



## Mini-Map for ELA.EE.RL.3.5

Subject: ELA  
 Reading Literature  
 Grade: 3

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RL.3.5</b> Determine the beginning, middle, and end of a familiar story with a logical order.	<b>ELA.RL.3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate interest in a text through eye gaze, movement, noise, or other interaction that indicates that they are attending.	During a shared reading of a text, the student is able to identify, indicate, and distinguish between the words and pictures on a page in a text, braille, or tactile object/graphic.	After reading or hearing a familiar story, the student can identify information or events that occur at the beginning and end of the story and concrete details within a story, such as characters and objects. The student can identify concrete details in a familiar story, including characters and objects.	After reading or hearing a familiar, linear story, the student is able to identify information or events that occur at the beginning, middle, and end of the story.	After reading or hearing a story, the student can identify information or events that occur at the beginning and end of the story.

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

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

Increasing interest and engagement is a primary goal of shared reading interactions. This Initial Precursor node is focused on building this interest and engagement using DLM Familiar Texts and other books about topics of interest that feature everyday objects and events.

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

As students work toward understanding sequence in stories with a linear structure, they must work on associating words with illustrations and/or tactile graphics in stories. The DLM Familiar Texts aligned with this Essential Element and linkage level include familiar objects that students can learn to associate with spoken labels, photos, and other symbolic representations during shared reading interactions.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Henry and Mudge Are Happy</a> <a href="#">Friends Forever</a> <a href="#">Mudge Goes to Dog School</a> <a href="#">Wild Island*</a> <a href="#">The Baby Dragon</a> <a href="#">Ramona's First Day of School</a> <a href="#">Ramona and Willa Jean</a>
<b>Distal Precursor</b>	<a href="#">Henry and Mudge Are Happy</a> <a href="#">Wild Island*</a> <a href="#">Ramona and Willa Jean</a> <a href="#">Ramona and the Rainy Day</a> <a href="#">The Extra Nice Day</a>
<b>Proximal Precursor</b>	<a href="#">Friends Forever</a> <a href="#">The Baby Dragon</a> <a href="#">Getting Sick*</a>
<b>Target</b>	<a href="#">Friends Forever</a> <a href="#">The Baby Dragon</a> <a href="#">Getting Sick*</a>
<b>Successor</b>	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 <a href="#">Familiar Text Information – Grade 3</a>.</p>	
<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.3.5** Determine the beginning, middle, and end of a familiar story with a logical order.

