



Mini-Map for ELA.EE.RI.3.5

Subject: ELA

Reading Informational Text

Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>ELA.EE.RI.3.5 With guidance and support, use text features including headings and key words to locate information in a text.</p>	<p>ELA.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>The student can seek a specific object in their immediate environment by reaching, looking, vocalizing, or otherwise expressing interest.</p>	<p>When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.</p>	<p>The student can identify illustrations or object/tactual information that reflect aspects of a familiar text, such as setting, characters, or action.</p>	<p>The student is able to recognize and use basic text features to locate and identify specific information in a text.</p>	<p>The student can recognize specific text features, including bold print, captions, and subheadings, and use those text features to locate and identify specific information.</p>

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Learning to use predictable features in information texts (e.g., headings, bolded key words) requires students to begin to recognize things that are familiar, predictable, and preferred. Students can work toward this beginning with communicating preferences for objects in the immediate environment. In the context of ELA instruction, teachers can address this using the DLM Familiar Texts aligned with this Essential Element and linkage level. These texts are about familiar contexts (e.g., home, school, or neighborhood) and feature objects associated with familiar routines that occur in those familiar contexts. Teachers can gather the objects or use the images in the text to encourage students to indicate preferences for the objects as they appear in the text.

How is the Distal Precursor related to the Target?

Learning to use predictable features in information texts (e.g., headings, bolded key words) requires students to begin to recognize things that are familiar or predictable. In the context of reading information texts, students can work on this by engaging in repeated shared reading using texts about events that are familiar. In the context of reading literature, students can work on recognizing and remembering people, objects, places, and events. Using the DLM Familiar Texts aligned with this Essential Element and linkage level, teachers and students can work on this skill while engaging in shared reading about common settings (e.g., home, school) and the people, objects, and events that are associated with those settings.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Tree Houses A Pet in the Classroom At the Beach School Gardens Fun on the Bus Drawing
Distal Precursor	Different Ways to Travel A Field Trip on a Boat Cleaning the House Playing Baseball at Recess
Proximal Precursor	Tangerines What Do Cats Like? Fun on the Bus
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](#)

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