



## Mini-Map for ELA.EE.RI.4.1

Subject: ELA

Reading Informational Text

Grade: 4

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<p><b>ELA.EE.RI.4.1</b> Identify explicit details in an informational text.</p>	<p><b>ELA.RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>The student can demonstrate an understanding of object names by correctly identifying an object or person.</p>	<p>During a shared reading of a text, the student can name objects in pictures/tactile graphics or identify an object in a picture that is supposed to represent the pictures in the book.</p>	<p>After hearing or reading a beginner-level informational text, the student can identify a concrete detail in the text.</p>	<p>When reading an informational text, the student is able to recall and identify explicit details from the text.</p>	<p>After reading an informational text, the student is able to identify words related to a specific detail to aid in answering a question about explicit information.</p>

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

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

Identifying specific details in a text requires students to first understand that texts can tell information about objects and other things. This starts with being able to recognize objects when they are referenced by name. In the context of shared reading, teachers can work on this skill by pairing real objects with the objects that appear in books. The DLM Familiar texts highlight familiar settings and routines that involve everyday objects teachers can associate with the names/labels used in the books.

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

One way to build this skill is to engage students in naming the objects that appear in illustrations or tactile graphics that appear in a book. Teachers might also choose to provide students with access to real objects that reflect the objects in the book and, during shared reading, associate the real objects with the illustrations or tactile graphics and main topic of the book. Using the DLM Familiar Texts aligned with this linkage level, teachers and students can work on this skill because the books are set in familiar contexts and use everyday objects that teachers should be able to collect and use during repeated shared readings of the book.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Growing and Gathering</a> <a href="#">Helping Others</a> <a href="#">Trains</a> <a href="#">Paper Airplanes</a>
<b>Distal Precursor</b>	<a href="#">The Woods</a> <a href="#">Helping Others</a> <a href="#">All Aboard</a> <a href="#">Turtles</a>
<b>Proximal Precursor</b>	N/A
<b>Target</b>	N/A
<b>Successor</b>	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 4</a> .	
<b>Released Testlets</b>	
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .	
<b>Using Supporting (SP) and Untested (UN) Nodes</b>	
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .	

[Link to Text-Only Map](#)

**ELA.EE.RI.4.1** Identify explicit details in an informational text.

