



## Mini-Map for ELA.EE.RL.3.3

Subject: ELA

Reading Literature

Grade: 3

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RL.3.3</b> Identify the feelings of characters in a story.	<b>ELA.RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can use or identify feeling words related to self, such as happy, sad, tired, worried, or angry. The student can communicate responses to simple feeling state questions (e.g., Are you happy? Are you sad?).	While reading a section of familiar text, the student is able to identify words associated with feelings related to entities other than themselves (e.g., Henry was happy on his birthday. What word shows how Henry feels?).	While reading a familiar story, the student is able to identify feelings of characters or feeling words that describe characters when explicitly stated (e.g., Heidi was glad she found her keys. How did Heidi feel when she found her keys?).	While reading a story, the student can identify the feelings of characters (e.g., How did Tom feel when he won the game?).	While reading a narrative, the student can identify how a character's actions make them feel OR how a character's feelings lead to action (e.g., Why did Ramona sleep all day?).

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

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

Identifying the feelings of others begins with understanding feelings in oneself. In the context of reading literature, teachers can help students identify their own feelings during shared reading of texts that highlight the character's feelings. The DLM Familiar Texts aligned with this Essential Element and linkage level refer explicitly to character feelings, which gives teachers a chance to help students reflect on their own feelings.

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

Identifying the feelings of characters in a book requires an understanding of words used to describe and label feelings. Teachers can help students begin to recognize when feeling words appear in a text using the DLM Familiar Texts aligned with this Essential Element and linkage level during shared reading. The familiar texts specifically call out character feelings with everyday words used to describe and label feelings.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Ramona's New Sister</a> <a href="#">Ramona Goes to Bed</a> <a href="#">Ramona's Letters</a>
Distal Precursor	<a href="#">Friends Forever</a> <a href="#">The Baby Dragon</a> <a href="#">Ramona and Willa Jean</a>
Proximal Precursor	<a href="#">Friends Forever</a> <a href="#">The Baby Dragon</a> <a href="#">Ramona and Willa Jean</a>
Target	N/A
Successor	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 3</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.RL.3.3** Identify the feelings of characters in a story.

