



Mini-Map for ELA.EE.RL.4.1

Subject: ELA
 Reading Literature
 Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.4.1 Use details from the text to recount what the text says.	ELA.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.	After reading or hearing a familiar story, the student can correctly identify the behaviors and actions of the characters in the story.	After reading or hearing a story, the student can correctly identify the behaviors and actions of the characters in the story.	The student can use details to recount events in a story, as well as identify connections between the details and events.	The student can recount key details in a story, such as the names of characters, the setting, important events, and the ending of the story.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Recounting what a text says requires students to remember the text and recall the details from it. At the Initial Precursor level, this recollection can focus on recognizing familiar people, objects, places, and events. In the context of shared reading, this can involve recognizing the same familiar character when he or she appears page after page or recognizing a real object that appears repeatedly in the story. The DLM Familiar Texts involve familiar routines that include people, objects, places, and/or events that should be in the experience of most children and provide teachers with a way to engage students in purposefully remembering and recognizing these familiar things when they appear in the story.

How is the Distal Precursor related to the Target?

Recounting what a text says requires students to remember the text and recall the details from it. At the Distal Precursor linkage level, students are not expected to recount what a text says, but they are expected to identify the way familiar characters behave or the things characters do in familiar texts. The DLM Familiar Texts aligned with this Essential Element and linkage level specifically call out characters and the actions they perform. Teachers can help students at the Distal Precursor learn to identify behaviors and actions of characters by engaging in repeated shared reading of the DLM Familiar Texts. During the initial readings of the book, teachers can describe the characters and what they do and, over time, they can ask students to begin identifying the names of characters who perform each action.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Learning From Family Searching for Herman* The School Project Fudge's Birthday Fudge's New Shoes
Distal Precursor	Omakayas The Soup Kitchen* Fudge Will Not Eat*
Proximal Precursor	N/A
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 4.</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.4.1 Use details from the text to recount what the text says.

