Can identify objects in familiar texts.
- Can identify objects when they are referenced by name. Students can work on this skill by pairing real objects with the objects that appear in the texts.
- In the context of reading, teachers can ask students to make inferences about objects based on the information provided in the text.
- Teachers can ask students to identify objects when they are referenced by name. Students can work on this skill by pairing real objects with the objects that appear in the texts.
- In the context of reading, teachers can ask students to make inferences about objects based on the information provided in the text.

**NARRATIVE**

**Initial Precursor:** Students need to be able to follow simple routines and share observations about their routines and experiences. They should be able to identify specific objects or actions when they are referenced by name. Teachers can ask students to make inferences about objects based on the information provided in the text.

**Precursor:** Students need to be able to identify specific objects or actions when they are referenced by name. Teachers can ask students to make inferences about objects based on the information provided in the text.

**Proximal:** Students need to be able to identify specific objects or actions when they are referenced by name. Teachers can ask students to make inferences about objects based on the information provided in the text.

**Distal:** Students need to be able to identify specific objects or actions when they are referenced by name. Teachers can ask students to make inferences about objects based on the information provided in the text.

**Related DLM Familiar Texts:**
- 3rd Grade DLM Familiar Texts - Year End Model
- 4th Grade DLM Familiar Texts - Year End Model
- 4th Grade DLM Familiar Texts - Integrated Model

**DLM Familiar Text Links:**
- 3rd Grade DLM Familiar Texts - Year End Model
- 4th Grade DLM Familiar Texts - Year End Model
- 4th Grade DLM Familiar Texts - Integrated Model
Can understand how the title indicates the main idea of a passage and the main idea of a single episode is in a story.

Can identify how the character’s actions in a story make them feel or can identify how the character’s actions in a story contribute to the theme or central idea.

Can determine the role of the character’s actions in a story.

Can identify the main idea of a single episode is in a story.

Can identify how the character’s actions in a story contribute to the theme or central idea.

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Can determine the role of the character’s actions in a story.
**Distal Precursor: Recalling and describing the events and details in a text**

- ELA.EE.RL.9-10.2
- ELA.EE.RI.9-10.3
- ELA.EE.W.8.2.a
- ELA.EE.W.8.2.d

**Definition:** Recalling and describing the events and details in a text requires students to identify the details and events that occurred in the text in order to discuss them. This involves understanding the chronological presentation of events in the text, understanding how a character changes or develops, and being able to identify the relationship between words and domains being studied. This can be achieved by presenting a list of words (pictures, objects, or spoken/signed choices) to help students identify words that describe the theme or central idea of a narrative, repeating shared readings, and guiding students to bring together all the information needed to complete a task. Students at this level can work on clearly communicating a choice between two options, and identifying the feedback of characters when that information is presented through pictures, objects, or spoken/signed choices.

**Examples:**
- Can recall and describe the events and details in a text.
- Can identify the relationship between words and domains being studied.
- Can identify the end or completion of a routine.
- Can bring together all the information needed to complete a task.

**Additional Resources:**
- 9-10th Grade DLM Familiar Texts - Integrated Model
- 8th Grade DLM Familiar Texts - Integrated Model
- 8th Grade DLM Familiar Texts - Year End Model
Can use words that categorize well as compound and other details, or quote visual, tactual, or multimedia and information including topic clearly and write an of the story or drama.

Can demonstrate an understanding of letter-sound relationships, but require some interpretation as when spelling words that start with a single syllable word. Can write about the topics they choose. Before writing, teachers can help them identify the topic and generate ideas to write about. Students may use word prediction.

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Can create compound and other details, or quote visual, tactual, or multimedia and information including topic clearly and write an of the story or drama.

Can use words that categorize well as compound and other details, or quote visual, tactual, or multimedia and information including topic clearly and write an of the story or drama.

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<table>
<thead>
<tr>
<th>ELA.EE.W.11-12.2.d</th>
<th></th>
<th>11-12th Grade DLM Familiar Texts - Integrated Model</th>
<th>11-12th Grade DLM Familiar Texts - Year End Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use domain-specific vocabulary when writing claims related to a topic of study or text.</td>
<td>Can use domain-specific vocabulary when writing an informative text.</td>
<td>Can include domain-specific vocabulary when writing an informative text.</td>
<td>Student is able to select domain-specific words to use for writing about a topic.</td>
</tr>
<tr>
<td>Can use domain-specific vocabulary to support claims in informative writing.</td>
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<td></td>
<td>Using their categorical knowledge, can make generalizations about the category to novel instances of that category.</td>
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<td><strong>Distal Precursor:</strong> Successful writing requires the writer to know something about the topic. When students are familiar with the topics they choose, they can begin writing in a way that reflects their knowledge about people, places, things, or events that relate to the topic. In the context of writing, teachers can work with students to identify a range of familiar topics and then determine words that could be used to describe the people, places, things, or events related to the topic.</td>
<td><strong>Initial Precursor:</strong> Selecting domain-specific words when writing about a selected topic requires students to understand how words relate to specific domains. Students can work toward this understanding by applying knowledge of words from familiar categories in the context of writing. Teachers can select a topic for writing and then work to generate words in categories related to the topic.</td>
<td><strong>Distal Precursor:</strong> As students work toward writing meaningful conclusions, they can select universal words to mark the end of their writing. For example, students can use “the end” to mark the completion of the things they write.</td>
<td><strong>Initial Precursor:</strong> As students work toward understanding what it means to write a meaningful conclusion when writing, they need to work on developing understandings of the end or completion of familiar categories. In the context of writing, teachers can help students understand this by marking the end of the writing related to a routine with a gesture or symbol indicating “finished” and then carrying that over to other routines across the day.</td>
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<td>As a result of the experience with a routine, the student is able to identify the end or completion of a familiar routine.</td>
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