



# Dynamic Learning Maps English Language Arts Initial and Distal Precursors 9<sup>th</sup> and 10<sup>th</sup> 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.9-10.1

*ELA.EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.*

Link to Minimap:

[http://dynamiclearningmaps.org/sites/default/files/documents/ELA\\_EEs/ELA.EE.RL.9-10.1.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.9-10.1.pdf)

Target | Can determine which citations refer to explicit information and which citations refer to inferred information in a narrative text.

### Proximal Precursor

Can use information and details explicitly mentioned in the text for citing.

### Distal Precursor:

Can answer questions posed by others regarding a narrative by using information from the text.

### 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 understandings 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: Determining which citations demonstrate explicit and inferential understandings of text requires students to be able to read and understand what the text says explicitly. Students at the Distal Precursor level are learning to read or listen in order to answer explicit questions about the text.

## ELA.EE.RL.9-10.2

*ELA.EE.RL.9-10.2 Recount events related to the theme or central idea, including details about character and setting.*

Link to Minimap:

[http://dynamiclearningmaps.org/sites/default/files/documents/ELA\\_EEs/ELA.EE.RL.9-10.2.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.9-10.2.pdf)

Target | Can relate two or more events with details about specific characters and settings that help the reader to infer the theme or central idea of a narrative.

### Proximal Precursor

Can determine the details that provide for the foundation of the theme in a narrative.

### Distal Precursor:

Can identify what the overall goal or main idea of a single episode is in a narrative by inferring from the characters, settings, and actions

### Initial Precursor:

Can identify the next step or event in a sequence from a familiar routine.

How is the Initial Precursor related to the target?

Initial Precursor: Relating story events with details about characters and the settings to infer the theme or central idea of a narrative requires the integration of understanding of many story elements. This requires students to identify details. Students at the Initial Precursor can work toward these skills by engaging in repeated shared reading of books that focus on familiar routines. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level to help students attend to the steps or events in familiar routines and learn to identify what step comes next at different points in the routine.

How is the Distal Precursor related to the target?

Distal Precursor: Relating story events with details about characters and the settings to infer the theme or central idea of a narrative requires the integration of understanding of many story elements. Students at the Distal Precursor linkage level can work toward this by working to identify the main idea of a single episode in a story. Teachers can work on this during shared or guided reading (anchor-read-apply) using texts that have one or more clear episodes with a setting, characters, and actions that can be used to infer the main idea of the episode.

## ELA.EE.RL.9-10.3

*ELA.EE.RL.9-10.3 Determine how characters change or develop over the course of a text.*

Link to Minimap:

[http://dynamiclearningmaps.org/sites/default/files/documents/ELA\\_EEs/ELA.EE.RL.9-10.3.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.9-10.3.pdf)

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

### Proximal Precursor

Can describe the internal (motivations, feelings) and external traits (appearance) of a character.

### Distal Precursor:

Student can identify the feelings of characters when explicitly stated in familiar stories.

### Initial Precursor:

Can demonstrate an understanding that categories are broad and contain varying subgroups differing on their characteristics (furniture = chairs, tables, couches, etc.).

How is the Initial Precursor related to the target?

Initial Precursor: Understanding how a character changes or develops over the course of a text requires students to understand when things are the same and different. Students at the Initial Precursor linkage level can work on developing this understanding by identifying objects in a text that belong to categories and subcategories. Teachers can engage students in repeated shared reading of DLM Familiar Texts aligned with this linkage level and other texts that specifically include sets of objects that belong to broader categories (e.g., school supplies) and subcategories (e.g., writing tools).

How is the Distal Precursor related to the target?

Distal Precursor: Understanding how a character changes or develops over the course of a text includes understanding how the feelings of characters change. Students at the Distal Precursor linkage level are expected to work toward this understanding by identifying the feedback of characters when that information is explicitly stated in a familiar text. Teachers can work on this using repeated shared reading of the DLM Familiar Tests aligned with this Essential Element and linkage level or other texts that explicitly state the feelings of characters.

## ELA.EE.RL.9-10.4

*ELA.EE.RL.9-10.4 Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.*

Link to Minimap:

[http://dynamiclearningmaps.org/sites/default/files/documents/ELA\\_EEs/ELA.EE.RL.9-10.4.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.9-10.4.pdf)

Target | Can ascertain the figurative meanings of words and phrases in narratives, such as common idioms, analogies, and figures of speech.

### Proximal Precursor

Can determine the meaning of frequently occurring or transparent simple idioms and figures of speech when reading a narrative.

### Distal 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.

### Initial Precursor:

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

How is the Initial Precursor related to the target?

Initial Precursor: Students at the Initial Precursor linkage level can work toward determining the meaning of idioms, analogies, and figures of speech by working to understand words that are most relevant in describing the people, places, things, or events that occur in texts. Teachers can use DLM Familiar Texts aligned with this Essential Element and linkage level during repeated shared reading interactions to help students learn to distinguish between the words that do and do not describe the people, places, things, or events that are described in the texts.

How is the Distal Precursor related to the target?

Distal Precursor: Working to understand idioms, analogies, and figures of speech requires students to first understand the literal meaning of words in texts. Teachers can help students work toward this by asking them to determine words that would fit in a sentence in a text but have been masked.

## ELA.EE.RL.9-10.5

*ELA.EE.RL.9-10.5 Identify where a text deviates from a chronological presentation of events.*

Link to Minimap:

[http://dynamiclearningmaps.org/sites/default/files/documents/ELA\\_EEs/ELA.EE.RL.9-10.5.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.9-10.5.pdf)

Target | Can identify where a text deviates from a chronological presentation of events.

### Proximal Precursor

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

### Distal Precursor:

Student can identify the beginning and end of an unfamiliar story.

### Initial Precursor:

Can identify the next event in a sequence from a familiar story.

How is the Initial Precursor related to the target?

Initial Precursor: Figuring out when events in a story are represented out of order requires students to understand sequence. Students at the Initial Precursor linkage level can start working on sequence by identifying the next steps in familiar routines. In the context of repeated shared reading, teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level to help students attend to the steps or events in familiar routines and learn to identify what step comes next at different points in the routine.

How is the Distal Precursor related to the target?

Distal Precursor: Determining which citations demonstrate explicit and inferential understandings of text requires students to be able to read and understand what the text says explicitly. Students at the Distal Precursor level are learning to read or listen in order to answer explicit questions about the text.

## ELA.EE.RI.9-10.1

*ELA.EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.*

Link to Minimap:

[http://dynamiclearningmaps.org/sites/default/files/documents/ELA\\_EEs/ELA.EE.RI.9-10.1.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.9-10.1.pdf)

Target | Can determine which citations refer to explicit information and which citations refer to inferred information in an informational text.

### Proximal Precursor

Can use information and details inferred from the information and details explicitly mentioned in the text for citing.

### Distal Precursor:

Can identify the concrete details mentioned in beginner level informational texts.

### 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 meaning of text and citing evidence to support understandings 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: Determining which citations demonstrate explicit and inferential understandings of text requires students to be able to read and understand what the text says explicitly. Students at the Distal Precursor level are learning to read or listen in order to identify concrete details in the text.

## ELA.EE.RI.9-10.2

*ELA.EE.RI.9-10.2 Determine the central idea of the text and select details to support it.*

Link to Minimap:

[http://dynamiclearningmaps.org/sites/default/files/documents/ELA\\_EEs/ELA.EE.RI.9-10.2.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.9-10.2.pdf)

Target | Can pick out the details that are relevant and contribute to the understanding of the central idea of an informational text.

### Proximal Precursor

Can summarize the information in a familiar informational text.

### Distal Precursor:

Can identify the details in an informational text that relate to the topic of the text based on their similarities.

### 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 around 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: Teachers can help students work toward being able to determine the central idea of a text and identify details to support it by first providing students with the central idea and then asking the student to read or listen in order to identify details that relate to the central idea.

## ELA.EE.RI.9-10.3

*ELA.EE.RI.9-10.3 Determine logical connections between individuals, ideas, or events in a text.*

Link to Minimap:

[http://dynamiclearningmaps.org/sites/default/files/documents/ELA\\_EEs/ELA.EE.RI.9-10.3.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.9-10.3.pdf)

Target | Can ascertain the logical relationship or interaction between two or more individuals, events, ideas, or other details in an informational text.

### Proximal Precursor

Can identify the relationship between multiple concrete facts or details in a literature or informational text.

### Distal Precursor:

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

### 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: The Target linkage level for this Essential Element focuses on understanding the connections between individuals, ideas, or events in a text. Sequence is one type of connection students can focus on in texts. At the Initial Precursor level, students can work toward this by engaging in repeated shared reading of texts about familiar routines and learning to identify the end of those routines.

How is the Distal Precursor related to the target?

Distal Precursor: The Target linkage level for this Essential Element focuses on understanding the connections between individuals, ideas, or events in a text. Sequence is one type of connection students can focus on in texts. Students at the Distal Precursor level can work toward understanding connections by sequencing two or more events that appear in an informational text. Teachers can work on this during shared or reading comprehension instruction using texts that have two or more events with a clear order.

## ELA.EE.RI.9-10.4

*ELA.EE.RI.9-10.4 Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.*

Link to Minimap:

[http://dynamiclearningmaps.org/sites/default/files/documents/ELA\\_EEs/ELA.EE.RI.9-10.4.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.9-10.4.pdf)

Target | 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.

### Proximal Precursor

Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text.

### Distal 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.

### Initial Precursor:

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

How is the Initial Precursor related to the target?

Initial Precursor: Students at the Initial Precursor linkage level can work toward determining the meaning of idioms, analogies, and figures of speech by working to understand words that are most relevant in describing the people, places, things, or events that occur in texts. Teachers can use DLM Familiar Texts aligned with this Essential Element and linkage level during repeated shared reading interactions to help students learn to distinguish between the words that do and do not describe the people, places, things, or events that are described in the texts.

How is the Distal Precursor related to the target?

Distal Precursor: Working to understand idioms, analogies, and figures of speech requires students to first understand the literal meaning of words in texts. Teachers can help students work toward this by asking them to determine words that would fit in a sentence in a text but have been masked.

## ELA.EE.RI.9-10.5

*ELA.EE.RI.9-10.5 Locate sentences that support an author's central idea or claim.*

Link to Minimap:

[http://dynamiclearningmaps.org/sites/default/files/documents/ELA\\_EEs/ELA.EE.RI.9-10.5.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.9-10.5.pdf)

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

### Proximal Precursor

Can determine which details in an informational text are important.

### Distal Precursor:

Can answer who and what questions about concrete details in a familiar informational text to demonstrate his or her understanding.

### 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: Locating sentences that support an author's claim or central idea requires readers to understand the relationships among the information in a text. Categorical knowledge is one way to build understandings of relationships among words in text that can eventually be used to understand other kinds of relationships. In the context of shared reading, teachers can work on developing student ability to use categorical knowledge by stating a category and asking students to identify objects in the book (or real objects that have been paired with the book) that belong to the category. The DLM Familiar Texts aligned with this Essential Element and linkage level describe objects and concepts that can be placed into two or more broad categories.

How is the Distal Precursor related to the target?

Distal Precursor: Locating sentences that support an author's claim or central idea requires readers to understand explicit information in the text. Students at the Distal Precursor linkage level can work toward being able to locate sentences that support an author's claims or central ideas by reading or listening in order to respond to questions about explicit or concrete details in the text. Using the DLM Familiar Text aligned with this Essential Element and linkage level, teachers can guide students to read to respond to who and what questions about the text.

## ELA.EE.RI.9-10.8

*ELA.EE.RI.9-10.8 Determine how the specific claims support the argument made in an informational text.*

Link to Minimap:

[http://dynamiclearningmaps.org/sites/default/files/documents/ELA\\_EEs/ELA.EE.RI.9-10.8.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.9-10.8.pdf)

Target | Can analyze how specific evidence supports claims that form an argument in an informational text or presentation on a 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 specific claims made by a speaker or author.

### 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 texts 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 support an argument in informational texts requires students to be able to identify the claims the author makes. In the context of shared reading or reading comprehension instruction, teachers can help students work toward this linkage level and Essential Element by discussing the argument the author makes and then asking the student to read or listen in order to determine the claims that support the argument.

## ELA.EE.L.9-10.2.c

*ELA.EE.L.9-10.2.c 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.9-10.2.c.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.L.9-10.2.c.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.L.9-10.5.b

*ELA.EE.L.9-10.5.b Determine the intended meaning of multiple meaning words.*

Link to Minimap:

[http://dynamiclearningmaps.org/sites/default/files/documents/ELA\\_EEs/ELA.EE.L.9-10.5.b.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.L.9-10.5.b.pdf)

Target | Can identify the intended meaning of multiple meaning words in a text.

### Proximal Precursor

Can use the surrounding context of a word in a text to determine the meaning of multiple meaning words.

### Distal Precursor:

Can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., "sweet").

### 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: Determining the intended meaning of multiple-meaning words requires students to have broad understanding of words and their intended use. Categorical knowledge is one way to work on this understanding. In the context of shared reading, teachers can work on developing student ability to use categorical knowledge by stating a category and asking students to identify objects in the book (or real objects that have been paired with the book) that belong to the category. The DLM Familiar Texts aligned with this Essential Element and linkage level describe objects and concepts that can be placed into two or more broad categories.

How is the Distal Precursor related to the target?

Distal Precursor: Students at the Distal Precursor linkage level can work on learning to identify the intended meaning of multiple-meaning words through repeated shared reading or reading comprehension lessons with the DLM Familiar Texts aligned with this Essential Element and linkage level. These texts intentionally include multiple-meaning words with distinct meanings that are supported by the text.

## ELA.EE.W.9-10.2.a

*ELA.EE.W.9-10.2.a Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.*

Link to Minimap:

[http://dynamiclearningmaps.org/sites/default/files/documents/ELA\\_EEs/ELA.EE.W.9-10.2.a.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.W.9-10.2.a.pdf)

**Target** | Student is able to produce an informational piece of writing in which the topic is clearly introduced and the details about the topic (may be visual, tactual, or multimedia) are presented within a clear organizational structure.

### Proximal Precursor

Can introduce a topic while writing an informational text and convey information about it including visual, tactual, or multimedia information as appropriate.

### Distal Precursor:

Can select a topic and use drawing, dictating, or writing to compose a message with at least one fact or detail about the selected topic (message may require some interpretation as student may not be using phonetic spelling or complete simple sentences).

### Initial Precursor:

Can demonstrate an understanding that he or she can communicate their preference for an object (like, dislike) through either verbal or nonverbal means when asked yes/no questions about their preferences.

How is the Initial Precursor related to the target?

**Initial Precursor:** As students work toward being able to write informational text that clearly introduces a topic, they can begin working on expressing preferences for different topics and preferences for different information to include when writing. Teachers can support this by gathering objects related to the topics students might choose. After the students expresses a preference for a specific topic, the teacher can then present objects related to the topic and ask students to indicate whether they would like or not like to write about the object.

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 details about the topic, they can begin by selecting topics for writing and then writing at least one fact or detail about the topic. These facts can be communicated in writing or while students are communicating about the topic and generating ideas to write about it.

## ELA.EE.W.9-10.2.b

*ELA.EE.W.9-10.2.b Develop the topic with facts or details.*

Link to Minimap:

[http://dynamiclearningmaps.org/sites/default/files/documents/ELA\\_EEs/ELA.EE.W.9-10.2.b.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.W.9-10.2.b.pdf)

Target | Can develop a topic with facts or details related to the topic.

### Proximal Precursor

Student is able to put facts or details identified about a topic into writing.

### 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 develop a topic in writing using facts or details, they need to begin understanding how to expand upon ideas. 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.

How is the Distal Precursor related to the target?

Distal Precursor: As students work toward being able to develop a topic in writing using facts or details, it is helpful for them to have the skills to elaborate on information regarding people, places, objects, or events. Being able to categorize this information is one way to work on elaboration. For example, students could select their own topics for writing, talk about their ideas, and then name the categories for people, places, objects, or events in their writing. A student who chooses to write about school might include the category people, and include the names of people from school in his writing.

## ELA.EE.W.9-10.2.c

*ELA.EE.L.9-10.2.c 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.9-10.2.c.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.L.9-10.2.c.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.9-10.2.d

*ELA.EE.W.9-10.2.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.9-10.2.d.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.W.9-10.2.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:

Can identify words in speech or text that are domain-specific words (i.e., words that are specific to a content area or discipline).

### Initial Precursor:

Can demonstrate an understanding that categories are broad and contain varying subgroups differing on their characteristics (furniture = chairs, tables, couches, etc.).

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 focusing on words within categories and subcategories. In the context of writing, students can work on this by selecting a topic as usual and then generating ideas to write about. Before writing, teachers can help them identify the categories and subcategories of words related to the topic. For example, a student might choose to write about a favorite movie. Then, the student works with the teacher to select or generate ideas for writing that include lists of characters and things that happen in the movie. Those things can then be sorted into categories (e.g., characters) and subcategories (e.g., adults and children).

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 to generate domain-specific words related to the topic. In the context of writing, teachers can work with students to select from a range of familiar topics and generate or identify domain-specific words related to the topic that they might write about.

## ELA.EE.W.9-10.2.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](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 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 understanding conclusions as endings when writing, they need to work on developing understandings of the end or completion of familiar routines. This begins with understanding the actions that are associated with the routine. In the context of writing, teachers can help students develop these understandings by offering choices of topics that reflect common and preferred routines. While brainstorming ideas related to the topic, teachers can encourage students to think about the actions associated with the routine.

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.