# Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 3**

**ELA.EE.RI.3.2**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea</td>
<td>ELA.EE.RI.3.2 Identify details in a text</td>
<td><strong>Initial Precursor</strong>&lt;br&gt;• 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)&lt;br&gt;&lt;br&gt;<strong>Distal Precursor</strong>&lt;br&gt;• 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&lt;br&gt;&lt;br&gt;<strong>Proximal Precursor</strong>&lt;br&gt;• 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&lt;br&gt;&lt;br&gt;<strong>Target</strong>&lt;br&gt;• Can identify the concrete details mentioned in beginner level informational texts&lt;br&gt;&lt;br&gt;<strong>Successor</strong>&lt;br&gt;• Able to identify explicit details in an informational text</td>
</tr>
<tr>
<td>How is the Initial Precursor related to the Target?</td>
<td>How is the Distal Precursor related to the Target?</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Initial Precursor:</strong> 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.</td>
<td><strong>Distal Precursor:</strong> 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 identify 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.</td>
<td></td>
</tr>
</tbody>
</table>

A diagram showing the relationship of nodes in the mini-map appears below.

*Key to map codes in upper right corner of node boxes:*

- **IP** Initial Precursor
- **SP** Supporting
- **DP** Distal Precursor
- **S** Successor
- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
ELA.EE.RI.3.2 Identify details in a text.