



Dynamic Learning Maps English Language Arts Initial and Distal Precursors 4th Grade

This English Language Arts resource provides teachers with enhanced descriptions of the Initial and Distal precursors for the most frequently used Essential Elements.

By providing a clear connection between the IP or DP linkage level and the Target linkage level, teachers can better tailor classroom instruction for each student. Additionally, links to instructional information for each Essential Element and familiar texts in ELA, make these handy classroom resources.

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ELA.EE.RL.4.1

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

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.4.1.pdf

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.

Proximal Precursor

Student can identify the explicitly-stated actions of characters in a story.

Distal Precursor:

Can identify the behavior and actions of specific characters in a familiar story.

Initial Precursor:

Can recognize when he or she encounters familiar people, objects, places, and event.

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.

ELA.EE.RL.4.2

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

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.4.2.pdf

Target | Can identify the theme of a familiar story, which includes a short, concise sentence about the overall meaning of the narrative.

Proximal Precursor

Can identify and recall how characters' actions affect the consequences that occur in the story afterwards.

Distal Precursor:

Can identify the major events of a familiar story.

Initial Precursor:

Can recognize when he or she encounters familiar people, objects, places, and events.

How is the Initial Precursor related to the target?

Initial Precursor: 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.

How is the Distal Precursor related to the target?

Distal Precursor: 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.

ELA.EE.RL.4.3

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

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.4.3.pdf

Target | Can describe characters in a narrative using appropriate words, rather than reacting to/relying on the illustrations.

Proximal Precursor

Can identify the key elements in a story, including the main characters, setting, and the major events.

Distal Precursor:

Can identify elements in a story (characters, other key details in the text) when asked.

Initial Precursor:

Can indicate an object when it is referred to by name.

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.

ELA.EE.RL.4.4

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

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.4.4.pdf

Target | Can identify simple semantic definitions for unambiguous words in a text.

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.

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.

Initial Precursor:

Can indicate an object when it is referred to by name.

How is the Initial Precursor related to the target?

Initial Precursor: Learning the meaning of new words begins as students learn the names of objects 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?

Distal Precursor: 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.

ELA.EE.RL.4.5

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

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.4.5.pdf

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

Proximal Precursor

Can determine the events that occur at the beginning, middle, and end of a familiar, linear story.

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.

Initial Precursor:

Can recognize when he or she encounters familiar people, objects, places, and events.

How is the Initial Precursor related to the target?

Initial Precursor: 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?

Distal Precursor: 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.

ELA.EE.RL.4.6

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

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.4.6.pdf

Target | Can determine who the narrator is in a story he or she is reading.

Proximal Precursor

Student can identify the explicitly-stated actions of characters in a story.

Distal Precursor:

Can identify the behavior and actions of specific characters in a familiar story.

Initial Precursor:

Can indicate an object when it is referred to by name.

How is the Initial Precursor related to the target?

Initial Precursor: 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?

Distal Precursor: 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.

ELA.EE.RI.4.1

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

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.4.1.pdf

Target | Able to identify explicit details in an informational text.

Proximal Precursor

Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.

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.

Initial Precursor:

Can indicate an object when it is referred to by name.

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.

ELA.EE.RI.4.2

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

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.4.2.pdf

Target | Can identify the overall, general topic of any brief (no more than a paragraph) familiar informational text.

Proximal Precursor

Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.

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.

Initial Precursor:

Can indicate an object when it is referred to by name.

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.

ELA.EE.RI.4.3

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.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.4.3.pdf

Target | Can determine whether a concrete detail is related to an individual, event, or idea discussed in an informational text.

Proximal Precursor

Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.

Distal Precursor:

Using their categorical knowledge, can make generalizations about the category to novel instances of that category.

Initial Precursor:

Can indicate an object when it is referred to by name.

How is the Initial Precursor related to the target?

Initial Precursor: 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?

Distal Precursor: 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.

ELA.EE.RI.4.4

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

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.4.4.pdf

Target | Can identify simple semantic definitions for unambiguous words in a text.

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.

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.

Initial Precursor:

Can indicate an object when it is referred to by name.

How is the Initial Precursor related to the target?

Initial Precursor: Learning the meaning of new words begins as students learn the names of objects 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?

Distal Precursor: 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.

ELA.EE.RI.4.5

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

Link to Minimap:

https://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.4.5.pdf

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.

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.

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.

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.

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.

ELA.EE.RI.4.8

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

Link to Minimap:

https://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.4.8.pdf

Target | Can provide the reasons an author includes (i.e. details) that support the points of an informational text.

Proximal Precursor

Can determine what the points are that the author of an unfamiliar informational text is trying to communicate to the reader.

Distal Precursor:

Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.

Initial Precursor:

When attending, react to a change to an object or situation.

How is the Initial Precursor related to the target?

Initial Precursor: 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?

Distal Precursor: 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.

ELA.EE.RI.4.9

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

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.4.9.pdf

Target | Can compare informational texts on the same topic based on the specific details used to discuss the topic.

Proximal Precursor

Can determine when two different informational texts on the same topic make a similar point or statement.

Distal Precursor:

Using their categorical knowledge, can make generalizations about the category to novel instances of that category.

Initial Precursor:

Can indicate an object when it is referred to by name.

How is the Initial Precursor related to the target?

Initial Precursor: 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?

Distal Precursor: 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).

ELA.EE.L.4.2.a

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

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.L.4.2.a.pdf

Target | Capitalizes the first letter of sentences.

Proximal Precursor

Can indicate a knowledge that when a word is capitalized, the first letter in the word is in upper case.

Distal Precursor:

Can recognize when a letter is uppercase and when it is lowercase.

Initial Precursor:

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.

How is the Initial Precursor related to the target?

Initial Precursor: 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?

Distal Precursor: 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.

ELA.EE.L.4.5.c

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

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.L.4.5.c.pdf

Target | Can demonstrate an understanding of words with opposite meaning (e.g. cold, hot, up, down).

Proximal Precursor

Can provide real-life examples of words connected to a use (describe people who are friendly).

Distal Precursor:

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

Initial Precursor:

Can recognize when he or she encounters familiar people, objects, places and events.

How is the Initial Precursor related to the target?

Initial Precursor: 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?

Distal Precursor: 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.

ELA.EE.L.4.2.d

ELA.EE.L.4.2.d Spell words

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

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.L.4.2.d.pdf

Target | Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word.

Proximal Precursor

Can produce a string of letters (student attempts to write words) by combining random letters.

Distal Precursor:

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.

Initial Precursor:

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.

How is the Initial Precursor related to the target?

Initial Precursor: 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?

Distal Precursor: 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.

ELA.EE.W.4.2.b

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

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.W.4.2.b.pdf

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

Proximal Precursor

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

Distal Precursor:

Can recognize when he or she encounters familiar people, objects, places and events.

Initial Precursor:

Can indicate an object when it is referred to by name.

How is the Initial Precursor related to the target?

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

How is the Distal Precursor related to the target?

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