



## Mini-Map for ELA.EE.RI.4.2

Subject: ELA

Reading Informational Text

Grade: 4

### Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.4.2 Identify the main idea of a text when it is explicitly stated.	ELA.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate an understanding of object names by correctly identifying an object or person.	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.	The student can identify concrete details in a familiar informational text, such as people, events, or ideas.	The student can identify the correct overall, general topic of a familiar brief informational text and identify relationships between concrete facts or details in an informational text.	After reading or hearing an informational text, the student can identify words that are related to the topic.

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

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

Identifying the general topic or main idea of 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 texts. The DLM Familiar Texts highlight familiar routines that involve everyday objects teachers can associate with the names/labels as they are used in the text.

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

Identifying the general topic or main idea of a text requires students to recognize and remember objects (and other details) included in the book that point to the general topic or main idea. 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 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="#">All Aboard</a> <a href="#">Fun at the Park</a>
<b>Distal Precursor</b>	<a href="#">Helping</a> <a href="#">Riding a Train</a> <a href="#">Posters</a>
<b>Proximal Precursor</b>	<a href="#">The Woods</a> <a href="#">Trains</a> <a href="#">Turtles</a>
<b>Target</b>	<a href="#">The Woods</a> <a href="#">Trains</a> <a href="#">Turtles</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.4.2** Identify the main idea of a text when it is explicitly stated.

