



Mini-Map for ELA.EE.RL.4.3

Subject: ELA

Reading Literature

Grade: 4

Learning Outcome

| DLM Essential Element | Grade-Level Standard |
|---|---|
| ELA.EE.RL.4.3 Use details from the text to describe characters in the story. | ELA.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific detail in the text (e.g., a character's thoughts, words, or actions). |

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. | The student can identify concrete details in a familiar story, including characters and objects. | The student can identify the major characters, setting, and major events in a story. | The student can identify and then describe the major characters presented in a narrative, using the details presented in the text. | The student can identify and then describe the characters, settings, and events in the narrative, based off details presented in the text. |

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Describing characters in a text requires understanding of descriptive words. Students working at the Initial Precursor linkage level work toward this ability by learning to associate names with objects that appear in familiar texts. The DLM Familiar Texts aligned with this Essential Element and linkage level feature common objects that are explicitly named. Teachers can use these texts during shared reading to help students learn to identify objects when they are named.

How is the Distal Precursor related to the Target?

Describing characters in a text requires students to first identify those characters and other details. The DLM Familiar Texts aligned with this Essential Element and linkage level explicitly name characters and the actions associated with them. Teachers can use these texts during shared reading to help students learn to identify characters, actions, and other explicitly named elements in the story.

Instructional Resources

| Linkage Level | DLM Familiar Texts |
|--|---|
| Initial Precursor | Learning From Family Searching for Herman* Fudge Goes to the Dentist A Boy Named Fudge |
| Distal Precursor | Omakayas The Soup Kitchen* The School Project |
| Proximal Precursor | N/A |
| Target | N/A |
| Successor | N/A |
| *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 . | |
| 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.4.3 Use details from the text to describe characters in the story.

