



Dynamic Learning Maps English Language Arts Initial and Distal Precursors 5th Grade

This English Language Arts resource provides teachers with enhanced descriptions of the Initial and Distal precursors for the most frequently used Essential Elements.

By providing a clear connection between the IP or DP linkage level and the Target linkage level, teachers can better tailor classroom instruction for each student. Additionally, links to instructional information for each Essential Element and familiar texts in ELA, make these handy classroom resources.

ELA.EE.RL.5.2	3
ELA.EE.RL.5.4	4
ELA.EE.RL.5.5	5
ELA.EE.RL.5.6	6
ELA.EE.RL.5.9	7
ELA.EE.RI.5.1.....	8
ELA.EE.RI.5.2.....	9
ELA.EE.RI.5.3.....	10
ELA.EE.RI.5.4.....	11
ELA.EE.RI.5.8.....	12
ELA.EE.RI.5.9.....	13
ELA.EE.L.5.4.A.....	14
ELA.EE.L.5.5.C.....	15
ELA.EE.W.5.2.A.....	16
ELA.EE.W.5.2.B.....	17

ELA.EE.RL.5.1

ELA.EE.RL.5.1 Identify words in the text to answer a question about explicit information.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.5.1.pdf

Target | Can produce responses to questions asking about explicit information contained in a narrative by determining specific words related to or comprising of information.

Proximal Precursor

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

Distal Precursor:

Can identify the major events of a familiar story.

Initial Precursor:

Can indicate an object when it is referred to by name.

How is the Initial Precursor related to the target?

Initial Precursor: Identifying specific words in a text in order to answer questions requires students to know the meanings of words and their relationship to the topic of the text. This starts with being able to recognize objects when they are referenced by name in a text or in an interaction about a text. In the context of shared reading, teachers can work on this skill by pairing real objects with the objects that appear in books. The DLM Familiar Texts that are aligned with this linkage level highlight familiar settings and routines that involve everyday objects that teachers can associate with the names/labels used in the books.

How is the Distal Precursor related to the target?

Distal Precursor: As students begin to know the names of objects and recognize details in familiar texts, they can work toward recognizing the things that happen in a story. Unlike the objects and people who are often pictured, identifying and remembering events often takes a different level of attention to the words in the text rather than the pictures or tactile information. At the Distal Precursor level, teachers can use repeated shared reading of texts to help students first learn the names of objects, people, and places in the story and then identify the major events in the story. The DLM Familiar Texts that are aligned with this linkage level feature characters who explore places, meet new people, and find things like missing animals. These are all examples of major events that students can learn to identify by attending to the words in the text during shared reading.

ELA.EE.RL.5.2

ELA.EE.RL.5.2 Identify the central idea or theme of a story, drama or poem.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.5.2.pdf

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

Proximal Precursor

Can identify and recall how characters' actions affect the consequences that occur in the story afterwards.

Distal Precursor:

Can identify the behavior and actions of specific characters in a familiar story.

Initial Precursor:

Can recognize when he or she encounters familiar people, objects, places, and event.

How is the Initial Precursor related to the target?

Initial Precursor: Identifying the theme of a text requires the readers to remember and recall details from the text. At the Initial Precursor level, this recollection can focus on recognizing familiar people, objects, places, and events. In the context of shared reading, this can involve recognizing the same familiar characters when they appear page after page or recognizing a real object that appears repeatedly in the story. The DLM Familiar Texts aligned with this Essential Element and linkage level involve familiar routines that include people, objects, places, and/or events that should be in the experience of most children and provide teachers with a way to engage students in purposefully remembering and recognizing these familiar things when they appear in the story.

How is the Distal Precursor related to the target?

Distal Precursor: Identifying the theme of a text requires the readers to remember and recall details from the text, including details regarding the things the characters do. At the Distal Precursor level, students are not expected to identify the theme, but they are expected to identify the way familiar characters behave or the things characters do in familiar texts. The DLM Familiar Texts aligned with this Essential Element and linkage level specifically call out characters and the actions they perform. Teachers can help students at the Distal Precursor learn to identify behaviors and actions of characters by engaging in repeated shared reading of the DLM Familiar Texts aligned with this Essential Element and linkage level. During the initial readings of the book, teachers can describe the characters and what they do, and over time, they can ask students to begin identifying the names of characters who perform each action.

ELA.EE.RL.5.4

ELA.EE.RL.5.4 Determine the intended meaning of multi-meaning words in a text.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.5.4.pdf

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

Proximal Precursor

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

Distal Precursor:

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

Initial Precursor:

Can recognize when he or she encounters familiar people, objects, places, and events.

How is the Initial Precursor related to the target?

Initial Precursor: Learning that words can have multiple meanings requires students to understand how context impacts words. Learning about context starts when students pay attention to attention and recognizing familiar things that occur in the contexts they encounter repeatedly. Students can work on this during shared reading when teachers use DLM Familiar Texts aligned with this Essential Element and linkage level. These books about contexts that are familiar and have familiar people, objects, places, and/or events that appear throughout them.

How is the Distal Precursor related to the target?

Distal Precursor: Learning that words can have multiple meanings related to context requires students to attend the ways words are used in familiar contexts. Teachers can help students learn to make connections between words and their use during shared reading. In the DLM Familiar Texts aligned with this Essential Element and linkage level, objects are named and associated with familiar routines and settings so that students can make connections between words and their use to describe objects and actions when these books are used during shared reading.

ELA.EE.RL.5.5

ELA.EE.RL.5.5 Identify story element that undergoes change from beginning to end.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.5.5.pdf

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

Proximal Precursor

The student can identify characteristic elements of stories in a text, including main character, setting, initiating and resolution events.

Distal Precursor:

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.

Initial Precursor:

Can indicate an object when it is referred to by name.

How is the Initial Precursor related to the target?

Initial Precursor: Identifying when a story element changes during the course of a story requires students to first be able to identify those elements. Students working at the Initial Precursor linkage level can start working toward this by identifying objects when they are named in the text. The DLM Familiar Texts aligned with this Essential Element and linkage level specifically name objects that are used during the familiar routines that are features in the stories.

How is the Distal Precursor related to the target?

Distal Precursor: Identifying when a story element changes during the course of a story requires students to first be able to identify those elements. Students can work on identifying illustrations, tactile graphics, or objects that are related to story elements during shared reading. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level to work on this because those texts contain story elements that are explicitly called out in the text and illustrated in pictures/tactile graphics.

ELA.EE.RL.5.6

ELA.EE.RL.5.6 Determine the point of view of the narrator.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.5.6.pdf

Target | Can determine what the point of view for the narrator of a story is.

Proximal Precursor

Can determine who the narrator is in a story he or she is reading.

Distal Precursor:

Student can identify the explicitly-stated actions of characters in a story.

Initial Precursor:

Can recognize when he or she encounters familiar people, objects, places, and events.

How is the Initial Precursor related to the target?

Initial Precursor: Determining the narrator's point of view requires students to first identify the narrator as distinct from other characters in the text. For students working at the Initial Precursor linkage level, this starts with recognizing familiar people, objects, places, and events when they are related to texts they are reading with others. The DLM Familiar Texts aligned with this Essential Element and linkage level specifically call out these familiar people, objects, places, and events that are part of the familiar routines featured in the stories. Teachers can use these texts in shared reading to help students develop these skills.

How is the Distal Precursor related to the target?

Distal Precursor: Determining the narrator's point of view requires students to first identify the narrator as distinct from other characters in the text. As students learn to identify characters, they then connect those characters with actions. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level to help students learn to identify characters and the actions they take. In these texts, character names and actions are explicitly stated to support students as they learn to make these important connections.

ELA.EE.RL.5.9

ELA.EE.RL.5.9 Compare stories, myths, or texts with similar topics or themes.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.5.9.pdf

Target | Can determine how two narratives on similar topics or specific themes are similar to one another on their coverage of the topics.

Proximal Precursor

Can identify and recall how characters' actions affect the consequences that occur in the story afterwards.

Distal Precursor:

Can understand adjectives in others' speech.

Initial Precursor:

Can indicate an object when it is referred to by name.

How is the Initial Precursor related to the target?

Initial Precursor: As students work toward determining how two stories are similar to one another, they have to pay attention to the details in stories. This can start during shared reading as students learn to identify objects in the story when they are named.

How is the Distal Precursor related to the target?

Distal Precursor: As students work toward determining how two stories are similar to one another, they have to pay attention to the details in stories and understand the specific descriptors used. Students working at the Distal Precursor linkage level can work on understanding descriptive words during shared reading. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level during shared reading because those books include descriptions (e.g., color, size, shape, texture) of context, people, and events.

ELA.EE.RI.5.1

ELA.EE.RI.5.1 Identify words in the text to answer a question about explicit information.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.5.1.pdf

Target | Can identify words or details to answer a question about explicit information presented in the text.

Proximal Precursor

Can answer questions posed by others regarding the concrete details of an informational text.

Distal Precursor:

Can understand a familiar text read aloud or through oral or other media by answering questions posed by others.

Initial Precursor:

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

How is the Initial Precursor related to the target?

Initial Precursor: As students work toward being able to answer questions about information in a text, they begin by answering questions about their preference for objects and actions in a text. Teachers can work on this during shared reading using the DLM Familiar Texts aligned with this Essential Element and linkage level. These books feature familiar routines with familiar actions and objects that students that can be the focus of yes/no preference questions.

How is the Distal Precursor related to the target?

Distal Precursor: As students work toward using words and details from the text to answer questions about explicit information in new texts, they learn to answer questions about details in familiar texts. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level during shared reader to work on answering questions about the details that are explicitly called out in the text.

ELA.EE.RI.5.2

ELA.EE.RI.5.2 Identify the main idea of a text when it is not explicitly stated.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.5.2.pdf

Target | Can identify the main idea for a paragraph in an informational text that lacks an explicit statement of the topic.

Proximal Precursor

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

Distal Precursor:

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.

Initial Precursor:

Can recognize when he or she encounters familiar people, objects, places, and event.

How is the Initial Precursor related to the target?

Initial Precursor: Identifying the main idea of an informational text requires the readers to remember and recall details from the text. At the Initial Precursor level, this recollection can focus on recognizing familiar people, objects, places, and events. In the context of shared reading, this can involve recognizing the same people, objects, places, or events when they appear page after page. In some cases, this may involve recognizing the objects a teacher has gathered to go with the information in a text that is read repeatedly in a shared reading format. The DLM Familiar Texts aligned with this Essential Element and linkage level involve daily routines that include people, objects, places, and/or events that should be in the experience of most children and provide teachers with a way to engage students in purposefully remembering and recognizing these familiar things when they appear in the story.

How is the Distal Precursor related to the target?

Distal Precursor: Identifying the main idea of an informational text requires the readers to remember and recall details from the text and recognize information that is related to the main idea. At the Distal Precursor level, students are not expected to identify the main idea, but they are working toward recognizing illustrations or tactile graphics or objects that reflect different aspects of familiar people, places, things, and ideas that appear in an informational text. The DLM Familiar Texts aligned to this linkage level include information about familiar context and routines. They also feature graphics that relate directly to the people, places, things, and ideas that are included in the text. Teachers might work on this linkage level by naming the person, place, thing, or idea and asking students to identify the illustration, tactile graphic, or object that reflects or goes with it.

ELA.EE.RI.5.3

ELA.EE.RI.5.3 Compare two individuals, events or ideas in a text.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.5.3.pdf

Target | Can find the similarities between the key details, such as the individuals, events, or ideas, located within an informational text.

Proximal Precursor

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

Distal Precursor:

Can understand adjectives in others' speech.

Initial Precursor:

Can indicate an object when it is referred to by name.

How is the Initial Precursor related to the target?

Initial Precursor: Understanding how details in a text are the same and different requires the ability to identify those details and understand the words used to describe them. Students working at the Initial Precursor linkage level work toward this by learning to identify objects in stories when they are named. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level to help students learn to identify objects that appear in the text based on their name.

How is the Distal Precursor related to the target?

Distal Precursor: Understanding how details in a text are the same and different requires the ability to identify those details and understand the words used to describe them. Students working at the Distal Precursor linkage level can work toward this by demonstrating understanding of the adjectives used to describe details in texts. During shared reading, teachers can use DLM Familiar Texts aligned with this Essential Element and linkage level to help students distinguish between the objects in the books based on the adjectives that are used to describe them.

ELA.EE.RI.5.4

ELA.EE.RI.5.4 Determine the meanings of domain-specific words and phrases.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.5.4.pdf

Target | Can represent the meaning of domain specific words and phrases in text.

Proximal Precursor

Can identify simple semantic definitions for unambiguous words in a text.

Distal Precursor:

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

Initial Precursor:

Can recognize when he or she encounters familiar people, objects, places, and events.

How is the Initial Precursor related to the target?

Initial Precursor: Determining the meaning of words associated with specific domains requires students to understand the connections between words and domains. Students working at the Initial Precursor linkage level can work toward this by recognizing when they encounter a person, object, place, or event that is familiar. Teachers can work on this during shared reading using the DLM Familiar Texts aligned with this linkage level. These texts are about daily routines that include people, objects, places, and/or events that should be in the experience of most children and provide teachers with a way to engage students in purposefully remembering and recognizing these familiar things when they appear in the story.

How is the Distal Precursor related to the target?

Distal Precursor: Determining the meaning of words associated with specific domains requires students to understand the connections between words and domains. Students working at the Distal Precursor linkage level are learning to connect the meaning of words with appropriate uses of those words. Teachers can support this during shared reading with the DLM Familiar Texts aligned with this linkage level. These books are about familiar routines and settings and provide multiple opportunities for teachers to help students make connections between words, their meanings, and their uses.

ELA.EE.RI.5.8

ELA.EE.RI.5.8 Identify the relationship between a specific point and supporting reasons in an informational text.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.5.8.pdf

Target | Can find out how specific points made by an author in an informational text relate to the reasons supporting it.

Proximal Precursor

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

Distal Precursor:

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

Initial Precursor:

Identify or name objects that are identical as same. Identify sameness within familiar contexts.

How is the Initial Precursor related to the target?

Initial Precursor: Identifying any relationship between two or more things can begin with an understanding of same and different. Teachers can help students begin to recognize objects that are the same during shared reading with DLM Familiar Texts aligned with this linkage level. These texts focus on familiar routines and include many objects that are the same and different. Teachers can interact with students during shared reading and help them determine which of the objects they are using while reading are the same.

How is the Distal Precursor related to the target?

Distal Precursor: As students work toward understanding the relationship between points and supporting reasons in a text, they have to begin recognizing the relationships between concrete facts or details in a story. These early understandings of relationships help students work toward understanding more complex relationships. Teachers can help students begin to identify the relationships between concrete facts or details in informational texts using the DLM Familiar Texts aligned with this linkage level. During shared reading, they can call out one or more facts and ask students to identify another that is related. They might also ask students to identify two words that are related because they describe the same object or explain the same routine.

ELA.EE.RI.5.9

ELA.EE.RI.5.9 Compare and contrast details gained from two texts on the same topic.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RI.5.9.pdf

Target | Can compare and contrast informational texts on the same topic based on the specific details used to discuss the topic.

Proximal Precursor

Can compare informational texts on the same topic based on the specific details used to discuss the topic.

Distal Precursor:

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

Initial Precursor:

Can indicate an object when it is referred to by name.

How is the Initial Precursor related to the target?

Initial Precursor: As students work toward identifying, comparing, and contrasting details from texts, they have to develop an understanding of words and the ways they are used to name and describe things. Students working at the Initial Precursor linkage level are working to learn names associated with objects, people, and events. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level (and other books like them) that include nouns that can be easily represented by objects. Then, during repeated shared reading, teachers can help students begin to identify the objects each time they are named in the story.

How is the Distal Precursor related to the target?

Distal Precursor: Comparing and contrasting details from two texts on the same topic requires students to identify details in a text and understand how they are related. Students working at the Distal Precursor linkage level can work toward this by identifying when two or more individuals, events, or ideas belong to the same category. For example, the DLM Familiar Texts aligned with this Essential Element and linkage level are aligned with focus on objects that fit in categories (e.g., things you need to learn). Teachers can use these texts during shared reading to help students identify the objects in the story that fit into each category.

ELA.EE.L.5.4.a

ELA.EE.L.5.4.a Use sentence level context to determine which word is missing from a content area text.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.L.5.4.a.pdf

Target | 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.

Proximal Precursor

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.

Distal Precursor:

Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different.

Initial Precursor:

Can demonstrate a receptive understanding of the object words that accompany familiar games or routines.

How is the Initial Precursor related to the target?

Initial Precursor: As students work toward understanding the meaning of words in the context of sentences, they must begin to understand words and the things they represent. Teachers can help students working at the Initial Precursor linkage level learn words associated with objects during repeated shared reading of texts like the DLM Familiar Texts aligned with this linkage level. The texts feature generally familiar settings and the people, objects, and events that are associated with those settings. While reading with students, teachers can encourage them to identify objects when their names are used as part of the routines in the texts.

How is the Distal Precursor related to the target?

Distal Precursor: As students work toward understanding the meaning of words in the context of sentences and increase their ability to identify words in general, they can begin to recognize words that have meanings that are the same or different. Teachers can work on this using the DLM Familiar Texts aligned with this linkage level. These texts intentionally use words that have similar and different meanings so teachers can work with students to begin to identify them.

ELA.EE.L.5.5.c

ELA.EE.L.5.5.c Demonstrate understanding of words that have similar meanings.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.L.5.5.c.pdf

Target | 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).

Proximal Precursor

Can demonstrate an understanding of words with opposite meanings (e.g., cold, hot, up, down).

Distal Precursor:

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

Initial Precursor:

Can recognize when he or she encounters familiar people, objects, places, and events.

How is the Initial Precursor related to the target?

Initial Precursor: Determining when words have similar meanings requires students to know many words and recognize when they encounter two with similar meanings. Students working at the Initial Precursor linkage level can work toward this by recognizing when they encounter a person, object, place, or even that is familiar. Teachers can work on this during shared reading using the DLM Familiar Texts aligned with this linkage level. These texts are about daily routines that include people, objects, places, and/or events that should be in the experience of most children and provide teachers with a way to engage students in purposefully remembering and recognizing these familiar things when they appear in the story.

How is the Distal Precursor related to the target?

Distal Precursor: Determining when words have similar meanings requires students to know many words and recognize how words are used to convey different meanings. One example is learning how words are used to describe. During repeated shared reading of the DLM Familiar Text aligned with this linkage level, teachers can help students learn to identify words that describe the familiar people, places, things, and events that appear in the books.

ELA.EE.W.5.2.a

ELA.EE.W.5.2.a Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.W.5.2.a.pdf

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

Proximal Precursor

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

Distal Precursor:

Can demonstrate understanding of wh- questions.

Initial Precursor:

Given a choice of two objects, uses eye-gaze, physical movement, gesture or vocalization to indicate choice.

How is the Initial Precursor related to the target?

Initial Precursor: Introducing and writing about a topic requires students to successfully communicate a choice of topics. In the context of emergent writing, students at the Initial Precursor level can work on clearly communicating a choice between two familiar, preferred objects as a topic for writing. The key here is to practice communicating a choice before writing about the choice rather than communicating a choice during an activity unrelated to writing.

How is the Distal Precursor related to the target?

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

ELA.EE.W.5.2.b

ELA.EE.W.5.2.b Provide facts, details, or other information related to the topic.

Link to Minimap:

http://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.W.5.2.b.pdf

Target | 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.

Proximal Precursor

Can identify the specific details, such as the people, places, things, and events, that occur within a specific personal experience.

Distal Precursor:

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

Initial Precursor:

Can recognize when he or she encounters familiar people, objects, places, and event.

How is the Initial Precursor related to the target?

Initial Precursor: Successful writing requires the writer to know something about the topic. As such, it is important for students to move beyond knowing object names to recognizing when people, objects, places, and events are and are not familiar. In writing, students should be encouraged to select topics that are familiar. Teachers can support this by gathering photos, objects, and artifacts that are familiar to students and using these things as choices when students select topics for writing. Teachers can build on this understanding and reach toward the Target by helping students identify people, objects, places, and events that are related to the familiar topic they select.

How is the Distal Precursor related to the target?

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