



Mini-Map for ELA.EE.RI.3.2

Subject: ELA

Reading Informational Text

Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.3.2 Identify details in a text.	ELA.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate an understanding that absent objects still exist despite not being visible by searching for objects that are hidden or not visible.	When provided with language cues, the student can pay attention to the entire object, a characteristic of the object, or an action the object can perform.	When provided with illustrations that are related and unrelated to a familiar text, the student can identify the illustrations that relate to aspects of the familiar text, such as people, places, things, and ideas.	After hearing or reading a beginner-level informational text, the student can identify a concrete detail in the text.	After hearing or reading an informational text, the student can identify explicit details that are key to the information in the text.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying details in a text requires students to remember the details. At beginning levels, this requires understanding that objects still exist even when they are not physically present or cannot be seen. In the context of reading literature, teachers can help students develop an understanding that objects still exist when they can no longer be seen using the DLM Familiar Texts. The DLM Familiar Texts aligned with this Essential Element and linkage level feature familiar objects. During shared reading, teachers can help students learn that the objects still exist even when they are not physically present or cannot be seen.

How is the Distal Precursor related to the Target?

Identifying details in a text requires students to remember the details. At the Distal Precursor linkage level, students can start working on identifying details by identifying objects associated with labels and actions. During shared reading with DLM Familiar Texts, teachers can take advantage of the familiar routines and objects that are used in the stories to help students associate objects with their labels, uses, and other characteristics.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Taking Care of a Dog Tree Houses Taking a Trip School Gardens Fun on the Bus Drawing
Distal Precursor	Fun Dogs Building a Snowman What Do Cats Like? Buses Fun on the Bus
Proximal Precursor	Dogs Are Best Tangerines Riding on a Bus What Do Cats Like?
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 3 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RI.3.2 Identify details in a text.

