



Dynamic Learning Maps English Language Arts Initial and Distal Precursors All Grades

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.11-12.1

ELA.EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.11-12.1.pdf

Target | Can analyze the explicit and implicit meanings of a narrative and provide citations as evidence supporting each of the different meanings.

Proximal Precursor

Can analyze a narrative text to determine what is its explicit meaning based on the information directly stated in it.

Distal Precursor:

Can find specific details in a narrative to answer questions asking about information explicitly stated in the narrative.

Initial Precursor:

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

How is the Initial Precursor related to the target?

Initial Precursor: Determining the meaning of text and citing evidence to support understanding requires students to know how to identify the details in the story that support its overall meaning. In the context of shared reading, teachers can help students work on identifying story elements (details) using DLM Familiar Texts and other informational texts that clearly state details related to the topic of the text.

How is the Distal Precursor related to the target?

Distal Precursor: After students can identify details in a text, they can work toward answering questions about those details. Initially, these questions will be literal-level questions that address information that is explicitly stated. Then students can work toward answering questions about those details. In the context of shared reading or reading comprehension instruction, teachers can help students work toward using specific details in a text to answer questions about explicitly stated information by previewing the questions prior to reading and asking students to read or listen in order to determine the answers.

ELA.EE.RL.11-12.2

ELA.EE.RL.11-12.2 Recount the main events of the text which are related to the theme or central idea.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.11-12.2.pdf

Target | The student can recount the most important events from a story.

Proximal Precursor

Can determine the events that are relevant to the theme or central idea and help the reader to infer it.

Distal Precursor:

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

Initial Precursor:

As a result of experience with a routine, the student is able to identify actions associated with the routine.

How is the Initial Precursor related to the target?

Initial Precursor: As students work toward being able to identify and recount the major events in a story, they must understand that there are events in the story and there are actions associated with those events. This can begin as they learn to associate actions with routines that are featured in texts. In the context of shared reading, teachers can use DLM Familiar Texts and other texts that feature familiar routines with actions that students can learn to associate with the routine, not only by doing the routine but by recognizing words and pictures that represent those actions in the text.

How is the Distal Precursor related to the target?

Distal Precursor: As students work toward being able to identify and recount the events in a story that are related to the theme or central idea, they must learn to identify the theme or central idea of a text. In the context of shared reading or reading comprehension instruction, teachers can help students work toward this using the DLM Familiar Texts aligned with this Essential Element and linkage level. Each has a clear statement of the overall meaning of the narrative.

ELA.EE.RL.11-12.3

ELA.EE.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.11-12.3.pdf

Target | Can demonstrate an understanding of how the characters, settings, and events of a narrative progress or develop throughout the narrative.

Proximal Precursor

Can determine the changes or development that occurs in a specific character in a narrative.

Distal Precursor:

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

Initial Precursor:

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

How is the Initial Precursor related to the target?

Initial Precursor: Understanding how characters, settings, or events change over the course of a story requires readers to draw conclusions about these things at different points of the story. Teachers can use DLM Familiar Texts aligned with this Essential Element and linkage level to help students at the Initial Precursor linkage level learn to use their categorical knowledge to draw these conclusions. During repeated shared readings of these texts, the teacher can draw student attention to the words that are used to describe the characters, settings, and events and help them place those descriptions into categories that describe them.

How is the Distal Precursor related to the target?

Distal Precursor: Understanding of how the characters, settings, and events progress or develop throughout the narrative requires students to identify the characters, settings, and events. Students at the Distal Precursor level are not expected to determine how these key story elements develop, but they are working to identify the elements. Teachers can use shared reading or reading comprehension instruction to help students work toward identifying the key elements in texts that they are reading for the first or second time.

ELA.EE.RL.11-12.4

ELA.EE.RL.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.11-12.4.pdf

Target | Can determine the specific contextual meaning of a word or phrase as it is used in a single instance in a text or how it is gradually altered throughout the sentences, paragraphs, chapters, and sections of a text, regardless of whether the student may know the word in terms of its typical use.

Proximal Precursor

Can demonstrate an understanding that words might have a slightly different meaning or use depending on the specific context in which they are used.

Distal Precursor:

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).

Initial Precursor:

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

How is the Initial Precursor related to the target?

Initial Precursor: Teachers can help students work toward understanding that words can have multiple or figurative meanings by helping them learn the meaning of words as they are used in a variety of texts. In the context of shared reading, teachers can use DLM Familiar Texts and other texts with concrete details that can be represented by objects and pictures to help students learn real-life examples of words and use. For example, teachers might select books about familiar routines and ask students to connect the words in text (e.g., details) to the objects or actions that are part of the routine.

How is the Distal Precursor related to the target?

Distal Precursor: Teachers can help students work toward understanding that words can have multiple or figurative meanings by helping them learn that two words can have the same meaning. At this linkage level, teachers should use the word synonym when helping students read or listen to identify two or more words that mean the same thing. For example, during shared reading or reading comprehension instruction, the teacher might talk with students about words that mean the same thing or are synonyms and then ask them to read or listen to the text to find words that have the same meaning.

ELA.EE.RI.11-12.3

ELA.EE.RI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.11-12.3.pdf

Target | Can determine how the individuals, ideas, events, and other details change over the course of an informational text.

Proximal Precursor

Can identify information that indicates the temporal order of ideas or events presented in an informational text.

Distal Precursor:

Can identify the order in which two events occur in an informational text.

Initial Precursor:

As a result of experience with a routine, the student is able to identify actions associated with the routine.

How is the Initial Precursor related to the target?

Initial Precursor: Understanding how details change over the course of an informational text requires a student to identify the details. At the Initial Precursor linkage level, students can work toward this by engaging in repeated shared reading of texts about familiar routines and identifying the actions associated with those routines. Using texts like the DLM Familiar Texts aligned with this linkage level, teachers can use repeated shared reading to interact with students regarding familiar routines and act out and talk about the actions associated with those routines.

How is the Distal Precursor related to the target?

Distal Precursor: Understanding how details change over the course of an informational text requires an understanding of sequence, as students must be able to determine what the detail was at two time points in order to determine how it changed. As such, students at the Distal Precursor linkage level are working toward identifying the sequence or order of events in a text. After they have successfully identified those events, they can work toward understanding how they are different and how that difference reflects change.

ELA.EE.RL.11-12.5

ELA.EE.RL.11-12.5 Determine how the author's choice of where to end the story contributes to the meaning.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.11-12.5.pdf

Target | Can identify how an author ends a story impacts the meaning of the narrative.

Proximal Precursor

Student determines how structure contributes to the meaning of a story.

Distal Precursor:

Can determine the events that come at the beginning, middle, and end of a narrative containing a clear and linear text structure.

Initial Precursor:

Can identify the major events of a familiar story.

How is the Initial Precursor related to the target?

Initial Precursor: Reading to determine how the author's choice of where to end the story contributes to the meaning requires students to identify the major events of a story. As they learn to identify major events, they can work toward understanding the sequence of the events and ultimately to an understanding of the impact of changing where the story ends. Teachers can help students at the Initial Precursor level work toward this Essential Element using DLM Familiar Texts that feature familiar routines with story elements that clearly undergo a change. These changes are major events in these stories. Teachers can interact with students during shared reading and help them identify the major events in the texts.

How is the Distal Precursor related to the target?

Distal Precursor: Reading to determine how the author's choice of where to end the story contributes to the meaning requires readers to easily recognize the events that occurred at the beginning, middle, and end of a text. Then the reader can determine how the text might be influenced by a different ending point. Teachers can help students work toward this Essential Element in shared reading or reading comprehension instruction by selecting books with a clear, linear structure (e.g., no flashbacks or events shared out of sequence), providing a list of events from the story, and asking students to determine which events occurred at the beginning, middle, and end of the story.

ELA.EE.RI.11-12.2

ELA.EE.RI.11-12.2 Determine the central idea of a text; recount the text.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.11-12.2.pdf

Target | Can recall and describe the events and details in an informational text in the same order as they appeared in the text.

Proximal Precursor

Can summarize an informational text, including relevant details and descriptive information.

Distal Precursor:

Can find two points made by an author of an informational text that relate to each other.

Initial Precursor:

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

How is the Initial Precursor related to the target?

Initial Precursor: Determining the central idea of a text requires readers to identify the details of the text and determine how they relate to a central ideal. Students at the Initial Precursor linkage level can work toward this Essential Element by learning to identify details in a text. In the context of shared reading, teachers can help students work on identifying concrete details using DLM Familiar Texts and other informational texts that clearly state details related to the topic of the text.

How is the Distal Precursor related to the target?

Distal Precursor: Determining the central idea of a text requires readers to identify the details of the text and determine how they relate to a central ideal. Students at the Distal Precursor level can identify the details but are learning to determine how they are related to one another as a step toward determining the central idea. Teachers can help students work on this in the context of shared reading or reading comprehension instruction by providing students with the two points made by the author and asking them to read or listen in order to determine how they are related. As students gain skill in determining this relationship, teachers can ask students to read a new book to identify two points that are related while reading or listening.

ELA.EE.RI.11-12.3

ELA.EE.RI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.11-12.3.pdf

Target | Can determine how the individuals, ideas, events, and other details change over the course of an informational text.

Proximal Precursor

Can identify information that indicates the temporal order of ideas or events presented in an informational text.

Distal Precursor:

Can identify the order in which two events occur in an informational text.

Initial Precursor:

As a result of experience with a routine, the student is able to identify actions associated with the routine.

How is the Initial Precursor related to the target?

Initial Precursor: As students work toward being able to determine how individuals, ideas, or events change over time, they must understand that these things are connected over time. This can begin by learning to identify the connections between actions and routines (or events). In the context of shared reading, teachers can use DLM Familiar Texts and other texts that feature familiar routines with actions that students can learn to associate with the routine, not by doing the routine, but by recognizing words and pictures that represent those actions in the text.

How is the Distal Precursor related to the target?

Distal Precursor: Reading a text to understand how individuals, ideas, or events change over time requires students to understand the order of events. They must understand what happened first and next or last to then determine how things changed. During shared reading or reading comprehension instruction, teachers can use books with a clear sequence of events, highlight two or more events prior to reading, and ask students to read or listen in order to determine the order of events.

ELA.EE.RI.11-12.4

ELA.EE.RI.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.11-12.4.pdf

Target | Can determine how words and phrases, especially words with multiple meanings and figurative meaning, impacts the meaning that a reader derives from an informational text.

Proximal Precursor

Can determine the figurative meaning of words and phrases as the author intended in an informational text, such as common idioms, analogies, and figures of speech.

Distal Precursor:

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).

Initial Precursor:

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

How is the Initial Precursor related to the target?

Initial Precursor: Teachers can help students work toward understanding that words can have multiple or figurative meanings by helping them learn the meaning of words as they are used in a variety of texts. In the context of shared reading, teachers can use DLM Familiar Texts and other texts with concrete details that can be represented by objects and pictures to help students learn real-life examples of words and use. For example, teachers might select books about familiar routines and ask students to connect the words in text (e.g., details) to the objects or actions that are part of the routine.

How is the Distal Precursor related to the target?

Distal Precursor: Teachers can help students work toward understanding that words can have multiple or figurative meanings by helping them learn that two words can have the same meaning. At this linkage level, teachers should use the word synonym when helping students read or listen to identify two or more words that mean the same thing. For example, during shared reading or reading comprehension instruction, the teacher might talk with students about words that mean the same thing or are synonyms and then ask them to read or listen to the text to find words that have the same meaning.

ELA.EE.RI.11-12.5

ELA.EE.RI.11-12.5 Determine whether the structure of a text enhances an author's claim.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.11-12.5.pdf

Target | Can determine if the structure of the text contributes to the author's claims. Students can identify how word choice and organization enhance an author's claim.

Proximal Precursor

Can determine the specific evidence used to support a claim regarding either an informational or literary text or the topic of a presentation.

Distal Precursor:

Can find specific details in an informational text to answer questions asking about information explicitly stated in the text.

Initial Precursor:

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

How is the Initial Precursor related to the target?

Initial Precursor: Determining whether the structure of a text enhances the author's claim requires students to understand many things about the text. For example, they must be able to identify the details that are included in order to make any decisions regarding how those details are presented or structured. In the context of shared reading, teachers can help students work on identifying concrete details using DLM Familiar Texts and other informational texts that clearly state details related to the topic of the text.

How is the Distal Precursor related to the target?

Distal Precursor: After students can identify details in a text, they can work toward answering questions about those details. Initially, these questions will be literal level questions that address information that is specifically stated in the text. Then, students can work toward answering questions about how well those details are presented and how the overall structure of the text might enhance the author's claims. In the context of shared reading or reading comprehension instruction, teachers can help students work toward using specific details in a text to answer questions about explicitly stated information by previewing the questions prior to reading and asking students to read or listen to determine the answers.

ELA.EE.RI.11-12.8

ELA.EE.RI.11-12.8 Determine whether the claims and reasoning enhance the author's argument in an informational text.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.11-12.8.pdf

Target | Can evaluate the quality of the evidence and reasoning related to the argument made by an author in an informational text and arrive at a conclusion about the claim.

Proximal Precursor

Can analyze how specific evidence supports claims that form an argument in an informational text or presentation on a topic.

Distal Precursor:

Can determine the details used to defend a claim in a text.

Initial Precursor:

Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think.

How is the Initial Precursor related to the target?

Initial Precursor: Determining whether claims and reasoning support an argument in informational text requires students to understand that they have thoughts, ideas, and opinions that may be different from others. In the context of shared reading, teachers can help students begin to identify their own thoughts or views using the DLM Familiar Texts and other texts that prominently feature opinions or preferences. For example, one of the DLM Familiar texts is about school clubs. This text would provide teachers with an opportunity to help students understand the opinions of the author regarding how fun a club might be and identify their own preferences regarding such a club.

How is the Distal Precursor related to the target?

Distal Precursor: Determining whether claims and reasoning support an argument in an informational text requires students to be able to identify the details that the author provides. Working from these details, students can eventually learn to evaluate their quality. In the context of shared reading or reading comprehension instruction, teachers can help students work toward this linkage level and Essential Element by providing students with a claim that is presented in the text (e.g., school clubs are fun) and then ask the student to read to determine the details that support the claim.

ELA.EE.RI.11-12.9

ELA.EE.RI.11-12.9 Compare and contrast arguments made by two different texts on the same topic.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.11-12.9.pdf

Target | Can compare and contrast the arguments and the supporting claims, reasons, and evidence made by authors of two different informational texts on the same topic.

Proximal Precursor

Can determine the specific evidence used to support a claim regarding either an informational or literary text or the topic of a presentation.

Distal Precursor:

Can determine the details used to defend a claim in a text.

Initial Precursor:

Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think.

How is the Initial Precursor related to the target?

Initial Precursor: Comparing the arguments that appear in texts requires students to understand that they have thoughts, ideas, and opinions that are the same and different from others. In the context of shared reading, teachers can help students begin to identify their own thoughts or views using the DLM Familiar Texts and other texts that prominently feature opinions or preferences. For example, one of the DLM Familiar Texts is about school clubs. This text would provide teachers with an opportunity to help students understand the opinions of the author regarding how fun a club might be and identify their own preferences regarding such a club.

How is the Distal Precursor related to the target?

Distal Precursor: Comparing and contrasting arguments requires students to be able to identify details used to support each side of the argument. In the context of shared reading or reading comprehension instruction, teachers can help students working at the distal level by providing them with the arguments that are presented in the text and asking students to listen or read to identify the details that go with each of the arguments.

ELA.EE.L.11-12.2.b

ELA.EE.L.11-12.2.b Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.L.11-12.2.b.pdf

Target | Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word. Can produce conventional spellings for single syllable words including some words with long vowels in which the vowel sound is broken up in the written word by placing the -e associated with long vowel sound at the end.

Proximal Precursor

Student accurately selects (from a complete alphabet array on a keyboard or other AT device) or writes the correct initial sound that corresponds with a word.

Distal Precursor:

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

Initial 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.

How is the Initial Precursor related to the target?

Initial 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. Teachers can work on the Initial Precursor skill by asking students to sign their name to their writing each time they write.

How is the Distal Precursor related to the target?

Distal Precursor: As students learn more about selecting topics, generating ideas, and using the alphabet to write, they begin to string together letters into word-like strings. They are not yet demonstrating understandings of letter-sound relationships, but they consistently write or select strings of letters when asked to write about the topics they choose.

ELA.EE.W.11-12.2.a

ELA.EE.W.11-12.2.a Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.W.11-12.2.a.pdf

Target | Can write an informational piece that includes a clearly introduced topic as well as ideas, concepts, and information. Students may use visual, tactual, or multimedia information to convey information as appropriate.

Proximal Precursor

Can introduce an informational topic while writing and extend by writing about ideas and information related to the topic.

Distal Precursor:

Can write about a specific topic using facts and details to describe the topic.

Initial Precursor:

Can respond to wh-questions regarding choice of topic and other questions related to writing about the topic.

How is the Initial Precursor related to the target?

Initial Precursor: One way to help students learn to write an informational text is to help them brainstorm ideas about the topics they select. Teachers can work on this by asking students to select a topic for writing and then ask them basic questions about the topic. These questions might begin with yes/no personal preference questions, but as students grow more successful, can include the wh-questions that are the focus of this linkage level.

How is the Distal Precursor related to the target?

Distal Precursor: As students work toward being able to write informational text that clearly introduces a topic and includes specific information about the topic, they can begin writing facts and details that describe the topic. These may be lists of words or phrases with two or more words, but there is a clear relationship between the words and the topic.

ELA.EE.W.11-12.2.b

ELA.EE.W.11-12.2.b Develop the topic with relevant facts, details, or quote.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.W.11-12.2.b.pdf

Target | Can use at least one quote from one (or more) print sources to strengthen informational writing.

Proximal Precursor

Student is able identify a quote that provides relevant information about a topic.

Distal Precursor:

Can use words that categorize (actually identify the category a noun belongs to) to describe common persons, places, objects, or events.

Initial Precursor:

Can use functional words (describe a noun's function/use) to describe common persons, places, objects, or events.

How is the Initial Precursor related to the target?

Initial Precursor: As students work toward being able to use quotes from print sources in their writing, they can start working to include forms of information others request in their writing. At the Initial Precursor linkage level, this could mean that students are encouraged to think about the function of things after they have selected their topic but before they actually start writing using a pencil, keyboard, or alternate pencil. For example, a student who chooses to write about school might select people to write about and then describe what those people do.

How is the Distal Precursor related to the target?

Distal Precursor: As students work toward being able to use quotes from print sources in their writing, they can work on writing in structures and for purposes that others set. In this case, students could select their own topics for writing but could be asked specifically to name the categories for people, places, objects, or events in their writing. For example, a student who chooses to write about school might include the category people and include the names of people from school in writing.

ELA.EE.W.11-12.2.c

ELA.EE.W.11-12.2.c Use complete, simple sentences, as well as compound and other complex sentences as appropriate.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.W.11-12.2.c.pdf

Target | Can write coherent, semantically accurate, and grammatically correct simple sentences. Can write coherent, semantically accurate, and grammatically correct compound sentences. Can write complex sentences that contain one independent clause with one or more dependent clauses and are grammatically correct.

Proximal Precursor

Can write coherent, semantically accurate, and grammatically correct simple sentences.

Distal Precursor:

Can use two words together when producing a written text.

Initial Precursor:

Can produce utterances comprising of two words.

How is the Initial Precursor related to the target?

Initial Precursor: In the context of writing, students can work on linking together two or more words when brainstorming ideas to write relative to a selected topic. Teachers can support this by providing students with word banks or other augmentative and alternative communication supports with words related to the selected topic.

How is the Distal Precursor related to the target?

Distal Precursor: As students work toward writing sentences about selected topics, they can first work on writing lists of single words and then phrases that combine two or more words related to the selected topic. Students may use supports like word prediction, and words do not need to be spelled correctly, but students at the Distal Precursor level should be working to link two or more ideas in writing.

ELA.EE.W.11-12.2.d

ELA.EE.W.11-12.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.W.11-12.2.d.pdf

Target |

Can use domain-specific vocabulary to strengthen claims in informative writing (student is both able to write claims at this stage and can appropriately make use of domain specific vocabulary to enhance claims).

Proximal Precursor

Can include domain-specific vocabulary when writing an informative text.

Distal Precursor:

Student is able to select domain - specific words to use for writing about a topic.

Initial Precursor:

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

How is the Initial Precursor related to the target?

Initial Precursor: Selecting domain-specific words when writing about a selected topic requires students to understand how words relate to specific domains. Students can work toward this understanding by applying knowledge of words from familiar categories. In the context of writing, students can select a topic for writing and then work to generate words in categories related to the topic.

How is the Distal Precursor related to the target?

Distal Precursor: Successful writing requires the writer to know something about the topic. When students are familiar with the topics they choose, they can begin working to use words that describe the people, places, things, or events that relate to the topic. In the context of writing, teachers can work with students to select from a range of familiar topics and then determine words that could be used to describe the people, places, things, or events they might write about.

ELA.EE.W.11-12.2.f

ELA.EE.W.11-12.2.f Provide a closing or concluding statement.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.W.11-12.2.f.pdf

Target | Can produce a conclusion for a text he or she is writing.

Proximal Precursor

Can write a concluding sentence, statement, or section of a written text to bring together all the information presented in the text.

Distal Precursor:

Can produce a universal ending in writing (e.g., the student can write "the end").

Initial Precursor:

As a result of the experience with a routine, the student is able to identify the end or completion of a routine.

How is the Initial Precursor related to the target?

Initial Precursor: As students work toward understanding conclusions as endings when writing, they need to work on developing understandings of the end or completion of familiar routines. In the context of writing, teachers can help students understand this by marking the end of the writing routine with a gesture or symbol indicating finished and then carry that over to other routines across the day.

How is the Distal Precursor related to the target?

Distal Precursor: As students work toward writing a meaningful conclusion, they can use more universal endings to mark the end of their writing. For example, students can write "the end" to mark the completion of the things they write.