



Mini-Map for ELA.EE.RL.3.1

Subject: ELA
 Reading Literature
 Grade: 3

Learning Outcome

| DLM Essential Element | Grade-Level Standard |
|---|---|
| ELA.EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text. | ELA.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |

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. | When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations. | The student can identify concrete details (i.e., people, objects, places, and events) and answer who and what questions about details in a familiar story. The student can identify concrete details in a familiar story, including characters and objects. | The student can answer who and what questions about details in a story. | The student can answer wh- questions (i.e., who, what, when, where, why) about details in a story. |

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Learning to respond to questions regarding characters and their actions requires that students first understand simple relationships between objects and actions. In the context of reading literature, students can learn to attend to objects that are found in books during shared reading and begin to make connections between those objects and specific actions. Using DLM Familiar Texts aligned with this Essential Element and linkage level, teachers and students can work on this skill while they engage in shared reading about common daily routines and interact with objects that are used during those routines (e.g., using a brush to brush hair when getting ready for school).

How is the Distal Precursor related to the Target?

Learning to respond to questions about details in a story requires students to recognize and remember people, objects, places, and events. 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 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 | Ready for School Mudge Goes to Dog School Elmer Meets the Cat The Extra Nice Day |
| Distal Precursor | Ready for School Elmer Meets the Cat Ramona's First Day of School Ramona and the Parade |
| Proximal Precursor | Friends Forever Wild Island* Getting Sick* Exploring the Island |
| Target | N/A |
| Successor | N/A |
| <p>*Texts with an * contain material that some students may find sensitive. Sensitive texts are optional in the Instructionally Embedded assessment and not used in the Year-End assessment. For more comprehensive information, see Familiar Text Information – Grade 3.</p> | |
| 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](#)

ELA.EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.

