



## Mini-Map for ELA.EE.RI.3.4

Subject: ELA

Reading Informational Text

Grade: 3

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.3.4</b> Determine words and phrases that complete literal sentences in a text.	<b>ELA.RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
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.	The student can demonstrate understanding of object names and the words designated for absent objects or people through eye gaze, movement, noise, or other interaction.	The student can make judgments about pairs of words with similar or different meanings.	By using surrounding context, the student is able to select the correct word or phrase when asked to complete a literal sentence from the text.	When using the surrounding context, the student can identify simple semantic definitions for unambiguous words in a text.

## Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

### *How is the Initial Precursor related to the Target?*

At the Target level, students working on this Essential Element associate words with other words to complete sentences. At the Initial Precursor level, students associate words with familiar objects. The DLM Familiar Texts aligned with this Essential Element and linkage level feature object names and words used to describe those objects. The books and objects feature everyday routines that teachers can act out and associate with real objects during shared reading.

### *How is the Distal Precursor related to the Target?*

At the Target level, students working on this Essential Element associate words with other words to complete sentences. At the Distal Precursor linkage level, students learn to associate names with objects and people that are not immediately present. During shared reading of DLM Familiar Texts aligned with this linkage level, teachers can use the books about familiar routines to help students learn and remember the names of the objects and people in the text, even when they do not appear in the page being read.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Getting Ready for School</a> <a href="#">Tree Houses</a> <a href="#">A Pet in the Classroom</a> <a href="#">At the Beach</a> <a href="#">Buses</a> <a href="#">Fun on the Bus</a>
<b>Distal Precursor</b>	<a href="#">How to Clean a Dirty Dog</a> <a href="#">Building a Snowman</a> <a href="#">Different Ways to Travel</a> <a href="#">A Field Trip on a Boat</a> <a href="#">Babysitting</a> <a href="#">Fun on the Bus</a>
<b>Proximal Precursor</b>	<a href="#">How to Clean a Dirty Dog</a>
<b>Target</b>	N/A
<b>Successor</b>	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 3</a> .	
Released Testlets	
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .	

[Link to Text-Only Map](#)

**ELA.EE.RI.3.4** Determine words and phrases that complete literal sentences in a text.

