4.5 - Identify elements that are characteristic of informational texts.
### Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 4**

**ELA.EE.RL.4.2**

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<tr>
<td>ELA.RL.4.2</td>
<td>ELA.EE.RL.4.2</td>
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<tr>
<td>Determine a theme of</td>
<td>Identify the</td>
<td>Initial Precursor</td>
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<tr>
<td>a story, drama, or</td>
<td>theme or central</td>
<td>• Can recognize when he or she encounters</td>
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<tr>
<td>poem from details in</td>
<td>idea of a familiar</td>
<td>familiar people, objects, places, and events</td>
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<tr>
<td>the text; summarize</td>
<td>story, drama or poem</td>
<td>Distal Precursor</td>
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<tr>
<td>the text</td>
<td></td>
<td>• Can identify the major events of a familiar</td>
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<td></td>
<td>story</td>
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<td></td>
<td>Proximal Precursor</td>
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<td>• Can identify and recall how characters’</td>
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<td>actions affect the consequences that occur</td>
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<td></td>
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<td>in the story afterwards</td>
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<td>Target</td>
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<td></td>
<td></td>
<td>• Can identify the theme of a familiar story,</td>
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<td>which includes a short, concise sentence</td>
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<td>about the overall meaning of the narrative</td>
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<td>Successor</td>
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<td></td>
<td>• Can identify the theme of a story, which</td>
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<td>includes a short, concise sentence about the</td>
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<tr>
<td><strong>Initial Precursor:</strong> 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 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.</td>
<td><strong>Distal Precursor:</strong> 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.</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
- **T** Target
- **SP** Supporting
- **S** Successor
- **UN** Untested
ELA.EE.RL.4.2 - Identify the theme or central idea of a familiar story, drama or poem.
ELA-362
Can identify the causes of character's actions in a story

ELA-1057
Can identify the overall goal or main idea of a single episode

ELA-752
Can identify the overall goal or main idea of a character in a story

ELA-1344
Can identify the specific theme of a familiar story

ELA-1345
Can identify the specific theme of a story

ELA-1175
Can identify details that are related to the theme of a narrative
# Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 4**

**ELA.EE.RL.4.4**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RL.4.4</td>
<td>ELA.EE.RL.4.4</td>
<td></td>
</tr>
</tbody>
</table>
| 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) | Determine the meaning of words in a text | Initial Precursor  
  - Can indicate an object when it is referred to by name  
Distal 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  
Proximal Precursor  
  - 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  
Target  
  - Can identify simple semantic definitions for unambiguous words in a text  
Successor  
  - Can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., "sweet")  |

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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> 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.</td>
<td><strong>Distal Precursor:</strong> 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.</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.RL.4.4 - Determine the meaning of words in a text.

F-143
Can demonstrate understanding of object names.

F-11
Can demonstrate understanding of action words.

F-8
Can demonstrate receptive word order.

F-23
Can make judgments about the meaning of word(s).

ELA-1211
Can identify an unknown or missing word in familiar text.

ELA-744
Can ask questions to clarify the meaning of unknown words in a text.

ELA-1192
Can determine the words or phrases that can complete literal sentences in a text.

ELA-1416
Can determine the meaning of unambiguous words in a text.

ELA-489
Can demonstrate an understanding that words have multiple meanings.
### ELA: Grade 4

#### ELA.EE.RL.4.6

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
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</tr>
</thead>
</table>
| 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 | ELA.EE.RL.4.6 Identify the narrator of a story | Initial Precursor  
- Can indicate an object when it is referred to by name  
Distal Precursor  
- Can identify the behavior and actions of specific characters in a familiar story  
Proximal Precursor  
- Student can identify the explicitly-stated actions of characters in a story  
Target  
- Can determine who the narrator is in a story he or she is reading  
Successor  
- Can determine what the point of view for the narrator of a story is |

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<th>How is the Distal Precursor related to the Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Precursor:</strong> 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.</td>
<td><strong>Distal Precursor:</strong> 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.</td>
</tr>
</tbody>
</table>

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*Key to map codes in upper right corner of node boxes:*

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- SP: Supporting
- DP: Distal Precursor
- S: Successor
- PP: Proximal Precursor
- UN: Untested
- T: Target
ELA.EE.RL.4.6 - Identify the narrator of a story.
## Essential Element, Linkage Levels, and Mini-Map

### ELA: Grade 4

#### ELA.EE.RI.4.4

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.4.4</td>
<td>ELA.EE.RI.4.4</td>
<td></td>
</tr>
<tr>
<td>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area</td>
<td>Determine meaning of words in text</td>
<td></td>
</tr>
<tr>
<td><strong>Initial Precursor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Can indicate an object when it is referred to by name</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Distal Precursor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proximal Precursor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Can identify simple semantic definitions for unambiguous words in a text</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Successor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., &quot;sweet&quot;)</td>
<td></td>
<td></td>
</tr>
</tbody>
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<tr>
<td><strong>Initial Precursor:</strong> 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.</td>
<td><strong>Distal Precursor:</strong> 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.</td>
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*Key to map codes in upper right corner of node boxes:*

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- SP Supporting
- DP Distal Precursor
- S Successor
- PP Proximal Precursor
- UN Untested
- T Target
ELA.EE.RI.4.4 - Determine meaning of words in text.

- **F-143**: Can demonstrate understanding of object names.
- **F-11**: Can demonstrate understanding of action words.
- **F-8**: Can demonstrate receptive word order.
- **F-23**: Can make judgments about the meaning of word(s).
- **ELA-1211**: Can identify an unknown or missing word in familiar text.
- **ELA-744**: Can ask questions to clarify the meaning of unknown words in a text.
- **ELA-1192**: Can determine the words or phrases that can complete literal sentences in a text.
- **ELA-1416**: Can determine the meaning of unambiguous words in a text.
- **ELA-489**: Can demonstrate an understanding that words have multiple meanings.
<table>
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<th>Grade-Level Standard</th>
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</table>
| ELA.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text | ELA.EE.RI.4.8 Identify one or more reasons supporting a specific point in an informational text | Initial Precursor  
• When attending, react to a change to an object or situation  
Distal Precursor  
• Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts  
Proximal Precursor  
• Can determine what the points are that the author of an unfamiliar informational text is trying to communicate to the reader  
Target  
• Can provide the reasons an author includes (i.e. details) that support the points of an informational text  
Successor  
• Can find out how specific points made by an author in an informational text relate to the reasons supporting it |

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<th><strong>How is the Distal Precursor related to the Target?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Precursor:</strong> 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.</td>
<td><strong>Distal Precursor:</strong> 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.</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
- **T** Target
- **SP** Supporting
- **S** Successor
- **UN** Untested
- **T** Target
ELA.EE.RI.4.8 - Identify one or more reasons supporting a specific point in an informational text.
ELA-1119
Can identify a concrete detail related to an individual, event, or idea presented in an informational text.

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

ELA-385
Can identify the reasons that support points made in an informational text.

ELA-1412
Can identify the relationship between specific points and the reasons supporting them in an informational text.
## Essential Element, Linkage Levels, and Mini-Map

### ELA: Grade 4

**ELA.EE.L.4.5.c**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.L.4.5.c</td>
<td>ELA.EE.L.4.5.c</td>
<td></td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Demonstrate</td>
<td><strong>Initial Precursor</strong></td>
</tr>
<tr>
<td>understanding of</td>
<td>understanding of</td>
<td>• Can recognize when he or she encounters</td>
</tr>
<tr>
<td>words by relating</td>
<td>opposites</td>
<td>familiar people, objects, places, and events</td>
</tr>
<tr>
<td>them to their</td>
<td>and to words with</td>
<td><strong>Distal Precursor</strong></td>
</tr>
<tr>
<td>opposites (antonyms)</td>
<td>similar but not</td>
<td>• Can determine some of the relevant words</td>
</tr>
<tr>
<td>and to words with</td>
<td>identical meanings</td>
<td>for describing people, places, things, or</td>
</tr>
<tr>
<td>similar but not</td>
<td>(synonyms)</td>
<td>events familiar to the student</td>
</tr>
<tr>
<td>identical meanings</td>
<td></td>
<td><strong>Proximal Precursor</strong></td>
</tr>
<tr>
<td>(synonyms)</td>
<td></td>
<td>• Can provide real-life examples of words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>connected to a use (describe people who are friendly)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Target</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can demonstrate an understanding of words with opposite meaning (e.g. cold, hot, up, down)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Successor</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can demonstrate an understanding that when two words have the same meaning, they are synonyms (the student may or may not explicitly use the term synonym, but this term should be used with the student)</td>
</tr>
</tbody>
</table>

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<th>How is the Distal Precursor related to the Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Precursor:</strong> 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.</td>
<td><strong>Distal Precursor:</strong> 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.</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>Description</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>
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<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.L.4.5.c - Demonstrate understanding of opposites.

- **F-121**
  - Can identify familiar people, objects, places, and events

- **F-105**
  - Names things or people in the immediate environment

- **F-140**
  - Can identify words that describe familiar persons, places, things, or events

- **ELA-669**
  - Can provide real-world connections between words and their use

- **ELA-224**
  - Can demonstrate an understanding of words with opposite meanings

- **ELA-222**
  - Can demonstrate an understanding that different words have similar meanings.
## Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 4**

**ELA.EE.RI.4.9**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
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</tr>
</thead>
</table>
| ELA.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably | ELA.EE.RI.4.9 Compare details presented in two texts on the same topic | **Initial Precursor**  
- Can indicate an object when it is referred to by name  
**Distal Precursor**  
- Using their categorical knowledge, can make generalizations about the category to novel instances of that category  
**Proximal Precursor**  
- Can determine when two different informational texts on the same topic make a similar point or statement  
**Target**  
- Can compare informational texts on the same topic based on the specific details used to discuss the topic  
**Successor**  
- Can compare and contrast informational texts on the same topic based on the specific details used to discuss the topic |

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<th>How is the Distal Precursor related to the Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Precursor:</strong> 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.</td>
<td><strong>Distal Precursor:</strong> 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).</td>
</tr>
</tbody>
</table>

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ELA.EE.RI.4.9 - Compare details presented in two texts on the same topic.
ELA-1137
Can identify similar parts of two different informational texts on the same topic.

ELA-1129
Can identify a common element in two different informational texts on the same topic.

ELA-1443
Can identify the similarities between informational texts on the same topic.

ELA-1444
Can compare informational texts on the same topic.

ELA-1445
Can compare and contrast informational texts on the same topic.
## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 4

#### ELA.EE.L.4.2.a

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>ELA.L.4.2.a</td>
<td>ELA.EE.L.4.2.a</td>
<td>EMERGENT WRITING (EW.4)</td>
</tr>
<tr>
<td>Use correct capitalization</td>
<td>Capitalize the first word in a sentence</td>
<td>Initial Precursor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student understands that we use letters to write words. We don't use numbers, punctuation, or other symbols, and we don't draw pictures to represent the referent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can recognize when a letter is uppercase and when it is lowercase</td>
</tr>
</tbody>
</table>

#### CONVENTIONAL WRITING (CW.4)

<table>
<thead>
<tr>
<th>Proximal Precursor</th>
<th>Target</th>
<th>Successor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can indicate a knowledge that when a word is capitalized, the first letter in the word is in upper case</td>
<td>Capitalizes the first letter of sentences</td>
<td>Capitalizes the correct words when writing a title</td>
</tr>
</tbody>
</table>

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<tr>
<td><strong>Initial Precursor:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td><strong>Distal Precursor:</strong> 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.</td>
<td></td>
</tr>
</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 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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ELA.EE.L.4.2.a - Capitalize the first word in a sentence.

- ELA-2150 Can recognize that spoken words are written using letter sequences.
- ELA-70 Can identify the first letter of their own name.
- ELA-181 Can copy upper and lower case letters.
- ELA-1294 Can differentiate between upper- and lowercase letters.
- ELA-1291 Can produce letters in own name.
- ELA-2080 Can produce an incomplete set of upper and lower case letters.
- ELA-2093 Can produce many upper and lower case letters.
ELA-341
Can produce all upper and lower case letter forms from memory.

ELA-2130
Can demonstrate an understanding of capitalization

ELA-2131
Can identify the situations in which words are capitalized in a sentence

ELA-259
Capitalizes the first letter of sentence

ELA-535
Can use correct capitalization when writing a title
<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.L.4.2.d</td>
<td>Spell grade-appropriate words correctly, consulting references as needed</td>
<td>EMERGENT WRITING (EW.4)</td>
</tr>
<tr>
<td></td>
<td>ELA.EE.L.4.2.d Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns</td>
<td>Initial Precursor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student understands that we use letters to write words. We don’t use numbers, punctuation, or other symbols, and we don’t draw pictures to represent the referent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can recognize the sound of the letter of their first name in words they hear and see, and can correctly represent this letter when spelling words that start with the same letter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CONVENTIONAL WRITING (CW.4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can produce a string of letters (student attempts to write words) by combining random letters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can spell words with inflectional endings (e.g., walked, eats, sleeping)</td>
</tr>
</tbody>
</table>

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<th>How is the Initial Precursor related to the Target?</th>
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<tbody>
<tr>
<td><strong>Initial Precursor:</strong> 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.</td>
<td><strong>Distal Precursor:</strong> 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.</td>
</tr>
</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 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.

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

- F-124: Demonstrates understanding that words are comprised of letters
- ELA-2150: Can recognize that spoken words are written using letter sequences
- ELA-70: Can identify the first letter of their own name
- ELA-181: Can copy upper and lower case letters
- ELA-2080: Can produce an incomplete set of upper and lower case letters
- ELA-1589: Can use letters to create string (words)
- ELA-1392: Uses letters to represent syllables in words.
ELA-1391
Can accurately represent the initial sound in a word with a letter

ELA-2107
Can use spelling patterns in familiar words to spell new words.

ELA-1309
Can spell words phonetically using letter-sound knowledge and common spelling patterns

ELA-100
Can produce conventional spellings for single-syllable words, including the final -e rule words.

ELA-117
Can spell words with inflectional endings (e.g., -ed, -s, -ing)
# Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 4**

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

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<td><strong>ELA.W.4.2.b</strong></td>
<td><strong>ELA.EE.W.4.2.b</strong></td>
<td><strong>EMERGENT WRITING (EW.4)</strong></td>
</tr>
</tbody>
</table>
| Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic | List words, facts, or details related to the topic | **Initial Precursor**  
- Can indicate an object when it is referred to by name
| Distal Precursor     |     | **Conventional Writing (CW.4)** |
| Can recognize when he or she encounters familiar people, objects, places, and events |     | **Proximal Precursor**  
- Can determine some of the relevant words for describing people, places, things, or events familiar to the student|
| **Target**           |     | **Target**  
- Can determine the words, facts, details, or other information that relate to a specific topic when preparing to write |
| **Successor**        |     | **Successor**  
- Student is already able to identify facts and details related to topic from a set of choices. Now they are able to provide written facts, details and/or information about a topic |

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<td><strong>Initial Precursor:</strong> 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.</td>
<td><strong>Distal Precursor:</strong> 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.</td>
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ELA.EE.W.4.2.b - List words, facts, or details related to the topic.