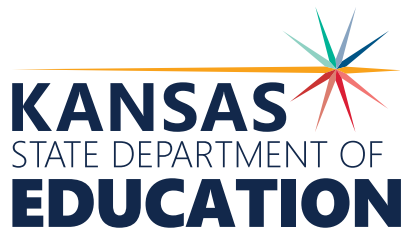


Essential Elements by Linkage Level

GRADE 3 - GRADE 11



Kansas leads the world in the success of each student.

Revised Sep. 29, 2026



Kansas State Board of Education

900 S.W. Jackson Street, Suite 600 | Topeka, Kansas 66612-1212 | (785) 296-3203 | www.ksde.gov/state-board

Vision

Kansas leads the world in the success of each student.

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.



District 1



Danny Zeck, Vice Chair
danny.zeck@ksde.gov

District 2



Melanie Haas
melanie.haas@ksde.gov

District 3



Michelle Dombrosky
michelle.dombrosky@ksde.gov

District 4



Connie O'Brien
connie.o'brien@ksde.gov

District 5



Cathy Hopkins, Chair
cathy.hopkins@ksde.gov

District 6



Dr. Beryl A. New
beryl.new@ksde.gov

District 7



Dennis Hershberger
dennis.hershberger@ksde.gov

District 8



Betty Arnold
betty.arnold@ksde.gov

District 9

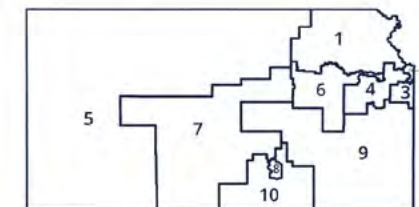


Jim Porter
jim.porter@ksde.gov

District 10



Debby Potter
debbie.potter@ksde.gov



Kansas divided into the ten State Board of Education districts.

900 S.W. Jackson Street, Suite 102 | Topeka, Kansas 66612-1212 | (785) 296-3201 | www.ksde.gov

Kansas Commissioner of Education



Dr. Jake Steel
jake.steel@ksde.gov

Deputy Commissioner
Division of Fiscal and Administrative Services



Dr. Frank Harwood
frank.harwood@ksde.gov

Deputy Commissioner
Division of Learning Services



Dr. Renee Nugent
renee.nugent@ksde.gov

Deputy Commissioner
Division of Accountability and Technology



Dr. Zach Conrad
zach.conrad@ksde.gov

The Kansas State Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

May 27, 2026

Contents

GRADE 3	5
Introduction	7
Initial Precursor Level Math Skills	9
Initial Precursor Level English Language Arts (ELA) Skills	12
Distal Precursor Level Math Skills	15
Distal Precursor Level ELA Skills	17
Proximal Precursor and Target Math Skills	19
Proximal Precursor and Target ELA Skills	22
GRADE 4	26
Introduction	28
Initial Precursor Level Math Skills	29
Initial Precursor Level English Language Arts (ELA) Skills	32
Distal Precursor Level Math Skills	34
Distal Precursor Level ELA Skills	37
Proximal Precursor and Target Math Skills	40
Proximal Precursor and Target ELA skills	45
GRADE 5	49
Introduction	51
Initial Precursor Level Math Skills	53
Initial Precursor Level English Language Arts (ELA) Skills	56
Distal Precursor Level Math Skills	59
Distal Precursor Level ELA Skills	61
Proximal Precursor and Target Math Skills	64
Proximal Precursor and Target ELA Skills	69
Initial Precursor, Distal Precursor, Proximal Precursor and Target Level Science Skills	74
GRADE 6	78
Introduction	80
Initial Precursor Level Math Skills	82
Initial Precursor Level English Language Arts (ELA) Skills	84
Distal Precursor, Proximal Precursor and Target Math Skills	86
Distal Precursor, Proximal Precursor and Target ELA skills	90

GRADE 7	97
Introduction	99
Initial Precursor Level Math Skills	101
Initial Precursor Level English Language Arts (ELA) Skills	104
Distal Precursor, Proximal Precursor and Target Math Skills	106
Distal Precursor, Proximal Precursor and Target ELA Skills	110
GRADE 8	115
Introduction	117
Initial Precursor Level Math Skills	119
Initial Precursor Level English Language Arts (ELA) Skills	122
Distal Precursor, Proximal Precursor and Target Math Skills	124
Distal Precursor, Proximal Precursor and Target ELA Skills	128
Initial Precursor, Distal Precursor, Proximal Precursor and Target Level Science Skills	132
GRADE 10 (HIGH SCHOOL)	136
Introduction	138
Initial Precursor Level Math Skills	140
Initial Precursor Level English Language Arts (ELA) Skills	142
Distal Precursor, Proximal Precursor and Target Math Skills	145
Distal Precursor, Proximal Precursor and Target ELA skills	148
GRADE 11 SCIENCE	155
Introduction	157
Initial Precursor, Distal Precursor, Proximal Precursor and Target Level Science Skills	159

ESSENTIAL ELEMENTS BY
LINKAGE LEVEL DATA

Grade 3



Contents

INTRODUCTION _____ 3

Initial Precursor Level Math Skills _____ 5

Initial Precursor Level English Language Arts (ELA) Skills _____ 8

Distal Precursor Level Math Skills _____ 11

Distal Precursor Level ELA Skills _____ 13

Proximal Precursor and Target Math Skills _____ 15

Proximal Precursor and Target ELA Skills _____ 18

Introduction

These data forms are intended to be an aid for teachers administering the Dynamic Learning Maps (DLM). They provide the linkage level skill description to assist teachers in choosing the correct linkage level for instructional plans. They can then be used to track instruction and inform teachers when the student is ready to test on an individual essential element. At the initial level, essential elements are separate since there is an overlap of individual skills measuring different Essential Elements (EE). The distal precursor is also separate at the 3rd, 4th and 5th grade level due to some specific skills measuring more than one essential element at that linkage level. The proximal precursor and target levels are grouped together according to essential element for 3rd, 4th and 5th grade. For grades 6, 7, 8 and 10 the distal precursor, proximal precursor and target level are grouped with each essential element. Science is broken down by grade (5th, 8th and 11th).

Data can be individualized to meet your needs. Below are some examples.

- Record date and accuracy based on data collection (9/10 or 90%).
- Record date and mark when skill was introduced (intro).
- Record date and code:
 - P** Physical assistance
 - G** Gestural prompt
 - V** Verbal prompt
 - I** Independent
 - +** Can do skill
 - Cannot do skill

This page blank for printing purposes.

GRADE 3

Student name: _____

Year: _____

Initial Precursor Level Math Skills

1. Students demonstrate increasingly complex understanding of number sense.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.3.NBT.2	Recognize set.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize separateness	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.3.NBT.3	Recognize before.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize after.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.E.NF.1-3	Recognize some.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.3.OA.4	Recognize set.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize separateness.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

2. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.3.G.2	Recognize unit.										
	Recognize wholeness.										
	Recognize parts of a given whole or a unit.										

3. Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.3.MD.1	Attend										
	Recognize different.										
EE.3.MD.4	Recognize attribute values.										
EE.3.MD.3	Recognize attribute values.										
	Arrange objects in pairs.										

4. Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.3.OA.1-2	Recognize set.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize separateness.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize subset.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.3.OA.8	Combine sets.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Partition sets.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.3.OA.9	Recognize different.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize same.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Initial Precursor Level English Language Arts (ELA) Skills

ELA.C1.1. Determine critical elements of text.

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.3.1	Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.										
EE.RL.3.2	Can correctly look at the scene demonstrating a possible event and ignore the scene demonstrating an impossible event based on an understanding that objects still exist despite not being seen (i.e. object permanence).										
EE.RL.3.3	The student is able to use or identify feeling words related to self, such as happy, sad, tired, worried, or angry.										
EE.RL.3.5	Student engages in a behavior indicating he or she is attending to the text (story, information book, alphabet book). May display this with gaze, decreased movement (i.e., stilling) and noise.										

ELA.C1.1. Determine critical elements of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.3.1	Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.										
EE.RI.3.2	Can correctly look at the scene demonstrating a possible event and ignore the scene demonstrating an impossible event based on an understanding that objects still exist despite not being seen (i.e. object permanence).										
EE.RI.3.3	Can identify the next step or event in a sequence from a familiar routine.										
EE.RI.3.5	Can produce some type of communication (body movement, sound, facial expression, or gaze) indicating he or she desires a specific object in his or her immediate environment, such as food or a toy.										

ELA.C1.2 Construct understanding of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.3.4	Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.										
EE.RI.3.4	Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.										
EE.RI.3.8	When attending, react to a change to an object or situation.										

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.L.3.5.A	Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.										
EE.L.3.5.C	The student is able to use or identify feeling words related to self, such as happy, sad, tired, worried, or angry.										

ELA.C1.3 Integrate ideas and information from text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.3.9	Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.										
EE.RI.3.9	Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.										

ELA C2.1 Use writing to communicate.

ESSENTIAL ELEMENT CHOOSE 1:		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.W.3.2.A Turns own body, head, or otherwise directs own attention to objects or people.											
EE.W.3.4 Turns own body, head, or otherwise directs own attention to objects or people.											

Distal Precursor Level Math Skills

1. Students demonstrate increasingly complex understanding of number sense.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.3.NBT.2	Explain ten as a composition of ten ones										
EE.3.NBT.3	Explain number sequence pattern.										
EE.3.NF.1-3	Recognize separateness.										
	Recognize wholeness.										

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.3.OA.4	Combine sets.										
	Demonstrate the concept of addition.										
	Demonstrate the concept of subtraction.										
	Partition sets.										

2. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.3.G.2	Partition shapes.										

3. Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.3.MD.1	Recognize measurable attributes.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.3.MD.4	Make direct comparison of two lengths.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.3.MD.3	Classify	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Order objects.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

4. Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.3.OA.1-2	Combine	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Combine sets	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Demonstrate the concept of addition.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.3.OA.8	Demonstrate the concept of addition.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Demonstrate the concept of subtraction.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.3.OA.9	Classify	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Order objects.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Contrast objects (pattern/order).	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Distal Precursor Level ELA Skills

ELA.C1.1 Determine critical elements of text.

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.3.1	Can recognize when he or she encounters familiar people, objects, places and events.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.3.2	Can recognize when he or she encounters familiar people, objects, places and events.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.3.3	Student can identify words in a familiar text that are associated with feelings.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.3.5	Can differentiate between text and pictures.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Can pair an object with a picture, tactile graphic, or other symbolic representation of the object.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.3.1	Can recognize when he or she encounters familiar people, objects, places and events.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.3.2	Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.3.3	As a result of experience with a routine, the student is able to identify actions associated with the routine.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.3.5	Can recognize when he or she encounters familiar people, objects, places and events.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ELA.C1.2 Construct understanding of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.3.4	Can demonstrate understanding of the names of objects or people who are not immediately present.										
EE.RI.3.4	Can demonstrate understanding of the names of objects or people who are not immediately present.										
EE.RI.3.8	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.										

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.L.3.5.A	Can recognize when he or she encounters familiar people, objects, places and events.										
EE.L.3.5.C	Student exhibits an understanding of basic feeling words, including happy, sad and mad.										

ELA.C1.3 Integrate ideas and information from text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.3.9	Can recognize when he or she encounters familiar people, objects, places and events.										
EE.RI.3.9	Can recognize when he or she encounters familiar people, objects, places and events.										

ELA.C2.1 Use writing to communicate.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.W.3.2.A	Given a choice of two objects, uses eye-gaze, physical movement, gesture or vocalization to indicate choice.										
EE.W.3.4	Sustains own attention to objects, pictures or multimedia for more than a fleeting moment.										

Proximal Precursor and Target Math Skills

1. Students demonstrate increasingly complex understanding of number sense.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.3.NBT.2	PP = Recognize multiple tens and something. • Compose numbers based on tens.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Explain place value for ones and tens.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.3.NBT.3	PP = Rote count to 30. • Count to 30.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Skip count by 10s.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.3.NF.1-3	PP = Partition shapes.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Recognize parts of a given whole or a unit. • Explain unit fraction.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.3.OA.4	PP = Recognize the addition sign. • Explain the function of the addition sign. • Represent addition with equations. • Recognize the subtraction sign. • Explain the function of the minus sign. • Represent subtraction with equations. • Recognize the equal sign. • Explain the function of the equal sign.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Determine the unknown in a subtraction equation. • Determine the unknown in an addition equation.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

2. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.3.G.2	PP = Model equal part. • Partition circle into 2 equal parts. • Partition circle into 3 equal parts. • Partition circle into 4 equal parts. • Partition a rectangle into rows and columns. • Partition rectangle into 2 equal parts. • Partition rectangle into 3 equal parts. • Partition rectangle into 4 equal parts.										
	T = Partition any shape into equal parts.										

3. Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.3.MD.1	PP = Recognize the hour on a digital clock. • Recognize the minute on a digital clock.										
	T = Tell time to the hour.										
EE.3.MD.4	PP = Demonstrate iteration of length unit. • Measure length using informal units.										
	T = Use an appropriate tool to measure length using inches. • Use an appropriate tool to measure length using feet.										
EE.3.MD.3	PP = Recognize the structure of a bar graph. • Recognize the structure of a picture graph.										
	T = Use bar graphs to read the data. • Use picture graphs to read the data.										

4. Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.3.OA.1-2	PP = Represent repeated addition with an equation. • Represent repeated addition with a model.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Solve repeated addition problems.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.3.OA.8	PP = Determine the unknown in an addition equation. • Determine the unknown in a subtraction equation.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Solve subtraction word problems within 100. • Solve addition word problems within 100.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.3.OA.9	PP = Recognize patterns.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Recognize repeating patterns. • Recognize symbolic patterns. • Recognize growing patterns.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Proximal Precursor and Target ELA Skills

ELA.C1.1 Determine critical elements of text.

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.3.1	PP = Can answer questions posed by others asking who and what about the key details in a familiar narrative.										
	T = Can produce responses to questions seeking information on specific characters and what each of them did in a narrative by providing details on them.										
EE.RL.3.2	PP = The student can represent a conceptual connection between a detail and an event in a familiar text.										
	T = Can associate details with events in stories from fables, folktales or diverse cultures										
EE.RL.3.3	PP = Student can identify the feelings of characters when explicitly stated in familiar stories.										
	T = Can identify the feelings of specific characters in narratives.										
EE.RL.3.5	PP = Can determine the elements (e.g., setting, events) that occur at the beginning and end of a familiar, linear story.										
	T = Can determine the events that occur at the beginning, middle and end of a familiar, linear story.										

ELA.C1.1 Determine critical elements of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.3.1	PP = Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.										
	T = Can answer questions posed by others regarding the concrete details of an informational text.										
EE.RI.3.2	PP = Can identify illustrations or tactile graphics/ objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text.										
	T = Can identify the concrete details mentioned in beginner level informational texts.										
EE.RI.3.3	PP = Can identify specific events in a familiar information text.										
	T = Can identify the order in which two events occur in an informational text.										
EE.RI.3.5	PP = Can identify illustrations or tactile graphics/ objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text.										
	T = Can locate information within an informational text by using the text features including bold, italics and underlined text, headings, captions, icons, graphics or illustrations, text boxes, table of contents and glossaries.										

ELA.C1.2 Construct understanding of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.3.4	PP = Can provide real-life examples of words connected to a use (describe people who are friendly).										
	T = 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.										
EE.RI.3.4	PP = Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different.										
	T = 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.										
EE.RI.3.8	PP = Can identify the relationship between multiple concrete facts or details in a literature or informational text.										
	T = Can find two points made by an author of an informational text that relate to each other.										

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.L.3.5.A	PP = Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different.										
	T = Can determine the literal meaning of words and phrases using the context in which they are located.										
EE.L.3.5.C	PP = Student exhibits an understanding of feeling words.										
	T = Student can identify feeling words to describe himself or herself.										

ELA.C1.3 Integrate ideas and information from text

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.3.9	PP = The student can represent a conceptual connection between a detail and an event in a familiar text.										
	T = Can pick out the story elements, such as characters, settings and events, across two narratives with the same series of books.										
EE.RI.3.9	PP = Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.										
	T = Can determine how various informational texts on the same topic are similar in what is presented on the topic.										

ELA.C2.1 Use writing to communicate.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
	All writing will be selected after one is chosen.										
EE.W.3.2.A	PP = Student can select a familiar topic to share about (may be from a set of options) and can use drawing, dictating, or writing to share about it.										
	T = Can write about a specific topic using facts and details to describe the topic.										
EE.W.3.4	PP = Can use two words together when producing a written text.										
	T = Writes more than one idea about a topic.										

ESSENTIAL ELEMENTS BY
LINKAGE LEVEL DATA

Grade 4



Contents

INTRODUCTION	24
Initial Precursor Level Math Skills	25
Initial Precursor Level English Language Arts (ELA) Skills	28
Distal Precursor Level Math Skills	30
Distal Precursor Level ELA Skills	33
Proximal Precursor and Target Math Skills	36
Proximal Precursor and Target ELA skills	41

Introduction

These data forms are intended to be an aid for teachers administering the Dynamic Learning Maps (DLM). They provide the linkage level skill description to assist teachers in choosing the correct linkage level for instructional plans. They can then be used to track instruction and inform teachers when the student is ready to test on an individual essential element. At the initial level, essential elements are separate since there is an overlap of individual skills measuring different Essential Elements (EE). The distal precursor is also separate at the 3rd, 4th and 5th grade level due to some specific skills measuring more than one essential element at that linkage level. The proximal precursor and target levels are grouped together according to essential element for 3rd, 4th and 5th grade. For grades 6, 7, 8 and 10 the distal precursor, proximal precursor and target level are grouped with each essential element. Science is broken down by grade (5th, 8th and 11th).

Data can be individualized to meet your needs. Below are some examples.

- Record date and accuracy based on data collection (9/10 or 90%).
- Record date and mark when skill was introduced (intro).
- Record date and code:

P Physical assistance

G Gestural prompt

V Verbal prompt

I Independent

+ Can do skill

— Cannot do skill

This page blank for printing purposes.

GRADE 4

Student name: _____

Year: _____

Initial Precursor Level Math Skills

1. Students demonstrate increasingly complex understanding of number sense.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.NF.1-2	Recognize wholeness.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize separateness.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.4.NF.3	Recognize wholeness.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize separateness.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.NBT.2	Recognize set.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize separateness.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.4.NBT.3	Use perceptual subitizing.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.4.NBT.4	Recognize separateness.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize subset.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

2. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.G.1	Recognize attribute values.										
EE.4.MD.5	Recognize attribute values.										
EE.4.MD.6	Recognize attribute values.										
	Recognize same.										

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.MD.3	Recognize some.										
	Recognize separateness.										

3. Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.MD.2.A	Attend										
EE.4.MD.2.B	Recognize different.										
	Recognize same.										
EE.4.MD.2.D	Attend										

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.MD.4.B	Classify										
	Order objects.										

4. Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4. OA.1-2	Recognize separateness.										
	Recognize set.										
	Recognize subset.										
EE.4.OA.3	Combine sets.										
	Partition sets.										

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4. OA.5	Recognize attribute values.										
	Arrange objects in pairs.										

Initial Precursor Level English Language Arts (ELA) Skills

ELA.C1.1. Determine critical elements of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.4.1	Can recognize when he or she encounters familiar people, objects, places and events.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.4.3	Can indicate an object when it is referred to by name.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.4.5	Can recognize when he or she encounters familiar people, objects, places and events.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.4.1	Can indicate an object when it is referred to by name.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.4.2	Can indicate an object when it is referred to by name.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.4.3	Can indicate an object when it is referred to by name.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.4.5	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.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ELA.C1.2 Construct understanding of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.4.2	Can recognize when he or she encounters familiar people, objects, places and events.										
EE.RL.4.4	Can indicate an object when it is referred to by name.										
EE.RL.4.6	Can indicate an object when it is referred to by name.										

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.4.4	Can indicate an object when it is referred to by name.										
EE.RI.4.8	When attending, react to a change to an object or situation.										
EE.L.4.5.C	Can recognize when he or she encounters familiar people, objects, places and events.										

ELA.C1.3 Integrate ideas and information from text.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.4.9	Can indicate an object when it is referred to by name.										

ELA C2.1 Use writing to communicate.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
	All writing will be selected after one is chosen.										
EE.L.4.2.A	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.										
EE.L.4.2.D	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.										
EE.W.4.2.B	Can indicate an object when it is referred to by name.										

Distal Precursor Level Math Skills

1. Students demonstrate increasingly complex understanding of number sense.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.NF.1-2	Partition shapes.										
EE.4.NF.3	Partition shapes.										

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.NBT.2	Count all objects in a set or subset.										
	Recognize same number of.										
	Recognize different number of.										
EE.4.NBT.3	Recognize a unit.										
	Explain ten as a composition of ten ones.										
	Recognize ten and something.										
	Recognize multiple tens and something.										
	Decompose numbers based on tens.										
EE.4.NBT.4	Count all objects in a set or subset.										
	Combine sets.										
	Partition sets.										

2. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.G.1	Recognize point.										
EE.4.MD.5	Recognize point.										
EE.4.MD.6	Recognize different amount.										
	Recognize same amount.										
ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.MD.3	Recognize enclosure.										

3. Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.MD.2.A	Recognize measurable attributes.										
EE.4.MD.2.B	Make direct comparison of 2 volumes.										
	Make direct comparison of 2 masses.										
EE.4.MD.2.D	Recognize attribute values.										
ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.MD.4.B	Recognize the structure of a bar graph.										
	Recognize the structure of a picture graph.										

4. Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.OA.1-2	Demonstrate the concept of addition.										
	Combine										
EE.4.OA.3	Demonstrate the concept of addition.										
	Demonstrate the concept of subtraction.										
ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.OA.5	Recognize patterns.										

Distal Precursor Level ELA Skills

ELA.C1.1 Determine critical elements of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.4.1	Can identify the behavior and actions of specific characters in a familiar story.										
EE.RL.4.3	Can identify elements in a story (characters, other key details in the text) when asked.										
EE.RL.4.5	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.										

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.4.1	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.										
EE.RI.4.2	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.										
EE.RI.4.3	Using their categorical knowledge, can make generalizations about the category to novel instances of that category.										
EE.RI.4.5	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.										

ELA.C1.2 Construct understanding of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.4.2	Can identify the major events of a familiar story.										
EE.RL.4.4	Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different.										
EE.RL.4.6	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.										

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.4.4	Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different.										
EE.RI.4.8	Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.										
EE.L.4.5.C	Can determine some of the relevant words for describing people, places, things, or events familiar to the student.										

ELA.C1.3 Integrate ideas and information from text.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.4.9	Compare details presented in two texts on the same topic.										

ELA.C2.1 Use writing to communicate.

ESSENTIAL ELEMENT CHOOSE 1: All writing will be selected after one is chosen.		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.L.4.2.A Can recognize when a letter is uppercase and when it is lowercase.											
EE.L.4.2.D 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.											
EE.W.4.2.B Can recognize when he or she encounters familiar people, objects, places and events.											

Proximal Precursor and Target Math Skills

1. Students demonstrate increasingly complex understanding of number sense.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.NF.1-2	PP = Partition any shapes into equal parts.										
	T = Recognize one half on an area model. • Recognize one fourth on an area model.										
EE. 4.NF.3	PP = Recognize parts of a given whole or a unit. • Explain unit fraction.										
	T = Recognize fraction. • Recognize one half on an area model. • Recognize whole on an area model.										

1. Students demonstrate increasingly complex understanding of number sense, *continued*.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.NBT.2	PP = Compare 2 quantities up to 10 using models. T = Compare 2 numerals up to 10 using symbols (=, <, >).										
EE.4.NBT.3	PP = Explain place value for ones and tens. • Explain the relationship between rounding and place value. T = Round whole numbers from 0-30 to the nearest ten.										
EE. 4.NBT.4	PP = Add within 10. • Add within 20. • Subtract within 20. • Subtract within 10. • Add within 5. • Add 1,2, 3 and/or 4. • Add 1 and 1. • Subtract 1 from 2. • Subtract 1 from up to 5. • Subtract within 5. T = Add within 100 where all addends are multiple of 10. • Add within 100. • Add within 100 with a 2 digit number and a multiple of 10. • Subtract within 100 where both numbers are multiple of 10. • Subtract within 100. • Subtract a multiple of 10 from a 2 digit number within 100.										

2. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.G.1	PP = Recognize line. • Recognize line segment.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Recognize intersecting lines/line segments. • Recognize parallel lines/line segments.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.4.MD.5	PP = Recognize line. • Recognize ray. • Recognize line segment.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Recognize angle.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.4.MD.6	PP = Recognize more amount. • Recognize less amount.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Make direct comparison of 2 angles	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.MD.3	PP = Explain unit square. • Explain area.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Calculate area by counting unit squares. • Calculate area of a rectangle with tiling.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

3. Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.MD.2.A	PP = Recognize the hour hand • Know hours on a clock • Recognize the hour on a digital clock • Recognize the minute hand • Recognize the minute on a digital clock	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Tell time to the hour • Read a digital clock	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.4.MD.2.B	PP = Measure volume using informal units • Measure mass using informal units	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Use an appropriate tool to measure liquid volumes in cups. • mass in ounces; mass in pounds	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.4.MD.2.D	PP = State value of penny, nickel, dime, quarter. • Recognize penny, nickel, dime, quarter.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = State the value of a penny related to a quarter. • State the value of a nickel related to a quarter. • State the value of a penny related to a dime. • State the value of a penny related to a nickel. • State the value of a nickel related to a dime.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.MD.4.B	PP = Use bar graphs to read the data • Use picture graphs to read the data	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Use graphs to read between the data	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

4. Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.OA.1-2	PP = Represent repeated addition with an equation. • Represent repeated addition with a model.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Demonstrate the concept of multiplication.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.4.OA.3	PP = Determine the unknown in an addition equation. • Determine the unknown in a subtraction equation.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Solve subtraction word problems within 100. • Solve addition word problems within 100.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.4.OA.5	PP = Recognize symbolic, repeating and pictorial patterns.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Recognize the core unit in a repeated pattern.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Proximal Precursor and Target ELA skills

ELA.C1.1 Determine critical elements of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.4.1	PP = Student can identify the explicitly-stated actions of characters in a story.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = 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.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.4.3	PP = Can identify the key elements in a story, including the main characters, setting and the major events.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Can describe characters in a narrative using appropriate words, rather than reacting to/ relying on the illustrations.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.4.5	PP = Can determine the events that occur at the beginning, middle and end of a familiar, linear story.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = The student can identify characteristic elements of stories in a text, including main character, setting, initiating and resolution events.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ELA.C1.1 Determine critical elements of text, *continued*.

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.4.1	PP = Can identify the concrete details mentioned in beginner level informational texts.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Able to identify explicit details in an informational text.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.4.2	PP = Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Can identify the overall, general topic of any brief (no more than a paragraph) familiar informational text.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.4.3	PP = Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Can determine whether a concrete detail is related to an individual, event, or idea discussed in an informational text.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.4.5	PP = 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.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = 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, keywords, illustrations/graphics, headings, etc.) and logical presentation of information (rather than event oriented structure).	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ELA.C1.2 Construct understanding of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.4.2	PP = identify and recall how characters' actions affect the consequences.										
	T = identify the theme of a familiar story, which includes a short, concise sentence about the overall meaning of the narrative.										
EE.RL.4.4	PP = ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones.										
	T = identify simple semantic definitions for unambiguous words in a text.										
EE.RL.4.6	PP = identify the explicitly-stated actions of characters in a story.										
	T = determine who the narrator is in a story.										

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.4.4	PP = ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones.										
	T = identify simple semantic definitions for unambiguous words in a text.										
EE.RI.4.8	PP = determine what the points are that the author of an unfamiliar informational text is trying to communicate to the reader.										
	T = Can provide the reasons an author includes (i.e. details) that support the points of an informational text.										
EE.L.4.5.C	PP = Can provide real-life examples of words connected to a use (describe people who are friendly).										
	T = Can demonstrate an understanding of words with opposite meaning (e.g. cold, hot, up, down).										

ELA.C1.3 Integrate ideas and information from text

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.4.9	PP = Can determine when two different informational texts on the same topic make a similar point or statement.										
	T = Can compare informational texts on the same topic based on the specific details used to discuss the topic.										

ELA.C2.1 Use writing to communicate.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
	All writing will be selected after one is chosen.										
EE.L.4.2.A	PP = Can indicate a knowledge that when a word is capitalized, the first letter in the word is in uppercase.										
	T = Capitalizes the first letter of sentences.										
EE.L.4.2.D	PP = Can produce a string of letters (student attempts to write words) by combining random letters.										
	T = Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word.										
EE.W.4.2.B	PP = Can determine some of the relevant words for describing people, places, things, or events familiar to the student.										
	T = Can determine the words, facts, details, or other information that relate to a specific topic when preparing to write.										

ESSENTIAL ELEMENTS BY
LINKAGE LEVEL DATA

Grade 5



Contents

INTRODUCTION	47
Initial Precursor Level Math Skills	49
Initial Precursor Level English Language Arts (ELA) Skills	52
Distal Precursor Level Math Skills	55
Distal Precursor Level ELA Skills	57
Proximal Precursor and Target Math Skills	60
Proximal Precursor and Target ELA Skills	65
Initial Precursor, Distal Precursor, Proximal Precursor and Target Level Science Skills	70

Introduction

These data forms are intended to be an aid for teachers administering the Dynamic Learning Maps (DLM). They provide the linkage level skill description to assist teachers in choosing the correct linkage level for instructional plans. They can then be used to track instruction and inform teachers when the student is ready to test on an individual essential element. At the initial level, essential elements are separate since there is an overlap of individual skills measuring different Essential Elements (EE). The distal precursor is also separate at the 3rd, 4th and 5th grade level due to some specific skills measuring more than one essential element at that linkage level. The proximal precursor and target levels are grouped together according to essential element for 3rd, 4th and 5th grade. For grades 6, 7, 8 and 10 the distal precursor, proximal precursor and target level are grouped with each essential element. Science is broken down by grade (5th, 8th and 11th).

Data can be individualized to meet your needs. Below are some examples.

- Record date and accuracy based on data collection (9/10 or 90%).
- Record date and mark when skill was introduced (intro).
- Record date and code:
 - P** Physical assistance
 - G** Gestural prompt
 - V** Verbal prompt
 - I** Independent
 - +** Can do skill
 - Cannot do skill

This page blank for printing purposes.

GRADE 5

Student name: _____

Year: _____

Initial Precursor Level Math Skills

1. Students demonstrate increasingly complex understanding of number sense.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.5.NF.1	Recognize some.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize separateness.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.5.NF.2	Recognize some.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize separateness.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

1. Students demonstrate increasingly complex understanding of number sense, *continued*.

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.5.NBT.1	Recognize separateness.										
	Recognize set.										
EE.5.NBT.3	Recognize separateness.										
	Recognize set.										
EE.5.NBT.4	Use perceptual subitizing.										
EE.5.NBT.5	Recognize separateness.										
	Recognize set.										
	Recognize subset.										
EE.5.NBT.6-7	Recognize separateness.										
	Recognize set.										
	Recognize subset.										

2. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.5.G.1-4	Recognize same.										
	Recognize different.										
EE.5.MD.3	Notice what is new.										
EE.5.MD.4-5	Recognize separateness.										
	Recognize enclosure.										

3. Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.5.MD.1.A	Attend	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize different.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.5.MD.1.B	Recognize attribute values.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.5.MD.1.C	Recognize attribute values.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.5.MD.2	Arrange objects in pairs.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize attribute values.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

4. Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.5.OA.3	Order objects.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Classify	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Contrast objects.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Initial Precursor Level English Language Arts (ELA) Skills

ELA.C1.1. Determine critical elements of text.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.5.1	Can indicate an object when it is referred to by name.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.5.1	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.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.5.5	Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.5.7	Comprehends that all objects have some function or action typically associated with it (object action).	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ELA.C1.2 Construct understanding of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.5.2	Can recognize when he or she encounters familiar people, objects, places and events.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.5.4	Can recognize when he or she encounters familiar people, objects, places and events.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.5.6	Can recognize when he or she encounters familiar people, objects, places and events.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.5.2	Can recognize when he or she encounters familiar people, objects, places and events.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.5.4	Can recognize when he or she encounters familiar people, objects, places and events.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.5.8	Identify or name objects that are identical as same. Identify sameness within familiar contexts.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.L.5.4.A	Can demonstrate a receptive understanding of the object words that accompany familiar games or routines.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.L.5.5.C	Can recognize when he or she encounters familiar people, objects, places and events.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ELA.C1.3 Integrate ideas and information from text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.5.3	Can indicate an object when it is referred to by name.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.5.5	Can indicate an object when it is referred to by name.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.5.9	Can indicate an object when it is referred to by name.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.5.3	Can indicate an object when it is referred to by name.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.5.9	Can indicate an object when it is referred to by name.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ELA C2.1 Use writing to communicate.

ESSENTIAL ELEMENT CHOOSE 1:		All writing will be selected after one is chosen.		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.W.5.2.B	Can recognize when he or she encounters familiar people, objects, places and events.										
EE.W.5.2.A	Given a choice of two objects, uses eye-gaze, physical movement, gesture or vocalization to indicate choice.										

Distal Precursor Level Math Skills

1. Students demonstrate increasingly complex understanding of number sense.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.5.NF.1	Partition any shape into equal parts.										
EE.5.NF.2	Partition any shape into equal parts.										

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.5.NBT.1	Count all objects in a set or subset.										
	Recognize same number of.										
	Recognize different number of.										
	Recognize more number of.										
	Recognize fewer number of.										
EE.5.NBT.3	Compare 2 quantities up to 10 using models.										
EE.5.NBT.4	Recognize ten and something.										
	Recognize multiple tens and something.										
	Decompose numbers based on tens.										
	Explain ten as a composition of ten ones.										
	Recognize a unit.										
EE.5.NBT.5	Explain repeated addition.										
	Represent repeated addition with an equation.										
	Solve repeated addition problems.										
EE.5.NBT.6-7	Model equal set.										
	Recognize equal.										
	Recognize same number of.										

2. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.5.G.1-4	Classify same two dimensional shapes with same size and same orientation.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Classify same two dimensional shapes with different size and/or different orientation.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.5.MD.3	Recognize same.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize different.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.5.MD.4-5	Explain volume.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Explain a unit cube.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

3. Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.5.MD.1.A	Recognize measurable attributes	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.5.MD.1.B	Recognize measurable attributes	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.5.MD.C	Recognize money	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.5.MD.2	Classify	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Order objects	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

4. Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.5.OA.3	Recognize patterns	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Distal Precursor Level ELA Skills

ELA.C1.1 Determine critical elements of text.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.5.1	Can identify the major events of a familiar story										

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.5.1	Can understand a familiar text read aloud or through oral or other media by answering questions posed by others.										
EE.RI.5.5	Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text.										
EE.RI.5.7	Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text.										

ELA.C1.2 Construct understanding of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.5.2	Can identify the behavior and actions of specific characters in a familiar story.										
EE.RL.5.4	Can provide real-life examples of words connected to a use (describe people who are friendly).										
EE.RL.5.6	Student can identify the explicitly-stated actions of characters in a story.										

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.5.2	Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text.										
EE.RI.5.4	Can provide real-life examples of words connected to a use (describe people who are friendly).										
EE.RI.5.8	Can identify the relationship between multiple concrete facts or details in a literature or informational text.										

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.L.5.4.A	Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different.										
EE.L.5.5.C	Can determine some of the relevant words for describing people, places, things, or events familiar to the student.										

ELA.C1.3 Integrate ideas and information from text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.5.3	Can identify character(s) and setting in a familiar story.										
EE.RL.5.5	Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text.										
EE.RL.5.9	Can understand adjectives in others' speech.										
EE.RI.5.3	Can understand adjectives in others' speech.										
EE.RI.5.9	Using their categorical knowledge, can make generalizations about the category to novel instances of that category.										

ELA.C2.1 Use writing to communicate.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
	All writing will be selected after one is chosen.										
EE.W.5.2.B	Can determine some of the relevant words for describing people, places, things, or events familiar to the student.										
EE.W.5.2.A	Can respond to wh- questions regarding choice of topic and other questions related to writing about the topic.										

Proximal Precursor and Target Math Skills

1. Students demonstrate increasingly complex understanding of number sense.

ESSENTIAL ELEMENT	CHOOSE 1:										
		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.5.NF.1	PP = Recognize one fourth in a set model. • Recognize one half in a set model. • Recognize one half on an area model. • Recognize one fourth on an area model.										
	T = Recognize fourths in a set model. • Recognize halves in a set model. • Recognize halves on an area model. • Recognize fourths on an area model.										
EE.5.NF.2	PP = Recognize one third on an area model. • Recognize one tenth on an area model.										
	T = Recognize thirds on an area model. • Recognize tenths on an area model.										

1. Students demonstrate increasingly complex understanding of number sense, *continued*.

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.5.NBT.1	PP = Compare 2 quantities up to 10 using models.										
	T = Compare 2 quantities up to 100 using models.										
EE.5.NBT.3	PP = Compare 2 numerals up to 10 using symbols (=, <, >).										
	T = Compare 2 numerals up to 100 using symbols (=, <, >).										
EE.5.NBT.4	PP = Explain place value for ones and tens. • Explain the relationship between rounding and place value.										
	T = Round whole numbers 0-100 to the nearest ten.										
EE.5.NBT.5	PP = Round whole numbers 0-100 to the nearest ten.										
	T = Multiply by 1. • Multiply by 2. • Multiply by 3. • Multiply by 4. • Multiply by 5.										
EE.5.NBT.6-7	PP = Partition sets.										
	T = Partition sets into equal subsets.										

2. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.5.G.1-4	PP = Describe attributes of shapes. T = Analyze shapes to identify common attributes.										
EE.5.MD.3	PP = Match the same three-dimensional shapes with same size and different orientation and different size and different orientation. • Match the same three-dimensional shapes with same size and same orientation and different size and same orientation. T = Recognize spheres. • Recognize cones. • Recognize cubes. • Recognize cylinders.										
EE.5.MD.4-5	PP = Explain volume as a composition of cube units Calculate volume by counting unit cubes. T = Calculate volume of a right rectangular prism by packing unit cubes.										

3. Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.5.MD.1.A	PP = Recognize the hour hand. • Knows hours on a clock. • Recognize the hour on a digital clock. • Recognize the minute hand. • Recognize the minute on a digital clock.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Tell time to the quarter hour. • Tell time to the half hour.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.5.MD.1.B	PP = Make direct comparison of 2 lengths. • Order more than 2 lengths by direct comparison. • Order more than 2 masses by direct comparison. • Make direct comparison of 2 masses.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Use an appropriate tool for measuring length using inches. • Use an appropriate tool for measuring length using feet. • Use an appropriate tool for measuring mass in pounds. • Use an appropriate tool for measuring mass in ounces.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.5.MD.1.C	PP = State the value of a penny, nickel, dime, quarter. • Recognize penny, nickel, dime, quarter.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = State the value of a nickel related to a dime. • State the value of a nickel related to a quarter. • State the value of a penny related to a nickel. • State the value of a penny related to a dime. • State the value of a penny related to a quarter.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.5.MD.2	PP = Use bar graphs to read the data. • Use picture graphs to read the data. • Use line plots (dot plots) to read the data.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Represent data using bar graph; picture graph; line plot (dot plot). • Use graphs to read between the data.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

4. Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.5.OA.3	PP = Recognize repeating patterns • Recognize the core unit in a repeated pattern • Recognize the pattern rule in a growing pattern • Recognize growing patterns • Recognize symbolic patterns • Recognize shrinking patterns • Recognize the pattern rule in a shrinking pattern									
	T = Extend a symbolic pattern by applying the rule									

Proximal Precursor and Target ELA Skills

ELA.C1.1 Determine critical elements of text.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.5.1	PP = Can identify the key elements in a story (main characters, setting and major events).	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Can produce responses to questions asking about explicit information contained in a narrative by determining specific words related to or comprising of information.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.5.1	PP = Can answer questions posed by others regarding the concrete details of an informational text.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Can identify words or details to answer a question about explicit information presented in the text.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.5.5	PP = Can identify a detail from either the text itself or the illustration provided with the text (the goal here is to promote understanding that structurally informational texts often contain images that support text and provide info).	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Can determine if an informational text is providing information about events, giving directions, or providing information on a topic.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.5.7	PP = Can identify a detail from either the text itself or the illustration provided with the text (the goal here is to promote the understanding the structurally informational texts often contain images that support the text and provide information).	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Can locate information by using the text features including bold, italics and underlined text, headings, captions, icons, graphics or illustrations, text boxes, table of contents and glossaries.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ELA.C1.2 Construct understanding of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.5.2	PP = Can identify and recall how characters' actions affect the consequences that occur in the story afterwards.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Can identify the theme of a story, which includes a short, concise sentence about the overall meaning of the narrative.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.5.4	PP = Can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., sweet).	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Can use the surrounding context of a word in a text to determine the meaning of multiple meaning words.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.5.6	PP = Can determine who the narrator is in a story he or she is reading.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Can determine what the point of view for the narrator of a story is.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.5.2	PP = Can identify the concrete details mentioned in beginner level informational texts.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Can identify the main idea for a paragraph in an informational text that lacks an explicit statement of the topic.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.5.4	PP = Can identify simple semantic definitions for unambiguous words in a text	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Can represent the meaning of domain specific words and phrases in text.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.5.8	PP = Can find two points made by an author of an informational text that relate to each other.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Can find out how specific points made by an author in an informational text relate to the reasons supporting it.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ELA.C1.2 Construct understanding of text, *continued*.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.L.5.4.A	PP = Can determine the meaning of a word when the definition is given using appositives, relative clauses, within a conjunction, or a direct explanation within a text. Examples and restatements may also be used in the sentence.										
	T = Can identify what word is missing in a written sentence by using the surrounding words in the sentence and the sentence's meaning as clues.										
EE.L.5.5.C	PP = Can demonstrate an understanding of words with opposite meanings (e.g., cold, hot, up, down).										
	T = 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).										

ELA.C1.3 Integrate ideas and information from text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.5.3	PP = Can use illustrations and/or details of a text to describe the events.										
	T = Can compare different characters in a familiar story.										
EE.RL.5.5	PP = The student can identify characteristic elements of stories in a text, including main character, setting, initiating and resolution events.										
	T = The student will identify an element of or setting) the story that undergoes change(s) from beginning to end (e.g., character).										
EE.RL.5.9	PP = Can identify and recall how characters' actions affect the consequences that occur in the story afterwards.										
	T = Can determine how two narratives on similar topics or specific themes are similar to one another on their coverage of the topics.										
EE.RI.5.3	PP = Can identify the concrete details mentioned in beginner level informational texts.										
	T = Can find the similarities between the key details, such as the individuals, events, or ideas, located within an informational text.										
EE.RI.5.9	PP = Can compare informational texts on the same topic based on the specific details used to discuss the topic.										
	T = Can compare and contrast informational texts on the same topic based on the specific details used to discuss the topic.										

ELA.C2.1 Use writing to communicate.

ESSENTIAL ELEMENT CHOOSE 1: All writing will be selected after one is chosen.		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.W.5.2.B	PP = Can identify the specific details, such as the people, places, things and events, that occur within a specific personal experience.										
	T = 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.										
EE.W.5.2.A	PP = Can write about a specific topic using facts and details to describe the topic.										
	T = Can introduce a topic while writing an informational text and convey information about it including visual, tactual, or multimedia information as appropriate.										

Initial Precursor, Distal Precursor, Proximal Precursor and Target Level Science Skills

ESSENTIAL ELEMENT ALL EE'S ARE TESTED		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
SCI.EE.5.ESS.EARTH-2	I = Identify familiar people, objects, places, or events and whether objects are similar or different, based on their physical characteristics.										
	D = Use information to identify Earth's surface as both land (i.e., the ground that people stand on) and different forms of water (i.e., liquid water and solid ice).										
	P = Use information to compare different bodies of water in different locations on Earth's surface.										
	T = Use information to describe that different forms of water (i.e., solid, liquid, and gas) are found almost everywhere on Earth (i.e., on its surface and in its atmosphere).										
SCI.EE.5.ESS.SOLSYS-3	I = Recognize the order in which actions and/or events occur (i.e., what action or event comes before another and what comes after another).										
	D = Identify the alternating pattern of daytime (i.e., daylight) and nighttime (i.e., darkness) in a daily sequence.										
	P = Count the number of daylight hours (i.e., the number of hours between sunrise and sunset) represented in tables and graphs as part of one day (i.e., 24 hours).										
	T = Quantify and qualify annual, seasonal patterns in data (i.e., in data tables and graphs) about daylight hours across the months of a year.										
SCI.EE.5.LS.ECOHLTH-2	I = Anticipate the resulting action or event following the completion of the current action or event within the sequence of a familiar routine, game, or activity.										
	D = Identify and respond to simple questions to determine the differences between living (i.e., animals) and nonliving (i.e., neither plants nor animals) things to identify whether a thing is living or nonliving.										
	P = Use questions to elicit information that describes different living things and the different places in which they live (i.e., habitats).										
	T = Use questions to obtain an understanding of how the life activities of plants and animals impact the habitat in which they live.										

ESSENTIAL ELEMENT ALL EE'S ARE TESTED		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
SCI.EE.5.LS.ECOSYS-1	I = Compare objects that have similar and different physical characteristics.									
	D = Based on what is and is not food, classify animals that eat food as living things and inanimate objects (i.e., objects other than plants, animals, and humans) that do not eat food as non-living things.									
	P = Use data from multiple timepoints to support that animals need to consume food to grow.									
	T = Use data as evidence to make and support claims about the relationships between available energy and matter from food sources and animals' abilities to sustain their bodily processes (i.e., sustain warmth, movement, growth, and body repair).									
SCI.EE.5.LS.PLANT-1	I = Compare objects to determine whether they are the same or different.									
	D = Compare observations across multiple time points of the characteristics of objects, plants in the immediate environment, and the larger natural world to identify change over time.									
	P = Identify patterns within observations collected over multiple time points to relate the occurrence or lack of plant growth to what plants need to grow (i.e., water and light).									
	T = Use relationships in data between plant growth and available energy and matter in the environment to show that plants take in energy from light (i.e., sunlight) and matter from air and water to grow.									
SCI.EE.5.PS.FORCES-1	I = Anticipate the motion of an object that follows a specific action on the object in a familiar routine, game, or activity.									
	D = Use observations to recognize the causal relationship between a force (i.e., push or pull) applied to a stationary object and its resulting motion.									
	P = Use observations to identify that forces (i.e., pushes or pulls) of different magnitudes (i.e., strengths) acting on a stationary object cause the object to move and travel different distances.									
	T = Use observations to describe the relationships between balanced and unbalanced forces (i.e., pushes and/or pulls) acting on an object and any resulting change in the object's motion (i.e., change in speed or direction).									

ESSENTIAL ELEMENT ALL EE'S ARE TESTED		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
SCI.EE.5.PS.FORCES-3	I = Intentionally use an action to achieve a goal.									
	D = Participate in making observations to identify objects in motion and when they are being pushed and/or pulled.									
	P = Make and use observations to identify that objects fall downward toward the ground (i.e., the surface of the Earth) when they are dropped.									
	T = Make and use observations of falling objects to support the identification of Earth's gravity as a force that pulls objects downward to Earth's surface.									
SCI.EE.5.PS.MATTER-1	I = Determine whether objects are similar or different based on their physical characteristics.									
	D = Use observations to determine the different physical characteristics of liquids and solids.									
	P = Compare observations of physical properties of objects and substances, including substances in their different states (i.e., liquid and solid) and at different temperatures, to identify or classify them.									
	T = Use qualitative observations or quantitative measurements to describe changes in the physical properties of a substance when heat is added to or removed from the substance or when it is mixed with another substance.									

ESSENTIAL ELEMENTS BY
LINKAGE LEVEL DATA

Grade 6



Contents

INTRODUCTION	80
Initial Precursor Level Math Skills	82
Initial Precursor Level English Language Arts (ELA) Skills	84
Distal Precursor, Proximal Precursor and Target Math Skills	86
Distal Precursor, Proximal Precursor and Target ELA skills	90

Introduction

These data forms are intended to be an aid for teachers administering the Dynamic Learning Maps (DLM). They provide the linkage level skill description to assist teachers in choosing the correct linkage level for instructional plans. They can then be used to track instruction and inform teachers when the student is ready to test on an individual essential element. At the initial level, essential elements are separate since there is an overlap of individual skills measuring different Essential Elements (EE). The distal precursor is also separate at the 3rd, 4th and 5th grade level due to some specific skills measuring more than one essential element at that linkage level. The proximal precursor and target levels are grouped together according to essential element for 3rd, 4th and 5th grade. For grades 6, 7, 8 and 10 the distal precursor, proximal precursor and target level are grouped with each essential element. Science is broken down by grade (5th, 8th and 11th).

Data can be individualized to meet your needs. Below are some examples.

- Record date and accuracy based on data collection (9/10 or 90%).
- Record date and mark when skill was introduced (intro).
- Record date and code:
 - P** Physical assistance
 - G** Gestural prompt
 - V** Verbal prompt
 - I** Independent
 - +** Can do skill
 - Cannot do skill

This page blank for printing purposes.

GRADE 6

Student name:

Year:

Initial Precursor Level Math Skills

1. Students demonstrate increasingly complex understanding of number sense.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.6.RP.1	Recognize wholeness.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize a unit.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize parts of a given whole or a unit.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.6.NS.1	Recognize wholeness.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize a unit.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize parts of a given whole or a unit.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.6.NS.5-8	Recognize separateness.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize set.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.6.NS.2	Recognize separateness.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize set	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize subset	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.6.NS.3	Recognize separateness	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize set	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize subset	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

2. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.6.G.1	Recognize some	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize separateness	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.6.G.2	Recognize separateness	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize enclosure	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

3. Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.6.SP.5	Classify	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Order objects	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

4. Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.6.EE.1-2	Combine sets	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Compare sets	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.6.EE.3	Combine sets	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Compare sets	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.6.EE.5-7	Partition sets	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Combine sets	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Initial Precursor Level English Language Arts (ELA) Skills

ELA.C1.1. Determine critical elements of text.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.6.5	Demonstrates receptive understanding of action words that accompany familiar games and routines.										

ELA.C1.2 Construct understanding of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.6.1	Demonstrates receptive understanding of action words that accompany familiar games and routines.										
EE.RL.6.2	Can pair an object with a picture, tactile graphic, or other symbolic representation of the object.										
EE.RL.6.4	Can understand adjectives in others' speech.										
EE.RL.6.6	Can recognize when he or she encounters familiar people, objects, places and events.										

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.6.1	Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object.										
EE.RI.6.2	Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines.										
EE.RI.6.4	Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines.										
EE.RI.6.6	Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines.										
EE.RI.6.8	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.										

ELA.C1.2 Construct understanding of text, *continued*.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.L.6.5.A	Can understand adjectives in others' speech.										
EE.L.6.5.B	Using their categorical knowledge, can make generalizations about the category to novel instances of that category.										

ELA.C1.3 Integrate ideas and information from text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.6.3	Can perform requested actions on objects ("Kiss it. Throw it.").										
EE.RL.6.5	Can recognize when he or she encounters familiar people, objects, places and events.										

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.6.3	Can determine some of the relevant words for describing people, places, things, or events familiar to the student.										
EE.RI.6.9	As a result of experience with a routine, the student is able to identify actions associated with the routine.										

ELA C2.1 Use writing to communicate.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
	All writing will be selected after one is chosen.										
EE.L.6.2.B	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.										
EE.W.6.2.A	Given a choice of two objects, uses eye-gaze, physical movement, gesture or vocalization to indicate choice.										
EE.W.6.2.B	Can determine some of the relevant words for describing people, places, things, or events familiar to the student.										

Distal Precursor, Proximal Precursor and Target Math Skills

1. Students demonstrate increasingly complex understanding of number sense.

ESSENTIAL ELEMENT	MUST TEST:	DATE		DATE		DATE		DATE		DATE	
EE.6.RP.1	DP = Model equal parts										
	PP = Partition any shape into equal parts										
	• Explain unit fraction										
	• Recognize fraction										
T =	Recognize many to 1 ratio										
	• Represent many to 1 ratio										

1. Students demonstrate increasingly complex understanding of number sense, *continued*.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.6.NS.1	DP = Model equal part. • Partition any shape into equal parts.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Recognize fraction. • Explain unit fraction. • Recognize numerator. • Recognize denominator.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Explain relationships between unit fractions.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.6.NS.5-8	DP = Count all objects in a set or subset. • Recognize different number of • Recognize same number of • Recognize fewer number of • Recognize more number of	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Recognize opposite numbers.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = use positive and negative numbers in real-world context (temp above/below zero).	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.6.NS.2	DP = Partition sets • Partition sets into equal subsets .	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Explain repeated subtraction. • Represent repeated subtraction with an equation. • Represent repeated subtraction with a model.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Demonstrate the concept of division.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.6.NS.3	DP = Explain repeated addition. • Represent repeated addition with an equation • Solve repeated addition problems.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Demonstrate the concept of multiplication.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Multiply by 1, 2, 3, 4, and/or 5.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

2. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.6.G.1	DP = Explain unit square. • Explain area.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Calculate area by counting unit squares. • Calculate area of a rectangle with tiling	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Solve word problems involving area of rectangles.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.6.G.2	DP = Explain volume. • Explain a unit cube. • Explain volume as a composition of cube units.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Calculate volume by counting unit cubes. • Calculate volume of a right rectangular prism by packing unit cubes.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Solve world problems involving volume of rectangular prism.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

3. Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.6.SP.5	DP = Recognize that distribution of data can be described by overall shape of a graph. • Recognize the structure of a line plot (dot plot).	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Recognize outliers. • Recognize peaks in data distribution. • Recognize symmetric distribution. • Analyze the overall shape of the data distribution.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = summarize data by overall shape	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

4. Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.6.EE.1-2	DP = Demonstrate the concept of addition and subtraction.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Represent addition with equations. • Represent the unknown in an equation. • Represent subtraction with equations.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Evaluate if equations are true or false. • Recognize equivalent algebraic expressions	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.6.EE.3	DP = Represent the unknown in an equation. • Represent subtraction with equations. • Represent addition with equations.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Evaluate if equations are true or false. • Apply associative property of addition. • Apply commutative property of addition.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Recognize equivalent algebraic expressions. • Use properties of addition to create an equivalent algebraic expression.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.6.EE.5-7	DP = Represent subtraction with equations. • Represent addition with equations.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Represent expressions with variables. • Represent the unknown in an equation.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Represent real-world problems as equations.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Distal Precursor, Proximal Precursor and Target ELA skills

ELA.C1.1 Determine critical elements of text.

ESSENTIAL ELEMENT	MUST TEST:	DATE		DATE		DATE		DATE		DATE	
		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.6.5	DP = Identify the concrete details (individuals, events, or ideas) in familiar informational text.										
	PP = Determine if an informational text is providing info about events, giving directions, or providing info on a topic.										
	T = Understand how the title indicates info about or fits the structure of an informational text										

ELA.C1.2 Construct understanding of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.6.1	DP = Identify the key elements in a story, including the main characters, setting and the major events.										
	PP = Identify the concrete details, such as characters, objects, setting and major events, that are specifically stated in text.										
	T = Analyze a narrative and differentiate between explicitly-stated information and implications in the text that require an inference.										
EE.RL.6.2	DP = Identify elements in a story (characters, other key details in the text).										
	PP = identify what the overall goal or main idea of a single episode is in a narrative by inferring from the characters, settings and actions.										
	T = determine the details that provide for the foundation of the theme in a narrative.										
EE.RL.6.4	DP = demonstrate an understanding of words with opposite meaning (cold/hot, up/down).										
	PP = understands that words might have a slightly different meaning or use depending on the specific context in which they are used.										
	T = can ascertain how the meaning of a narrative is influenced by the author's choice of words.										
EE.RL.6.6	DP = identify the feelings of specific characters in narratives.										
	PP = can determine who the narrator is in a story he or she is reading.										
	T = can describe what the narrator or current speaker is thinking or feeling by identifying relevant words or phrases, such as "I ruminated on the missed opportunity at catching the thief on that fateful night at the mansion."										

ELA.C1.2 Construct understanding of text, *continued*.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.6.1	DP = Identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place thing, or idea in informational text.										
	PP = Identify explicit details in an informational text.										
	T = Analyze an informational text and differentiate between explicitly-stated information and implications in the text that require an inference.										
EE.RI.6.2	DP = Identify the concrete details, such as individuals, events, or ideas in familiar informational texts.										
	PP = Determine which details in a paragraph of an informational text are important.										
	T = Determine which details contained within a paragraph of an informational text provides an important contribution to the paragraph's main idea.										
EE.RI.6.4	DP = Demonstrate an understanding of words with opposite meaning (cold/hot, up/down).										
	PP = Understand that words might have a slightly different meaning or use depending on the specific context in which they are used.										
	T = Can ascertain how the meaning of an informational text is altered by the specific word choices the author makes.										
EE.RI.6.6	DP = Identify concrete details, such as individuals, events, or ideas in familiar informational text.										
	PP = Identify the relationship between multiple concrete facts or details in a literature or informational text.										
	T = Identify words or phrases for determining the point of view of an informational text's author.										
EE.RI.6.8	DP = Identify details that have some relationship to the topic of a paragraph in informational text.										
	PP = Determine the details used by another person to defend a claim.										
	T = Distinguish between claims that a speaker/author supports with evidence from those that aren't supported.										

ELA.C1.2 Construct understanding of text, *continued*.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.L.6.5.A	DP = 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.										
	PP = Can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., “sweet”).										
	T = Can determine the meaning of similes and metaphors.										
EE.L.6.5.B	DP = Can demonstrate an understanding of words with opposite meaning (e.g., cold, hot, up, down).										
	PP = Can identify two adjectives or two verbs with a largely opposite meaning.										
	T = Can determine which words relate to a target word by having similar or different meanings. This includes words varying in how similar or different in meaning they are to a target.										

ELA.C1.3 Integrate ideas and information from text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.6.3	DP = Identify the explicitly stated actions of characters in a story.										
	PP = Identify how a character’s actions make them feel or can identify how the character’s desires or feelings lead to an action.										
	T = Correctly identify how a character responds to a challenge that is presented within a story.										
EE.RL.6.5	DP = Identify elements in a story (characters, other key details in the text).										
	PP = Determine the events that come at the beginning, middle and end of a text.										
	T = Use info about structure to make determinations about what comes next in text.										

ELA.C1.3 Integrate ideas and information from text, *continued*.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.6.3	DP = Provide real-life examples of words connected to a use (describe people who are friendly).	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Determine whether a concrete detail is related to an individual, event, or idea discussed in an informational text.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Determine when specific details provided in an informational text expand and elaborate on other details in the same text.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.6.9	DP = Identify specific events in a familiar information text.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Identify information that indicates the temporal order of ideas or events presented in an informational text.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Can identify similarities and differences in multiple perspectives of accounts on a single event or topic.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ELA.C2.1 Use writing to communicate.

ESSENTIAL ELEMENT CHOOSE 1: All writing will be selected after one is chosen.		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.L.6.2.B	DP = Produce a string of letters by combining random letters.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Use spelling patterns (rimes) in familiar words to spell new words.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Use letter sounds knowledge to spell words phonetically by including letters that represent sounds from different words.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.W.6.2.A	DP = Can respond to wh- questions regarding choice of topic and other questions related to writing about the topic.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Can select a topic for writing an informational text and then find info that is either tactile, visual, or multimedia for use when writing the text.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Introduce an informational topic while writing and extend by writing about ideas and info related to topic.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.W.6.2.B	DP = Identify a photograph of object that is personally relevant to the student from a set of personally relevant and irrelevant photographs or objects and provide a specific detail about it.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Select a topic and use drawing, dictating, or writing to compose a message with at least one fact or detail about the selected topic (may require some interpretation as student may not be using phonetic spelling or complete simple sentences).	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = 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 info about the topic.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENTS BY
LINKAGE LEVEL DATA

Grade 7



Contents

INTRODUCTION	99
Initial Precursor Level Math Skills	101
Initial Precursor Level English Language Arts (ELA) Skills	104
Distal Precursor, Proximal Precursor and Target Math Skills	106
Distal Precursor, Proximal Precursor and Target ELA Skills	110

Introduction

These data forms are intended to be an aid for teachers administering the Dynamic Learning Maps (DLM). They provide the linkage level skill description to assist teachers in choosing the correct linkage level for instructional plans. They can then be used to track instruction and inform teachers when the student is ready to test on an individual essential element. At the initial level, essential elements are separate since there is an overlap of individual skills measuring different Essential Elements (EE). The distal precursor is also separate at the 3rd, 4th and 5th grade level due to some specific skills measuring more than one essential element at that linkage level. The proximal precursor and target levels are grouped together according to essential element for 3rd, 4th and 5th grade. For grades 6, 7, 8 and 10 the distal precursor, proximal precursor and target level are grouped with each essential element. Science is broken down by grade (5th, 8th and 11th).

Data can be individualized to meet your needs. Below are some examples.

- Record date and accuracy based on data collection (9/10 or 90%).
- Record date and mark when skill was introduced (intro).
- Record date and code:
 - P** Physical assistance
 - G** Gestural prompt
 - V** Verbal prompt
 - I** Independent
 - +** Can do skill
 - Cannot do skill

This page blank for printing purposes.

GRADE 7

Student name: _____

Year: _____

Initial Precursor Level Math Skills

1. Students demonstrate increasingly complex understanding of number sense.

ESSENTIAL ELEMENT CHOOSE 2:		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.7.NS.2.C-D	Recognize separateness.										
	Recognize set.										
EE.7.RP.1-3	Recognize separateness.										
	Recognize set.										
	Recognize subset.										
EE.7.NS.3	Recognize separateness.										
	Recognize set.										
	Recognize subset.										

1. Students demonstrate increasingly complex understanding of number sense, *continued*.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.7.NS.1	Recognize separateness.										
	Recognize set.										
EE.7.NS.2.A	Recognize separateness.										
	Recognize set.										
EE.7.NS.2.B	Recognize separateness.										
	Recognize set.										
	Recognize subset.										

2. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.7.G.1	Attend										
	Notice what is new.										
EE.7.G.2	Recognize same.										
	Recognize different.										
EE.7.G.5	Recognize attribute values.										

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.7.G.4	Recognize attribute values.										

3. Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.7.SP.3	Classify	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Order objects.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.7.SP.5-7	Recognize attribute values.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

4. Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.7.EE.1	Partition sets.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Combine sets.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.7.EE.2	Classify	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Contrast objects.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Order objects.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Initial Precursor Level English Language Arts (ELA) Skills

ELA.C1.1. Determine critical elements of text.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.7.5	Comprehends that all objects have some functions or action typically associated with it (object action).										

ELA.C1.2 Construct understanding of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.7.1	Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object.										
EE.RL.7.2	Can pair an object with a picture, tactile graphic, or other symbolic representation of the object.										
EE.RL.7.4	Can demonstrate understanding of names of objects or people who are not immediately present.										

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.7.1	Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object.										
EE.RI.7.2	Can pair an object with a picture, tactile graphic, or other symbolic representation of the object.										
EE.RI.7.4	Can understand adj. in others' speech.										
EE.RI.7.6	As a result of experience with a routine, the student is able to identify people associated with the routine.										
EE.RI.7.8	Has an association with a certain event and anticipates what is to come. Can produce the appropriate response to well-known interactions with another individual. Concept of instantaneity.										

ELA.C1.3 Integrate ideas and information from text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.7.3	Can understand adj. in others' speech.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.7.5	Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic or other symbolic representation of the object.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.7.3	Using categorical knowledge, can make generalizations about the category to novel instances of that category.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.7.9	Using categorical knowledge, can make generalizations about the category to novel instances of that category.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ELA C2.1 Use writing to communicate.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
	All writing will be selected after one is chosen.										
EE.L.7.2.A	Comprehends that all objects have some functions or action typically associated with it (object action).	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.L.7.2.B	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.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.W.7.2.A	Given a choice of two objects, uses eye-gaze, physical movement, gesture or vocalization to indicate choice.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.W.7.2.B	Can determine some of the relevant words for describing people, places, things, or events familiar to the student.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.W.7.2.D	Can demonstrate understanding that specific members comprise a broad category.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Distal Precursor, Proximal Precursor and Target Math Skills

1. Students demonstrate increasingly complex understanding of number sense.

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.7.NS.2.C-D	DP = Recognize whole on a set model.										
	PP = Recognize tenths in a set model; recognize one tenth in a set model.										
	T = Explain the decimal point; represent a fraction with a denominator of 10 as a decimal.										
EE.7.RP.1-3	DP = Recognize fraction, explain unit fraction, partition.										
	PP = Explain ratio, recognize many to 1 ratio.										
	T = Recognize many to many ratio, represent many to many ratio.										
EE.7.NS.3	DP = Recognize one tenth in a set model. • Recognize tenths in a set model.										
	PP = Represent a decimal to tenths as a fraction.										
	T = Compare two decimals to tenths using symbols.										

1. Students demonstrate increasingly complex understanding of number sense, *continued*.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.7.NS.1	DP = Recognize parts of given whole.										
	PP = Explain concept + and - of fractions. • Decompose a fraction into a sum of unit fractions with same denominator.										
	T = Add fractions with common denominators.										
EE.7.NS.2.A	DP = solve repeated addition problems; represent repeated addition with an equation; explain repeated addition.										
	PP = demonstrate concept of multiplication.										
	T = multiply by 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.										
EE.7.NS.2.B	DP = Solve repeated subtraction problems; Explain repeated subtraction; Represent repeated subtractions w an equation.										
	PP = demonstrate concept division.										
	T = divide by 1,2,3,4,5, and/or 10.										

2. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.7.G.1	DP = Recognize same/different.										
	PP = Match 2D or 3D shapes that are same size and orientation.										
	T = Match 2D or 3D shapes different size same orientation.										
EE.7.G.2	DP = Recognize squares, circles, triangles, rectangles, cubes, cones, cylinders, spheres.										
	PP = Describe attributes of shapes.										
	T = Recognize shapes with specified attributes.										
EE.7.G.5	DP = Recognize line, point, ray.										
	PP = Recognize angle.										
	T = Recognize obtuse, acute and right angles.										

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.7.G.4	DP = Describe and recognize measurable attributes.										
	PP = Explain length, perimeter.										
	T = Calculate perimeter by counting unit lengths on grid or adding all the side lengths.										

3. Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.7.SP.3	DP = Recognize the structure of a bar, line and picture graph.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Recognize peaks in data distribution; symmetric distribution, outliers; and variability in a data set.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Compare differences in shape of 2 or more sets of data.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.7.SP.5-7	DP = Classify	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Recognize outcomes of an event.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Classify events as possible or impossible.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

4. Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.7.EE.1	DP = Model associativity of multiplication. • Model additive commutativity. • Model associativity of addition. • Model multiplicative commutativity.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Apply the associative property of multiplication. • Apply commutative property of addition. • Apply associative property of addition. • Apply the commutative property of multiplication.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Use properties of operations to generate equivalent expressions involving subtraction. • Use properties of operations to generate equivalent expressions involving addition	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.7.EE.2	DP = Recognize symbolic patterns and sequences.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Recognize growing and shrinking patterns.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Recognize arithmetic sequences.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Distal Precursor, Proximal Precursor and Target ELA Skills

ELA.C1.1 Determine critical elements of text.

ESSENTIAL ELEMENT	MUST TEST:										
		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.7.5	DP = Identify the concrete details mentioned in beginner level informational texts.										
	PP = Understand how the title indicates information about or fits the structure of an informational text.										
	T = Taking the structure of the text into account, the student can identify how a fact, step, or event fits into the text.										

ELA.C1.2 Construct understanding of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.7.1	DP = Can identify the key elements in a story, including the main characters, setting and the major events.										
	PP = Can produce responses to questions asking about explicit info contained in a narrative by determine specific words related to or comprising of information										
	T = Analyze a narrative to identify where it expresses info explicitly and where inferences should be made to determine the implicit info underlying the explicit info.										
EE.RL.7.2	DP = Identify elements in a story (characters, other key details in the text) when asked identify elements in a story (characters, other key details in the text) when asked.										
	PP = Identify what the overall goal or main idea of a single episode is in a narrative by inferring from the characters, settings and actions.										
	T = Determine the events that provide for the foundation of the theme in an narrative.										
EE.RL.7.4	DP = Can determine the meaning of a word when the definition is given using appositives, relative clauses, within a conjunction, or a direct explanation within a text. Examples and restatements may also be used in the sentence.										
	PP = Use the surrounding context of a word in a text to determine the meaning of multiple meaning words.										
	T = Determine the meaning of frequently occurring or transparent simple idioms and figures of speech when reading a narrative.										

ELA.C1.2 Construct understanding of text, *continued*.

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.7.1	DP = Identify illustrations or tactile graphics/ objects that reflect aspects of a familiar text, such as person, place, thing, or idea if it is an informational text.										
	PP = Can identify words or details to answer a question about explicit information presented in the text.										
	T = Student can determine both explicit information and can identify within the text where an inference is needed (they still don't necessarily have to be able to make the inference).										
EE.RI.7.2	DP = Identify the concrete details mentioned in beginner level informational texts.										
	PP = Identify the main idea for a paragraph in an informational text that lacks an explicit statement of the topic.										
	T = Determine more than one main idea in an informational text.										
EE.RI.7.4	DP = Recognize the literal meaning of a word or phrase is the meaning directly stated.										
	PP = Use the surrounding context of a phrase to determine the meaning of an unknown phrase.										
	T = Determine how word choice in an informational text is used to persuade or inform.										
EE.RI.7.6	DP = Identify the concrete details mentioned in beginner level informational texts.										
	PP = Identify words or phrases for determining the point of view of an informational text's author.										
	T = Identify the author's point of view or purpose for writing (authors physical or mental relationship with a specific event or area of a general topic).										
EE.RI.7.8	DP = Identify the main idea when it is explicitly included in the paragraph, usually as the first of last sentence.										
	PP = Determine how a key word, phrase, sentence, or paragraph contributes to the overall structure of an informational text.										
	T = Ascertain the organization an author of an informational text uses in arranging the claims and reasons on the topic.										

ELA.C1.3 Integrate ideas and information from text

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.7.3	DP = Can identify how a character's actions make them feel OR can identify how the character's desires or feelings lead to an action.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Correctly identify how a character responds to a challenge that is presented within a story.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Ascertain the relations between some of the story elements of a narrative, such as characters, settings, or major events.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.7.5	DP = Determine the elements (e.g., setting, events) that occur at the beginning and end of a familiar, linear story.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Use information about structure to make determinations about what comes next in a text.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Compare the structure of 2 or more texts (stories, poems, dramas).	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.7.3	DP = Determine which of the points that the author makes in an informational text are the most important.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Can find 2 point made by an author of an informational text that relate to each other.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Determine the specific relationship between 2 or more individuals, events, ideas, or other details in an informational text.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.7.9	DP = Determine when two different informational texts on the same topic make a similar point or statement.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Compare and contrast informational texts on the same topic based on the specific details used to discuss the topic.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Determine how informational texts relate to each other based on their central ideas, theme, or arguments and the concepts included in them.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ELA.C2.1 Use writing to communicate.

ESSENTIAL ELEMENT	CHOOSE 1: All writing will be selected after one is chosen.										
		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.L.7.2.A	DP = Points to the first word, in the upper left when asked, "Show me where I should start reading.										
	PP = Demonstrate an understanding that some type of punctuation needs to occur after each sentence and can recognize the different types.										
	T = Can use appropriately the various types of end punctuation in his or her writing.										
EE.L.7.2.B	DP = Can produce a string of letters (student attempts to write words) by combining random letters.										
	PP = Can use spelling patterns (e.g., rimes) in familiar words to spell new words.										
	T = Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word.										
EE.W.7.2.A	DP = Can respond to wh- questions regarding choice of topic and other questions related to writing.										
	PP = Can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text.										
	T = Can introduce an informational topic while writing and extend by writing about ideas and information related to the topic.										
EE.W.7.2.B	DP = Can use functional words (describe a noun's function/use) to describe common persons, places, objects, or events										
	PP = Adds information to writing (writing is meant inclusively here - writing, drawing, or dictation) that helps to strengthen the overall message.										
	T = 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.										
EE.W.7.2.D	DP = Using their categorical knowledge, can make generalizations about the category to novel instances of that category.										
	PP = Can identify words in speech or text that are domain-specific words (i.e., words that are specific to a content area or discipline).										
	T = Student is able to select domain-specific words to use for writing about a topic.										

ESSENTIAL ELEMENTS BY
LINKAGE LEVEL DATA

Grade 8



Contents

INTRODUCTION_____	117
Initial Precursor Level Math Skills_____	119
Initial Precursor Level English Language Arts (ELA) Skills _____	122
Distal Precursor, Proximal Precursor and Target Math Skills _____	124
Distal Precursor, Proximal Precursor and Target ELA Skills_____	128
Initial Precursor, Distal Precursor, Proximal Precursor and Target Level Science Skills _____	132

Introduction

These data forms are intended to be an aid for teachers administering the Dynamic Learning Maps (DLM). They provide the linkage level skill description to assist teachers in choosing the correct linkage level for instructional plans. They can then be used to track instruction and inform teachers when the student is ready to test on an individual essential element. At the initial level, essential elements are separate since there is an overlap of individual skills measuring different Essential Elements (EE). The distal precursor is also separate at the 3rd, 4th and 5th grade level due to some specific skills measuring more than one essential element at that linkage level. The proximal precursor and target levels are grouped together according to essential element for 3rd, 4th and 5th grade. For grades 6, 7, 8 and 10 the distal precursor, proximal precursor and target level are grouped with each essential element. Science is broken down by grade (5th, 8th and 11th).

Data can be individualized to meet your needs. Below are some examples.

- Record date and accuracy based on data collection (9/10 or 90%).
- Record date and mark when skill was introduced (intro).
- Record date and code:
 - P** Physical assistance
 - G** Gestural prompt
 - V** Verbal prompt
 - I** Independent
 - +** Can do skill
 - Cannot do skill

This page blank for printing purposes.

GRADE 8

Student name: _____

Year: _____

Initial Precursor Level Math Skills

1. Students demonstrate increasingly complex understanding of number sense.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.8.NS.2.A	Recognize separateness	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize set	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.8.NS.2.B	Recognize separateness	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.8.EE.1	Combine	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Combine set	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Demonstrate concept of addition	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.8.NS.1	Recognize separateness	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize subset	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

2. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.8.G.1	Recognize attribute values.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.8.G.2	Recognize same.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize different.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.8.G.4	Recognize same.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize different.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.8.G.5	Recognize attribute values.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.8.G.9	Recognize attribute values.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

3. Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.8.SP.4	Classify	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Order objects.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

4. Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.8.EE.7	Partition sets.										
	Combine sets.										
EE.8.EE.2	Classify										
	Contrast objects.										
	Order objects.										
EE.8.F.1-3	Arrange objects in pairs.										
	Order objects.										
EE.8.F.4	Arrange objects in pairs.										
	Order objects.										

Initial Precursor Level English Language Arts (ELA) Skills

ELA.C1.1. Determine critical elements of text.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.8.5	When supplied with a member of a category, can determine if the member belongs in the category.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ELA.C1.2 Construct understanding of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.8.1	As a result of experience with a routine, the student is able to identify the objects that are used in a routine.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.8.2	Can identify the next step or event in a sequence from a familiar routine.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.8.4	Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.8.1	As a result of experience with a routine, the student is able to identify the objects that are used in a routine.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.8.2	Can demonstrate an understanding when information is not pertinent to the current task and can prevent this information from affecting their decisions and performance, allowing him or her to focus on the relevant task information.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.8.4	Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.8.6	As a result of experience with a routine, the student is able to identify people associated with the routine.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.8.8	Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.L.8.5A	Can understand adjectives in others' speech.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ELA.C1.3 Integrate ideas and information from text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.8.3	Comprehends that all objects have some function or action typically associated with it (object action).	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.8.5	Can identify the next step or event in a sequence from a familiar routine.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.8.9	Can understand adjectives in others' speech.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.8.3	Can identify the next step or event in a sequence from a familiar routine.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.8.9	Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ELA C2.1 Use writing to communicate.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.W.8.2.B	Can determine some of the relevant words for describing people, places, things, or events familiar to the student.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.W.8.2.C	Can produce single word utterances.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.W.8.2.D	When supplied with a member of a category, can determine if the member belongs in the category.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.W.8.2.F	As a result of the experience with a routine, the student is able to identify the end or completion of a routine.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.W.8.2.A	Given a choice of two objects, uses eye-gaze, physical movement, gesture or vocalization to indicate choice.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Distal Precursor, Proximal Precursor and Target Math Skills

1. Students demonstrate increasingly complex understanding of number sense.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.8.NS.2.A	DP = Partition sets into equal subsets. • Explain unit fraction.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Explain decimal point. • Represent a fraction w/ denominator of 10 as decimal.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Represent fraction w denominator of 100 as decimal.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.8.NS.2.B	DP = Recognize one tenth in a set model. • Recognize tenths in a set.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Represent a decimal to tenths as a fraction. • Represent a decimal to hundredths as a fraction.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Compare 2 decimals to hundredths using symbols.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.8.EE.1	DP = Explain repeated +. • Represent repeated + with model. • Solve repeated + with model.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Demonstrate concept of X. • Explain multiplication problems. • Explain product.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Recognize exponents.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.8.NS.1	DP = Recognize parts of given whole or unit.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Decompose a fraction into a sum of unit fractions with same denominator. • Explain concept of + and – of fractions	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Subtract fractions with common denominators.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

2. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.8.G.1	DP = Recognize defining attributes of shapes and non-defining attributes of a shape.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Explain transformations.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Recognize translation, reflection and rotation.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.8.G.2	DP = Match 2 D shape w/ same size and same orientations. • Match 2 D shape w/ different size and same orientation.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Describe attributes of shapes. • Analyze shapes to identify common attributes. • Explain attribute relationship between shapes.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Recognize congruent figures.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.8.G.4	DP = match 3D shape w/ different size and same orientation. • Match 2 D shape with different size and same orientation.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Recognize similar figures. • Recognize rotation.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Explain the relationship between similar figures and transformations.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.8.G.5	DP = Recognize angle.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Recognize obtuse, acute and right angles.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Compare angles to a rt angle.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

2. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles, *continued*.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.8.G.9	DP = Recognize measurable attributes.										
	PP = Explaining volume, area, length, perimeter.										
	T = Calculate volume of rt rectangular prisms with formula. • Calculate area for rectangles w/ formula. • Calculate the perimeter of parallelograms w/ formula.										

3. Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.8.SP.4	DP = Recognize structure of bar graph, picture graph, line plot and tally chart.										
	PP = Use bar graphs, picture graphs, line plots and tally charts to read the data.										
	T = Represent data using bar graph, picture graph, line plot and tally chart. • Use graphs and tally charts to read between the data.										

4. Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.8.EE.7	DP = Demonstrate the concept of addition. • Demonstrate the concept of subtraction.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Determine the unknown in an addition equation. • Determine the unknown in a subtraction equation.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Solve linear equations in one variable.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.8.EE.2	DP = Recognize symbolic patterns. • Recognize sequence.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Recognize shrinking patterns. • Recognize growing patterns.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Recognize geometric sequences.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.8.F.1-3	DP = Recognize growing and shrinking patterns.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Extend a symbolic pattern by applying the rule. • Explain coordinate pairs (ordered pairs)	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Renerate ordered pairs from two distinct numerical patterns.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.8.F.4	DP = Generate ordered pairs from 2 distinct numerical patterns. • Extend a symbolic pattern by applying the rule.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Recognize direction of covariation and recognize covariation.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Describe the function rule from the list of ordered pairs given in a table. • Describe the function rule from a given graph.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Distal Precursor, Proximal Precursor and Target ELA Skills

ELA.C1.1 Determine critical elements of text.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.8.5	DP = Identify explicit details in an informational text.									
	PP = Determine which key details in an informational text support the main idea of the whole text or a section of it.									
	T = Locate topic sentence and identify the supporting details in the paragraph.									

ELA.C1.2 Construct understanding of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.8.1	DP = Can identify the concrete details, such as characters, objects, setting and major events that are specifically stated.									
	PP = Identify details about characters, objects, setting and major events that come from info not specifically stated in a narrative text.									
	T = Can identify and cite the explicit info stated in the text supporting the inferences made while reading a narrative text.									
EE.RL.8.2	DP = Can identify early elements of story grammar. • Can point to pictures or objects or use speech to identify the characters or objects in a simple story.									
	PP = Identify theme of a story - short, concise sentence about the overall meaning of the narrative.									
	T = Can relate an event w details about specific characters and settings that help the reader to infer the theme or central idea.									
EE.RL.8.4	DP = Can determine the literal meaning of words and phrases using the context.									
	PP = Can determine the meaning of frequently occurring or transparent simple idioms and figures of speech.									
	T = Identify the commonly understood cultural and/or emotional meaning of words and phrases used in text.									

ELA.C1.2 Construct understanding of text, *continued*.

ESSENTIAL
ELEMENT

CHOOSE 2:

	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.8.1 DP = Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.										
PP = Use information and details explicitly mentioned in the text for citing.										
T = Can use information and details inferred from the information and details explicitly mentioned in the text for citing.										
EE.RI.8.2 DP = Identify explicit details in an informational text.										
PP = Determine more than one main idea in an informational text.										
T = Summarize the information in a familiar informational text.										
EE.RI.8.4 DP = Determine the literal meaning of words and phrases using context in which they are located.										
PP = Use surrounding context of a word in a text to determine meaning of multiple meaning words.										
T = Identify the commonly understood cultural and/or emotional meaning of words and phrases.										
EE.RI.8.6 DP = Can identify the concrete details mentioned in beginner level informational texts.										
PP = Identify author's point of view or purpose for writing an informational text on the topic at hand. (his/her physical or mental relationship w a specific event or area of a general topic.)										
T = Pick out examples in an informational text or a presentation on a topic describing or supporting author's or presenter's point of view on topic.										
EE.RI.8.8 DP = Determine what the points are that the author of an unfamiliar informational text is trying to communicate.										
PP = Find out how specific points made by an author relate to the reasons supporting it.										
T = Identify an explicitly made argument (overly stated) – similar to locating the main idea. In persuasive text – central argument presented.										
EE.L.8.5.A DP = Recognize that the literal meaning of a word or phrase is the meaning directly stated.										
PP = Use the surrounding context of a word to determine meaning of multiple meaning word.										
T = Demonstrate an understanding of the use of a multiple meaning word.										

ELA.C1.3 Integrate ideas and information from text

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.8.3	DP = Student can correctly identify how a character responds to a challenge that is presented within a story.									
	PP = Recall the causes of major actions included in a story.									
	T = Can identify the impact that certain events have in a narrative, such as causing subsequent events to occur.									
EE.RL.8.5	DP = Determine the events that occur at the beginning, middle and end of a familiar, linear story.									
	PP = Compare the structure of 2 or more texts (stories, poems, or dramas).									
	T = Compare and contrast the structure of 2 or more texts.									
EE.RL.8.9	DP = Identify the behavior and actions of specific characters in a familiar story.									
	PP = Determine when a character changes in how he/she/it feels emotionally over the course of and in response to the events in a story.									
	T = Determine how different narratives are the same and different in terms of their theme, plot and story elements, such as characters, settings and events.									

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.8.3	DP = Identify the concrete details mentioned in beginner level informational texts.									
	PP = Identify the relationship between multiple concrete facts or details.									
	T = Recall and describe events and details in the same order as they appeared in text.									
EE.RI.8.9	DP = Can determine the specific claims made by a speaker or author.									
	PP = Can determine the specific points that an author or speaker uses that corroborate and support a claim.									
	T = Can identify how authors of two different informational texts on the same topic use details differently when forming their interpretations.									

ELA.C2.1 Use writing to communicate.

ESSENTIAL ELEMENT		CHOOSE 1: All writing will be selected after one is chosen.									
		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.W.8.2.A	DP = Respond to wh- questions regarding choice of topic and other questions related to writing about the topic.										
	PP = Select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text.										
	T = Introduce an informational topic while writing and extend by writing about ideas and information related to the topic.										
EE.W.8.2.B	DP = Use perceptual words (describe a noun's features) to describe common persons, places, objects, or events.										
	PP = Provide written facts, details and/or information about a topic.										
	T = Put facts or details identified about a topic into writing.										
EE.W.8.2.C	DP = Produce utterances comprising of two words.										
	PP = Use two words together when producing a written text.										
	T = Create a complete thought (e.g., Frogs jump). May not be grammatically correct (i.e., The frogs can jump), but still conveys a complete thought or idea.										
EE.W.8.2.D	DP = Make generalizations about the category to novel instances of that category.										
	PP = Select domain-specific words to use for writing about a topic.										
	T = Include domain-specific vocabulary when writing an informative text.										
EE.W.8.2.F	DP = Produce a universal ending in writing (e.g., the student can write "the end") .										
	PP = Write a concluding sentence, statement, or section of a written text to bring together all the information presented in the text.										
	T = Produce a conclusion for text he/she is writing.										

Initial Precursor, Distal Precursor, Proximal Precursor and Target Level Science Skills

ESSENTIAL ELEMENT ALL EE'S ARE TESTED		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
SCI.EE.8.ESS.EARTH-2	I = Compare the characteristics of objects in multiple sets to identify the shared property that organizes the objects into each set (i.e., the characteristic shared by each set's members).										
	D = Use observations to support the idea that Earth's surface is made of both land and water and that water can be standing or moving.										
	P = Use evidence to support the idea that water, in its different and changing states, changes the shape of land over time.										
	T = Evaluate gathered evidence to determine if it supports claims about how the hydrosphere (i.e., water falling onto and moving across Earth's surface) affects the shape of land over time.										
SCI.EE.8.ESS.SOLSYS-3	I = Understand the function or action an object typically performs.										
	D = Use a representation to describe Earth's motion in space (i.e., its rotation on an axis and revolution around the Sun).										
	P = Use a representation to relate Earth's motion (i.e., its rotation on its axis and its orbital revolution around the Sun) to the cyclical nature of daytime, nighttime, days, and years.										
	T = Use a model of the Earth-Sun system to explain seasonal patterns in the number of daylight hours a specific part of Earth experiences in relation to the relative amount of direct sunlight it receives, its orientation in relation to the Sun, and Earth's location in its orbit around the Sun.										

ESSENTIAL ELEMENT	ALL EE'S ARE TESTED	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
SCI.EE.8.ESS.WEATH-2	I = Match a visual, tactile, or symbolic representation with the real object.										
	D = Use information to describe that daily weather conditions, which are composed of different kinds of atmospheric conditions for a specific time and place, differ by location.										
	P = Use weather and climate information to determine that climate (i.e., the pattern of weather conditions in an area over many years) differs across regions of Earth.										
	T = Use information to describe how a region's location on Earth and its geographic features affect its climate.										
SCI.EE.8.LS.ECOHLTH-1	I = Identify the steps or events that follow the completion of previous steps within the sequence of a familiar routine.										
	D = Use information to describe what living things (i.e., plants, animals, and people) get within their habitat (i.e., water, air, light, food, and a place to live) to stay alive.										
	P = Use information to describe the availability of living and nonliving resources (i.e., air, water, sunlight, food, and shelter) in different habitats.										
	T = Use data to explain how the living and nonliving elements of an ecosystem affect availability of resources and organisms' growth and survival.										
SCI.EE.8.LS.ECOSYS-1	I = Identify familiar places, events, people, and objects, including the functions of those familiar objects.										
	D = Use a food chain to identify either plants or other animals as a food source animals need to live.										
	P = Use a food chain/web to support the idea that animals eat different types of living things (i.e., only plants, only other animals, or both plants and other animals) to grow.										
	T = Use a model to describe the movement of different types of matter (i.e., different types of food sources) and energy between plants (i.e., producers), animals (i.e., consumers), and decomposers.										

ESSENTIAL ELEMENT ALL EE'S ARE TESTED		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
SCI.EE.8.LS.PLANT-1	I = Notice differences between objects and in the natural world to determine changes that occur over time.										
	D = Use observations of plant parts across multiple time points to identify that plants need light, water, and air to grow.										
	P = Use data to determine that plants must take in light, air, and water from their environment to grow.										
	T = Use data as evidence to explain that plants make and use their own food (i.e., plant matter) for growth by taking in and utilizing matter (i.e., air and water) and energy (i.e., sunlight) from their environment.										
SCI.EE.8.PS.ENERGY-2	I = Recognize the probable result or outcome of an action during a familiar routine, game, activity, or experience.										
	D = Use observations of the effects of energy (i.e., a change in an object's position, an object that does not move, or an object in motion) to identify that energy is needed for objects to move.										
	P = Make and use observations to describe how a change in an object's energy, due to a collision or other event, results in a change in the object's motion (i.e., speed or direction).										
	T = Make and use observations about objects' change in motion (i.e., start moving, stop moving, speeding up, or slowing down) as evidence of kinetic energy transfer between two colliding objects.										

ESSENTIAL ELEMENT ALL EE'S ARE TESTED		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
SCI.EE.8.PS.FORCES-1	I = Recognize when specific attribute values of objects' physical characteristics are similar to or different from each other.										
	D = Observe the values of two attributes (i.e., motion of an object and force applied to the object) to identify that a force (i.e., push/pull) can cause a stationary object to move and the direction of the motion is related to the direction of the force.										
	P = Compare observations of two variables (i.e., motion of an object and force applied to the object) to determine how differing directions and magnitudes (i.e., strengths) of forces (i.e., pushes and pulls) applied to an object changes its motion (i.e., direction of motion, distance traveled, and speed of motion).										
	T = Use relative measurements from tests to determine the relationships between objects' masses, the strength of forces applied to them, and their resulting motion (i.e., speed of motion, direction of motion, and distance traveled).										
SCI.EE.8.PS.MATTER-1	I = Identify and use categorical words to describe common persons, places, objects, or events.										
	D = Use representations to classify common kinds and forms of materials according to their physical characteristics.										
	P = Use representations to describe the different forms (i.e., states) in which substances (i.e., matter) can exist.										
	T = Use a particle model of matter to describe the relationships between temperature, states of matter, and their characteristics and properties.										

ESSENTIAL ELEMENTS BY
LINKAGE LEVEL DATA

Grade 10 (High School)



Contents

INTRODUCTION	132
Initial Precursor Level Math Skills	134
Initial Precursor Level English Language Arts (ELA) Skills	136
Distal Precursor, Proximal Precursor and Target Math Skills	139
Distal Precursor, Proximal Precursor and Target ELA skills	142

Introduction

These data forms are intended to be an aid for teachers administering the Dynamic Learning Maps (DLM). They provide the linkage level skill description to assist teachers in choosing the correct linkage level for instructional plans. They can then be used to track instruction and inform teachers when the student is ready to test on an individual essential element. At the initial level, essential elements are separate since there is an overlap of individual skills measuring different Essential Elements (EE). The distal precursor is also separate at the 3rd, 4th and 5th grade level due to some specific skills measuring more than one essential element at that linkage level. The proximal precursor and target levels are grouped together according to essential element for 3rd, 4th and 5th grade. For grades 6, 7, 8 and 10 the distal precursor, proximal precursor and target level are grouped with each essential element. Science is broken down by grade (5th, 8th and 11th).

Data can be individualized to meet your needs. Below are some examples.

- Record date and accuracy based on data collection (9/10 or 90%).
- Record date and mark when skill was introduced (intro).
- Record date and code:
 - P** Physical assistance
 - G** Gestural prompt
 - V** Verbal prompt
 - I** Independent
 - +** Can do skill
 - Cannot do skill

This page blank for printing purposes.

GRADE 10 (HIGH SCHOOL)

Student name: _____

Year: _____

Initial Precursor Level Math Skills

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.S-CP.1-5	Contrast objects.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Arrange objects in pairs.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Compare objects for sameness.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.G-CO.4-5	Recognize same.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Recognize different.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.N-Q.1-3	Use perceptual subitizing.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.S-ID.1-2	Classify	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Order objects.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.S-ID.4	Recognize attribute values.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENT	CHOOSE 3:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.A-CED.1	Combine sets.										
	Partition sets.										
EE.A-CED.2-4	Combine sets.										
	Partition sets.										
EE.A-REI.10-12	Order objects.										
	Arrange objects in pairs.										
EE.F-BF.1	Order objects.										
	Arrange objects in pairs.										

Initial Precursor Level English Language Arts (ELA) Skills

ELA.C1.2 Construct understanding of text.

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.9-10.1	Can identify elements in a story (characters, other key details in the text) when asked.									
EE.RL.9-10.2	Can identify the next step or event in a sequence from a familiar routine.									
EE.RL.9-10.4	Can determine some of the relevant words for describing people, places, things, or events familiar to the student.									
EE.RI.9-10.1	Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.									
EE.RI.9-10.2	Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.									
EE.RI.9-10.4	Can determine some of the relevant words for describing people, places, things, or events familiar to the student.									
EE.RI.9-10.5	Using their categorical knowledge, can make generalizations about the category to novel instances of that category.									
EE.RI.9-10.8	Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think.									
EE.L.9-10.4.A	Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines.									
EE.L.9-10.5.B	Using their categorical knowledge, can make generalizations about the category to novel instances of that category.									

ELA.C1.3 Integrate ideas and information from text.

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
ELA.RL.9-10.3	Can demonstrate an understanding that categories are broad and contain varying subgroups differing on their characteristics (furniture = chairs, tables, couches, etc.).										
ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.9-10.5	Can identify the next step or event in a sequence from a familiar routine.										
ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.9-10.3	As a result of experience with a routine, the student is able to identify actions associated with the routine.										

ELA C2.1 Use writing to communicate.

ESSENTIAL ELEMENT	CHOOSE 1: All writing will be selected after one is chosen.										
		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.L.9-10.2.c	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.										
EE.W.9-10.2.c	Can produce utterances comprising of two words.										
EE.W.9-10.2.d	Can demonstrate an understanding that categories are broad and contain varying subgroups differing on their characteristics (furniture = chairs, tables, couches, etc.).										
EE.W.9-10.2.f	As a result of the experience with a routine, the student is able to identify the end or completion of a routine.										
EE.W.9-10.2.a	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.										
EE.W.9-10.2.b	Can use functional words (describe a noun's function/use) to describe common persons, places, objects, or events.										

Distal Precursor, Proximal Precursor and Target Math Skills

ESSENTIAL ELEMENT	CHOOSE 1:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.S-CP.1-5	DP = Classify										
	PP = Recognize possible outcomes. • Explain simple events. • Recognize impossible outcomes.										
	T = Determine if 2 events are dependent or independent.										
EE.G-CO.4-5	DP = Match the same three-dimensional shapes with same size and different orientation. • Match the same two-dimensional shape with same sizes and different orientations.										
	PP = Recognize translation. • Recognize rotation. • Recognize reflection. • Recognize congruent figures.										
	T = Explain the relationship between congruent figures and transformation.										

ESSENTIAL ELEMENT	CHOOSE 2:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.N-Q.1-3	DP = Round decimals to any place.										
	PP = Solve word problems involving multiplication with rational numbers. • Solve word problems involving subtraction with rational numbers. • Solve word problems involving addition with rational numbers.										
	T = Express numerical answers with a degree of precision appropriate for the problem context.										
EE.S-ID.1-2	DP = Recognize the structure of a bar graph, picture graph, line graph and pie chart.										
	PP = Use bar graphs, picture graphs, line graphs and pie charts to read data.										
	T = Use graphs to read beyond the data. • Represent data using bar graphs, picture graphs, line graphs and pie charts										
EE.S-ID.4	DP = Classify										
	PP = Summarize data by the number of observations.										
	T = Calculate mean.										

ESSENTIAL ELEMENT	CHOOSE 3:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.A-CED.1	DP = Represent multiplication with equations. • Represent division with equations. • Represent subtraction with equations. • Represent addition with equations.										
	PP = Represent expressions with variables. • Represent the unknown in an equation										
	T = Solve real-world problems using equations with non-negative rational numbers. • Represent real-world problems as equation										
EE.A-CED.2-4	DP = Represent division with equations. • Represent subtraction with equations. • Represent addition with equations. • Represent multiplication with equations.										
	PP = Solve linear equalities in one variable.										
	T = Solve linear inequalities in 1 variable. • Represent solutions of inequalities on a number line.										
EE.A-REI.10-12	DP = Explain coordinate pairs (ordered pairs). • Explain x-coordinate. • Explain y-coordinate.										
	PP = Recognize covariation. • Recognize direction of covariation. • Describe rate of change in a graph.										
	T = Analyze linear function graphs. • Interpret a point on the graph of a linear function.										
EE.F-BF.1	DP = Explain y-coordinate. • Explain coordinate pairs (ordered pairs). • Explain x-coordinate.										
	PP = Recognize covariation. • Recognize direction of covariation. • Describe rate of change in a graph.										
	T = Represent real world problems as graphs.										

Distal Precursor, Proximal Precursor and Target ELA skills

ELA.C1.2 Construct understanding of text.

CHOOSE 1:

ESSENTIAL ELEMENT Choose 1 from page 142-144. All writing will be selected after one is chosen.

		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.9-10.1	DP = Use text to answer questions posed by others regarding a narrative.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Use information and details explicitly mentioned in the text for citing.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Determine which citations refer to explicit information and which citations refer to inferred.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.9-10.2	DP = Identify overall goal or main idea of a single episode in a narrative by inferring from the characters, settings and actions.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Determine details that provide for foundation of the theme in a narrative.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Relate 2 or more events with details about specific characters and settings that help the reader to infer the theme or central idea.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RL.9-10.4	DP = Ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Determine the meaning of frequently occurring or transparent simple idioms and figures of speech.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Ascertain the figurative meanings of words and phrases in narratives (common idioms, analogies and figures of speech).	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.RI.9-10.1	DP = Identify the concrete details mentioned in beginner level informational texts.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Use info and details inferred from the info and details explicitly mentioned in the text for citing.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Determine which citations refer to explicit info and which citations refer to inferred info in an informational text.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

CHOOSE 1:

ESSENTIAL ELEMENT	Choose 1 from page 142-144. All writing will be selected after one is chosen.	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.9-10.2	DP = Identify the details in an informational text that relate to the topic of the text based on their similarities.									
	PP = Summarize the info in a familiar informational text.									
	T = Pick out details that are relevant and contribute to the understanding of central idea of informational text.									
EE.RI.9-10.4	DP = Ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones.									
	PP = Identify the commonly understood cultural and/or emotional meaning of words and phrases.									
	T = Determine the figurative meaning of words and phrases (such as common idioms, analogies and figures of speech).									
EE.RI.9-10.5	DP = Can answer who and what questions about concrete details in a familiar informational text to demonstrate his or her understanding.									
	PP = Determine important details in inform. text.									
	T = Determine the specific evidence used to support a claim.									
EE.RI.9-10.8	DP = Determine the specific claims made by speaker/author.									
	PP = Determine specific evidence used to support claim regarding either an informational or literary text or the topic of a presentation.									
	T = Analyze how specific evidence supports claims that form an argument in an informational text or presentation on a topic.									

CHOOSE 1:

ESSENTIAL ELEMENT Choose 1 from page 142-144. All writing will be selected after one is chosen.

	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.L.9-10.4.A DP = Determine the meaning of a word when the definition is given using appositives, relative clauses, within a conjunction, or a direct explanation within a text.										
PP = Identify what word is missing in a written sentence by using the surrounding words in the sentence and the sentence's meaning as clues.										
T = Infer word meaning using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, summary, cause/effect.										
EE.L.9-10.5.B DP = Understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., "sweet").										
PP = Use the surrounding context of word in text to determine meaning of multiple meaning words.										
T = Determine the intended meaning of multiple meaning words.										

ELA.C1.3 Integrate ideas and information from text

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.9-10.3	DP = Student can identify the feelings of characters when explicitly stated in familiar stories.										
	PP = Describe the internal (motivations, feelings) and external traits (appearance) of a character.										
	T = Determine the changes or development that occurs in a specific character in a narrative.										

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RL.9-10.5	DP = Student can identify the beginning and end of an unfamiliar story.										
	PP = Identify an element of the story that undergoes change(s) from beginning to end (character or setting).										
	T = identify where a text deviates from a chronological presentation of events.										

ESSENTIAL ELEMENT	MUST TEST:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.RI.9-10.3	DP = Identify the order in which two events occur in an informational text.										
	PP = Identify the relationship between multiple concrete facts or details in a literature or informational text.										
	T = Ascertain the logical relationship or interaction between two or more individuals, events, ideas, or other details in an informational text.										

ELA.C2.1 Use writing to communicate.

CHOOSE 1:

ESSENTIAL ELEMENT Choose 1 from page 146-147. All writing will be selected after one is chosen.

		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.L.9-10.2.C	DP = Produce a string of letters (student attempts to write words) by combining random letters.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = 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.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word. • 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.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.W.9-10.2.C	DP = Use two words together when producing a written text.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Produce a complete thought in writing (e.g., Frogs jump). The produced thought may not be grammatically correct (i.e., The frogs can jump), but still conveys a complete thought or idea.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Write coherent, semantically accurate and grammatically correct simple sentences.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.W.9-10.2.D	DP = Identify words in speech or text that are domain-specific words (i.e., specific to a content area or discipline).	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Use domain-specific vocabulary in informative writing.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Use domain-specific vocabulary to strengthen claims in informative writing (write claims and appropriately make use of domain specific vocabulary to enhance claims).	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.W.9-10.2.F	DP = Produce a universal ending in writing (e.g., the student can write "the end.")	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	PP = Write a concluding sentence, statement, or section of a written text to bring together all the information presented in the text.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	T = Produce a conclusion for a text he or she is writing.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

CHOOSE 1:

ESSENTIAL ELEMENT Choose 1 from page 146-147. All writing will be selected after one is chosen.

	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
EE.W.9-10.2.A DP = 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).	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
PP = Introduce a topic while writing an informational text and convey information about it including visual, tactual, or multimedia information as appropriate.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
T = 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.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EE.W.9-10.2.B DP = use words that categorize (actually identify the category a noun belongs to) to describe common persons, places, objects, or events.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
PP = Put facts or details identified about a topic into writing.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
T = Develop a topic with facts or details related to the topic.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ESSENTIAL ELEMENTS BY
LINKAGE LEVEL DATA

Grade 11 Science



Contents

INTRODUCTION_____	141
Initial Precursor, Distal Precursor, Proximal Precursor and Target Level Science Skills _____	143

Introduction

These data forms are intended to be an aid for teachers administering the Dynamic Learning Maps (DLM). They provide the linkage level skill description to assist teachers in choosing the correct linkage level for instructional plans. They can then be used to track instruction and inform teachers when the student is ready to test on an individual essential element. At the initial level, essential elements are separate since there is an overlap of individual skills measuring different Essential Elements (EE). The distal precursor is also separate at the 3rd, 4th and 5th grade level due to some specific skills measuring more than one essential element at that linkage level. The proximal precursor and target levels are grouped together according to essential element for 3rd, 4th and 5th grade. For grades 6, 7, 8 and 10 the distal precursor, proximal precursor and target level are grouped with each essential element. Science is broken down by grade (5th, 8th and 11th).

Data can be individualized to meet your needs. Below are some examples.

- Record date and accuracy based on data collection (9/10 or 90%).
- Record date and mark when skill was introduced (intro).
- Record date and code:
 - P** Physical assistance
 - G** Gestural prompt
 - V** Verbal prompt
 - I** Independent
 - +** Can do skill
 - Cannot do skill

This page blank for printing purposes.

GRADE 11 SCIENCE

Student name:

Year:

Initial Precursor, Distal Precursor, Proximal Precursor and Target Level Science Skills

ESSENTIAL ELEMENT	ALL EE'S ARE TESTED									
	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
SCI.EE.12.ESS.EARTH-2 I = Identify change over time in the natural world.										
D = Use questions to obtain an understanding that people (i.e., humans) get what they need to stay alive from different parts of Earth.										
P = Use questions to obtain an understanding of how humans, who are part of the biosphere, interact with Earth's spheres.										
T = Use questions to obtain an understanding that changes in one of Earth's spheres (i.e., atmosphere, geosphere, biosphere, or hydrosphere) can affect the availability of natural resources that humans use.										

ESSENTIAL ELEMENT	ALL EE'S ARE TESTED	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
SCI.EE.12.ESS.SOLSYS-2	I = Identify sequences, processes, and patterns that occur in the natural world.									
	D = Use information from a representation of the Earth-Sun system to relate the cycles of days, nights, seasons, and years (i.e., repeating patterns over various units of time) to Earth's rotation and revolution.									
	P = Use data and a model of the Earth-Sun system to specify the relationships between Earth's tilted axis, directness of the Sun's light that reaches the surface of a particular area of Earth, and the warmth and temperatures experienced in that area.									
	T = Use data and a model of the Earth-Sun system to explain the causal relationships between the location of Earth in its orbit, the orientation of Earth's axis in relation to the Sun (i.e., tilt), the directness and intensity of sunlight reaching Earth's surface, and seasonal temperature patterns.									
SCI.EE.12.LS.ECOHLTH-1	I = Predict the likely result of a common action of or on a novel object, based on the characteristics the object shares with a category of familiar objects.									
	D = Use information to identify associations between a healthy ecosystem, where many different living things make their habitat, and their ability to find the things they need to live (i.e., space to grow, shelter, water, and food).									
	P = Use evidence to make and support claims about the relationships between living and nonliving elements of a habitat, resource availability, growth of organisms, and the size of populations of organisms within an ecosystem.									
	T = Use data as evidence to make arguments about the relationships between disturbances within Earth's spheres, resource availability, population growth, biodiversity, and the health and stability of an ecosystem.									

ESSENTIAL ELEMENT ALL EE'S ARE TESTED		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
SCI.EE.12.LS.ECOSYS-1	I = Recognize the patterned arrangement of a sequence or process in the natural world.										
	D = Use a food chain to demonstrate that matter and energy from food allows animals to do things to keep them alive.										
	P = Use a food chain/web to demonstrate that matter and energy that animals get from eating other animals and/or plants originally comes from the Sun, air, and water in their environment.										
	T = Use a model to describe how matter is cycled and energy flows between components of an ecosystem (i.e., environment, producers, consumers, and decomposers).										
SCI.EE.12.LS.ORG-1	I = Identify parts of a sequence, process, or scientific phenomenon.										
	D = Use representations to identify the different levels that comprise an organism's body system (i.e., the body is a system made of subsystems which are made of external and internal body parts).										
	P = Use representations to describe a body system as made up of internal and external organs with specific functions that interact with each other.										
	T = Use a model to explain how systems of specialized cells have different functions and work together (i.e., specialized cells that form tissues, tissues that form organs, and organs that make up organ systems) to keep organisms alive.										

ESSENTIAL ELEMENT	ALL EE'S ARE TESTED									
	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
SCI.EE.12.LS.TRAIT-2 I = Identify when associations between objects in the natural world occur by specifying when a change in one object impacts the other objects.										
D = Compare the occurrences of living things' traits (i.e., the relative number or frequency of traits) in environments to identify associations between those traits and the environments in which they occur.										
P = Use the distribution of traits represented in graphs or tables to determine how traits may vary between different kinds of living things or within a population of the same type of living things.										
T = Compare the distribution of traits in a population across multiple time points to describe and support relationships between a population's environment and adaptation by natural selection (i.e., the process by which advantageous heritable traits are selected for and increase in an environment or disadvantageous heritable traits are selected against and decrease in an environment).										
SCI.EE.12.PS.ENERGY-1 I = Recognize that the presence or features of objects can change.										
D = Identify the relationship between energy and the sensing of heat (i.e., energy is needed to heat things up and the greater the heat sensed within the things, the greater the energy within those things).										
P = Based on temperature data, describe the relative amounts of thermal energy (i.e., heat) within objects, changes in thermal energy within objects, and the transfer of thermal energy between objects.										
T = Use initial and final temperature measurements from tests to describe the thermal energy transfer that occurs between objects and/or substances in contact with each other.										

ESSENTIAL ELEMENT ALL EE'S ARE TESTED		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
SCI.EE.12.PS.FORCES-1	I = Identify the observed properties that characterize common materials.									
	D = Make and compare observations to identify pushes and pulls of different strengths and directions as forces (a type of variable) that can change the motion (a different variable) of an object (i.e., direction of motion and distance traveled only).									
	P = Conduct tests to determine the effects of mass on the force needed to change similar objects' motion (i.e., speed, direction, distance traveled).									
	T = Investigate and describe the relationships (i.e., direct and inverse relationships) between the Force (F), mass (m), and acceleration (a) variables in the $F = ma$ equation									
SCI.EE.12.PS.MATTER-4	I = Match a visual, tactile, or symbolic representation of an object (i.e., a model) to the real object, based on the objects' shared characteristics and functions.									
	D = Use representations to understand that matter is made of very small particles that can break apart when dissolved (i.e., when soluble solids are mixed with liquid water).									
	P = Use representations to understand that compounds and molecules are made of specific types and numbers of atoms.									
	T = Use a model as evidence to make and support claims about the conservation of matter during a chemical reaction (i.e., equal types, numbers, and mass of atoms before and after a reaction) in a closed system.									

For more information, contact:

Cary Rogers
Education Program Consultant
Special Education
(785) 296-0916
cary.rogers@ksde.gov



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
www.ksde.gov