# 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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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**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
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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/relaying 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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- T Target
- SP Supporting
- S Successor
- UN Untested
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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- **PP** Proximal Precursor  
- **UN** Untested  
- **T** Target
ELA.EE.RL.4.5 - Identify elements that are characteristic of stories.
ELA-1191
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.
### Grade-Level Standard

**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

### DLM Essential Element

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

### Linkage Levels

<table>
<thead>
<tr>
<th>Initial Precursor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Can indicate an object when it is referred to by name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distal Precursor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• When shown a familiar book (&quot;familiar&quot; 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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proximal Precursor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Can identify the concrete details mentioned in beginner level informational texts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Able to identify explicit details in an informational text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Successor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Can identify words or details to answer a question about explicit information presented in the text</td>
</tr>
</tbody>
</table>

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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.

- 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-1141: Can identify concrete details in familiar informational texts.
- ELA-970: Can identify a concrete detail in early informational texts.
- ELA-1371: Can identify explicit details in informational texts.
- 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>
<thead>
<tr>
<th>Grade-Level Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.4.2</td>
<td>ELA.EE.RI.4.2</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td>Determine the main idea of a text and explain how it is supported by key details; summarize the text</td>
<td>Identify the main idea of a text when it is explicitly stated</td>
<td>• Can indicate an object when it is referred to by name</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• When shown a familiar book (&quot;familiar&quot; 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</td>
</tr>
<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 identify the overall, general topic of any brief (no more than a paragraph) familiar informational text</td>
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<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine which words contained in an informational text relate to the topic of the text</td>
</tr>
</tbody>
</table>

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- **T** Target
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

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

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<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
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</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)

| 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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- **S** Successor
- **UN** Untested
**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
**ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP**  
**ELA: GRADE 4**  
**ELA.EE.RL.4.6**

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| **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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<td>Initial Precursor</td>
</tr>
<tr>
<td>DP</td>
<td>Distal Precursor</td>
</tr>
<tr>
<td>PP</td>
<td>Proximal Precursor</td>
</tr>
<tr>
<td>T</td>
<td>Target</td>
</tr>
<tr>
<td>SP</td>
<td>Supporting</td>
</tr>
<tr>
<td>S</td>
<td>Successor</td>
</tr>
<tr>
<td>UN</td>
<td>Untested</td>
</tr>
</tbody>
</table>
ELA.EE.RL.4.6 - Identify the narrator of a story.
## Essential Element, Linkage Levels, and Mini-Map

### ELA: Grade 4

ELA.EE.RI.4.4

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| ELA.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area | ELA.EE.RI.4.4 Determine meaning of words in 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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- 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
## Essential Element, Linkage Levels, and Mini-Map

### ELA: Grade 4

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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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- 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><strong>ELA.L.4.5.c</strong></td>
<td>ELA.EE.L.4.5.c</td>
<td></td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Demonstrate</td>
<td></td>
</tr>
<tr>
<td>understanding of</td>
<td>understanding of</td>
<td></td>
</tr>
<tr>
<td>words by relating</td>
<td>opposites</td>
<td></td>
</tr>
<tr>
<td>them to their</td>
<td>(antonyms) and to</td>
<td></td>
</tr>
<tr>
<td>opposites</td>
<td>words with similar</td>
<td></td>
</tr>
<tr>
<td>(antonyms) and to</td>
<td>but not identical</td>
<td></td>
</tr>
<tr>
<td>words with similar</td>
<td>meanings</td>
<td></td>
</tr>
<tr>
<td>but not identical</td>
<td>(synonyms)</td>
<td></td>
</tr>
<tr>
<td>meanings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(synonyms)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Initial Precursor:</strong></td>
<td>Can recognize when he or she encounters familiar people, objects, places, and events</td>
<td></td>
</tr>
<tr>
<td><strong>Distal Precursor:</strong></td>
<td>Can determine some of the relevant words for describing people, places, things, or events familiar to the student</td>
<td></td>
</tr>
<tr>
<td><strong>Proximal Precursor:</strong></td>
<td>Can provide real-life examples of words connected to a use (describe people who are friendly)</td>
<td></td>
</tr>
<tr>
<td><strong>Target:</strong></td>
<td>Can demonstrate an understanding of words with opposite meaning (e.g. cold, hot, up, down)</td>
<td></td>
</tr>
<tr>
<td><strong>Successor:</strong></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>
<td></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
- **SP** Supporting
- **DP** Distal Precursor
- **S** Successor
- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
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>
<th>Linkage Levels</th>
</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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*Key to map codes in upper right corner of node boxes:*

- **IP** Initial Precursor  
- **SP** Supporting  
- **DP** Distal Precursor  
- **S** Successor  
- **PP** Proximal Precursor  
- **UN** Untested  
- **T** Target
ELA.EE.RI.4.9 - Compare details presented in two texts on the same topic.
## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 4

**ELA.EE.L.4.2.A**

<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.a</td>
<td>ELA.EE.L.4.2.a</td>
<td></td>
</tr>
<tr>
<td>Use correct</td>
<td>Capitalize the first</td>
<td>EMERGENT WRITING (EW.4):</td>
</tr>
<tr>
<td>capitalization</td>
<td>word in a sentence</td>
<td>- <strong>Initial Precursor:</strong> 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>- <strong>Distal Precursor:</strong> Can recognize when a letter is uppercase and when it is lowercase</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CONVENTIONAL WRITING (CW.4):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- <strong>Proximal Precursor:</strong> Can indicate a knowledge that when a word is capitalized, the first letter in the word is in upper case</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- <strong>Target:</strong> Capitalizes the first letter of sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- <strong>Successor:</strong> Capitalizes the correct words when writing a title</td>
</tr>
</tbody>
</table>

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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 4 with two other Essential Elements: EE.L.4.2.d and 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: EE.L.4.2.d and 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.a - Capitalize the first word in a sentence.
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
ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP
ELA: GRADE 4
ELA.EE.L.4.2.d

<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><strong>EMERGENT WRITING (EW.4):</strong></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>- <strong>Initial Precursor:</strong> 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>- <strong>Distal Precursor:</strong> 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><strong>CONVENTIONAL WRITING (CW.4):</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- <strong>Proximal Precursor:</strong> Can produce a string of letters (student attempts to write words) by combining random letters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- <strong>Target:</strong> 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>- <strong>Successor:</strong> Can spell words with inflectional endings (e.g., walked, eats, sleeping)</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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IP</td>
<td>Initial Precursor</td>
</tr>
<tr>
<td>SP</td>
<td>Supporting</td>
</tr>
<tr>
<td>DP</td>
<td>Distal Precursor</td>
</tr>
<tr>
<td>S</td>
<td>Successor</td>
</tr>
<tr>
<td>PP</td>
<td>Proximal Precursor</td>
</tr>
<tr>
<td>UN</td>
<td>Untested</td>
</tr>
<tr>
<td>T</td>
<td>Target</td>
</tr>
</tbody>
</table>
ELA.EE.L.4.2.d - Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.
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

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ELA.W.4.2.b</td>
<td>ELA.EE.W.4.2.b</td>
<td>EMERGENT WRITING (EW.4):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Initial Precursor: Can indicate an object when it is referred to by name</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Distal Precursor: Can recognize when he or she encounters familiar people, objects, places, and events</td>
</tr>
</tbody>
</table>

### CONVENTIONAL WRITING (CW.4):

|                      |                       |
|                      | • Proximal Precursor: Can determine some of the relevant words for describing people, places, things, or events familiar to the student |
|                      | • Target: Can determine the words, facts, details, or other information that relate to a specific topic when preparing to write |
|                      | • 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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- DP: Distal Precursor
- S: Successor
- PP: Proximal Precursor
- UN: Untested
- T: Target
ELA.EE.W.4.2.b - List words, facts, or details related to the topic.