<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| **ELA.RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers | **ELA.EE.RL.3.1** Answer who and what questions to demonstrate understanding of details in a text | **Initial Precursor:**  
- Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it  
**Distal Precursor:**  
- Can recognize when he or she encounters familiar people, objects, places, and events  
**Proximal Precursor:**  
- Can answer questions posed by others asking who and what about the key details in a familiar narrative  
**Target:**  
- Can produce responses to questions seeking information on specific characters and what each of them did in a narrative by providing details on them  
**Successor:**  
- Can answer questions posed by others asking who, what, where, when, why, and how about the details in a narrative |

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

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- T = Target
- SP = Supporting
- S = Successor
- UN = Untested
ELA.EE.RL.3.1 - Answer who and what questions to demonstrate understanding of details in a text.

- ELA.EE.RL.3.1
  - F-142: Can pay attention to object characteristics due to language cues
  - F-153: Can demonstrate understanding of object words during familiar routines
  - F-143: Can demonstrate understanding of object names.
  - F-121: Can identify familiar people, objects, places, and events
  - ELA-1382: Can name objects in pictures/tactile graphics or name objects used to represent book pictures during a shared reading activity
  - ELA-1214: Can identify concrete details in a familiar story (characters, objects)
  - ELA-1204: Can answer who and what questions about details in a familiar narrative
  - ELA-1678: Can answer who and what questions about details in a narrative
  - ELA-786: Can answer wh questions about details in a narrative
<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
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</tr>
</thead>
</table>
| ELA.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text | ELA.EE.RL.3.2 Associate details with events in stories from diverse cultures | Initial Precursor:  
- Can correctly look at the scene demonstrating a possible event and ignore the scene demonstrating an impossible event based on an understanding that objects still exist despite not being seen (i.e. object permanence)  
Distal Precursor:  
- Can recognize when he or she encounters familiar people, objects, places, and events  
Proximal Precursor:  
- The student can represent a conceptual connection between a detail and an event in a familiar text  
Target:  
- Can associate details with events in stories from fables, folktales or diverse cultures  
Successor:  
- Can retell stories from various cultures, such as myths, fables, and folktales, by recounting key details from them |

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- **UN** Untested
- **T** Target
ELA.EE.RL.3.2 - Associate details with events in stories from diverse cultures.
ELA-1453
Can associate details with events in a story

ELA-1454
Can associate details with events in familiar stories from fables, folktales or diverse cultures

ELA-1455
Can associate details with events in stories from fables, folktales or diverse cultures

ELA-1194
Can use key details to recount stories from various cultures, such as myths, fables, and folktales
# Essential Element, Linkage Levels, and Mini-Map

## ELA: Grade 3

### ELA.EE.RL.3.3

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
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</tr>
</thead>
</table>
| **ELA.RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events | **ELA.EE.RL.3.3** Identify the feelings of characters in a story | **Initial Precursor:**  
- The student is able to use or identify feeling words related to self, such as happy, sad, tired, worried, or angry  

**Distal Precursor:**  
- Student can identify words in a familiar text that are associated with feelings  

**Proximal Precursor:**  
- Student can identify the feelings of characters when explicitly stated in familiar stories  

**Target:**  
- Can identify the feelings of specific characters in narratives  

**Successor:**  
- Can identify how a character’s actions make them feel OR can identify how the character’s desires or feelings lead to an action |

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- S: Successor  
- UN: Untested
ELA.EE.RL.3.3 - Identify the feelings of characters in a story.
### Grade-Level Standard

**ELA.RL.3.5** Refer to parts of stories, dramas, poems when writing or speaking about a text, using terms such as chapter, scene, stanza, describe how each successive part builds on earlier sections.

### DLM Essential Element

**ELA.EE.RL.3.5**

**ELA.EE.RL.3.5** Determine the beginning, middle, and end of a familiar story with a logical order.

### Linkage Levels

<table>
<thead>
<tr>
<th>Initial Precursor:</th>
<th>Distal Precursor:</th>
<th>Proximal Precursor:</th>
<th>Target:</th>
<th>Successor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Student engages in a behavior indicating he or she is attending to the text (story, information book, alphabet book). May display this with gaze, decreased movement (i.e., stilling), and noise.</td>
<td>- Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object.</td>
<td>- Can determine the elements (e.g., setting, events) that occur at the beginning and end of a familiar, linear story.</td>
<td>- Can determine the events that occur at the beginning, middle, and end of a familiar, linear story.</td>
<td>- Student can identify the beginning and end of an unfamiliar story.</td>
</tr>
</tbody>
</table>

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- **UN** Untested
- **T** Target
ELA.EE.RL.3.5 - Determine the beginning, middle, and end of a familiar story with a logical order.

ELA-1472
Can express interest in book sharing.

ELA-1097
Expresses recognition of familiar text.

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

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

ELA-1214
Can identify concrete details in a familiar story (characters, objects).

ELA-1197
Identify the beginning and end of a familiar story.

ELA-1191
Identify the beginning, middle, and end of a familiar, linear story.

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

F-146
Can match a real object with a picture or other symbolic representation of the object.
# ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

## ELA: GRADE 3

### ELA.EE.RI.3.1

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
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<th>Linkage Levels</th>
</tr>
</thead>
</table>
| **ELA.RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers | **ELA.EE.RI.3.1** Answer who and what questions to demonstrate understanding of details in a text | **Initial Precursor:**  
- Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it  
**Distal Precursor:**  
- Can recognize when he or she encounters familiar people, objects, places, and events  
**Proximal Precursor:**  
- Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts  
**Target:**  
- Can answer questions posed by others regarding the concrete details of an informational text  
**Successor:**  
- Can identify words or details to answer a question about explicit information presented in the text |

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ELA.EE.RI.3.1 - Answer who and what questions to demonstrate understanding of details in a text.
## Essential Element, Linkage Levels, and Mini-Map

### ELA: Grade 3

#### ELA.EE.RI.3.2

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.3.2</td>
<td>ELA.EE.RI.3.2</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td>Determine the main idea of a text; recount the key details and explain how they support the main idea</td>
<td>Identify details in a text</td>
<td>• Can correctly look at the scene demonstrating a possible event and ignore the scene demonstrating an impossible event based on an understanding that objects still exist despite not being seen (i.e. object permanence)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify the concrete details mentioned in beginner level informational texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Able to identify explicit details in an informational text</td>
</tr>
</tbody>
</table>

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- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
ELA.EE.RI.3.2 Identify details in a text.
# Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 3**

**ELA.EE.RI.3.3**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| ELA.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect | ELA.EE.RI.3.3 Order two events from a text as “first” and “next” | **Initial Precursor:**  
- Can identify the next step or event in a sequence from a familiar routine  
**Distal Precursor:**  
- As a result of experience with a routine, the student is able to identify actions associated with the routine  
**Proximal Precursor:**  
- Can identify specific events in a familiar information text  
**Target:**  
- Can identify the order in which two events occur in an informational text  
**Successor:**  
- Can identify information that indicates the temporal order of ideas or events presented in an informational text |

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ELA.EE.RI.3.3 - Order two events from a text as “first” and “next.”
**ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP**

**ELA: GRADE 3**

**ELA.EE.RI.3.5**

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

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- T Target
**ELA.EE.RI.3.5** - With guidance and support, use text features including headings and key words to locate information in a text.
ELA-1374
Recognize that illustrations or tactile graphics/objects in a text can provide information

ELA-1377
Recognize that the text features can be used to locate information (e.g., key vocabulary, graphic descriptions, and headings)

ELA-375
Use basic text features to find information.

ELA-747
Can use specific text features, including bold print, captions, and subheadings to locate information.
# Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 3**

**ELA.EE.RL.3.4**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
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<th>Linkage Levels</th>
</tr>
</thead>
</table>
| ELA.RL.3.4           | ELA.EE.RL.3.4         | Initial Precursor:  
| Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language | Determine words and phrases that complete literal sentences in a text | - Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it  
| | | Distal Precursor:  
| | | - Can demonstrate understanding of the names of objects or people who are not immediately present  
| | | Proximal Precursor:  
| | | - Can provide real-life examples of words connected to a use (describe people who are friendly)  
| | | Target:  
| | | - 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  
| | | Successor:  
| | | - Can identify simple semantic definitions for unambiguous words in a text  

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- **UN** Untested
- **T** Target
ELA.EE.RL.3.4 - Determine words and phrases that complete literal sentences in a text.
### ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

**ELA: GRADE 3**  
**ELA.EE.RI.3.4**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| ELA.RI.3.4             | ELA.EE.RI.3.4         | **Initial Precursor:**  
• Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it  

**Distal Precursor:**  
• Can demonstrate understanding of the names of objects or people who are not immediately present  

**Proximal Precursor:**  
• Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different  

**Target:**  
• Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones  

**Successor:**  
• Can identify simple semantic definitions for unambiguous words in a text

---

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- DP Distal Precursor
- S Successor
- PP Proximal Precursor
- UN Untested
- T Target
ELA.EE.RI.3.4 - Determine words and phrases that complete literal sentences in a text.
# Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 3**

**ELA.EE.RI.3.8**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
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<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.3.8</td>
<td>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)</td>
<td>ELA.EE.RI.3.8 Identify two related points the author makes in an informational text</td>
</tr>
</tbody>
</table>

- **Initial Precursor:**
  - When attending, react to a change to an object or situation

- **Distal 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

- **Proximal Precursor:**
  - Can identify the relationship between multiple concrete facts or details in a literature or informational text

- **Target:**
  - Can find two points made by an author of an informational text that relate to each other

- **Successor:**
  - Can provide the reasons an author includes (i.e. details) that support the points of an informational text

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- **S** Successor
- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
ELA.EE.RI.3.8 - Identify two related points the author makes in an informational text.
ELA-1411
Can identify the points made by the author in a familiar informational text.

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

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

ELA-385
Can identify the reasons that support points made in an informational text.
**ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP**

**ELA: GRADE 3**

**ELA.EE.L.3.5.A**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ELA.L.3.5.a</td>
<td>ELA.EE.L.3.5.a</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)</td>
<td>Determine the literal meaning of words and phrases in context</td>
<td>• Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can recognize when he or she encounters familiar people, objects, places, and events</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine the literal meaning of words and phrases using the context in which they are located</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones</td>
</tr>
</tbody>
</table>

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- DP  Distal Precursor
- S   Successor
- PP  Proximal Precursor
- UN  Untested
- T   Target
ELA.EE.L.3.5.a - Determine the literal meaning of words and phrases in context.
### Grade-Level Standard

**ELA.L.3.5.c**

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)

### DLM Essential Element

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

Identify words that describe personal emotional states

### Linkage Levels

**Initial Precursor:**
- The student is able to identify feeling words related to self, such as happy, sad, tired, worried, or angry

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

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

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

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

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

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

- **IP** Initial Precursor
- **SP** Supporting
- **DP** Distal Precursor
- **S** Successor
- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
ELA.EE.L.3.5.c - Identify words that describe personal emotional states.

F-150
Can identify feeling states in self

ELA-1436
Demonstrate receptive understanding of common feeling words.

ELA-1487
Demonstrate receptive understanding of feeling words.

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

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

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

**ELA: Grade 3**

**ELA.EE.RL.3.9**

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

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

ELA-2029
Can compare a single event in different narratives

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

ELA-2095
Can identify two versions of the same story

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

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

ELA-2039
Can compare the plot in different narratives
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>ELA.RI.3.9</td>
<td>ELA.EE.RI.3.9</td>
<td></td>
</tr>
<tr>
<td>Compare and contrast the most important points and key details presented in two texts on the same topic</td>
<td>Identify similarities between two texts on the same topic</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor:</td>
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<tr>
<td></td>
<td></td>
<td>• Can recognize when he or she encounters familiar people, objects, places, and events</td>
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<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine how various informational texts on the same topic are similar in what is presented on the topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can compare informational texts on the same topic based on the specific details used to discuss the topic</td>
</tr>
</tbody>
</table>

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- UN Untested
- T Target
ELA.EE.RI.3.9 - Identify similarities between two texts on the same topic.
# Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 3**

**ELA.EE.W.3.2.a**

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<tbody>
<tr>
<td>ELA.W.3.2.a</td>
<td>ELA.EE.W.3.2.a</td>
<td><strong>EMERGENT WRITING (EW.3):</strong></td>
</tr>
</tbody>
</table>
| Introduce a topic and group related information together; include illustrations when useful to aiding comprehension | Select a topic and write about it including one fact or detail | - **Initial Precursor:** Turns own body, head, or otherwise directs own attention to objects or people  
- **Distal Precursor:** Given a choice of two objects, uses eye-gaze, physical movement, gesture or vocalization to indicate choice |
| **CONVENTIONAL WRITING (CW.3):** | | |
| - **Proximal Precursor:** Student can select a familiar topic to share about (may be from a set of options) and can use drawing, dictating, or writing to share about it  
- **Target:** Can write about a specific topic using facts and details to describe the topic  
- **Successor:** Can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text |

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This EE is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The initial and distal precursor nodes are assessed in the emergent writing testlet in Grade 3 with one other Essential Element: EE.W.3.4. The proximal precursor, target and successor nodes are assessed in the conventional writing testlet in Grade 3 with one other Essential Element: EE.W.3.4.

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

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<td>Untested</td>
</tr>
<tr>
<td>T</td>
<td>Target</td>
</tr>
</tbody>
</table>
ELA.EE.W.3.2.a - Select a topic and write about it including one fact or detail.

F-119 IP
Directs attention to objects or people.

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

F-114 DP
Makes a choice between two objects

F-103 UN
Demonstrate preferences for some books over others

ELA-1097 UN
Expresses recognition of familiar text.

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

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

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

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

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

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

ELA-1257
Can write about a topic using pertinent tactile, visual, or multimedia information
## Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 3**

**ELA.EE.W.3.4**

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<td>ELA.W.3.4</td>
<td>ELA.EE.W.3.4</td>
<td><strong>EMERGENT WRITING (EW.3):</strong></td>
</tr>
</tbody>
</table>
| With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose | With guidance and support, produce writing that expresses more than one idea | - **Initial Precursor:** Turns own body, head, or otherwise directs own attention to objects or people  
- **Distal Precursor:** Sustains own attention to objects, pictures or multimedia for more than a fleeting moment |
|                       |                       | **CONVENTIONAL WRITING (CW.3):** |
|                       |                       | - **Proximal Precursor:** Can use two words together when producing a written text  
- **Target:** Writes more than one idea about a topic  
- **Successor:** Student is able to produce a complete thought in writing. Up to this point, students may produce writing that requires some interpretation or context to understand (e.g., frg lgs = frogs use their legs to jump). By this node students are able to create a complete thought (e.g., Frogs jump). The produced thought may not be grammatically correct (i.e., The frogs can jump), but still conveys a complete thought or idea |

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<td>UN</td>
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</tr>
<tr>
<td>T</td>
<td>Target</td>
</tr>
</tbody>
</table>
ELA.EE.W.3.4 - With guidance and support, produce writing that expresses more than one idea.
ELA-1392  
Uses letters to represent syllables in words.

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

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

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

ELA-1872  
Can write a complete thought.