



Mini-Map for ELA.EE.RL.5.2

Subject: ELA
 Reading Literature
 Grade: 5

Learning Outcome

| DLM Essential Element | Grade-Level Standard |
|---|--|
| <p>ELA.EE.RL.5.2 Identify the central idea or theme of a story, drama or poem.</p> | <p>ELA.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> |

Linkage Level Descriptions

| Initial Precursor | Distal Precursor | Proximal Precursor | Target | Successor |
|---|---|---|---|---|
| <p>When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.</p> | <p>After reading or hearing a familiar story, the student can correctly identify the behavior and actions of the characters in the story.</p> | <p>The student can identify a character's actions in a familiar story and recall the consequences of those actions.</p> | <p>After reading a story, the student is able to recognize that the story has an overall message or meaning and can identify the theme.</p> | <p>After reading a story, the student can identify the details that contribute to the theme of the story.</p> |

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying the theme of a text requires the readers to remember and recall details from the text. 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 characters when they appear page after page or recognizing a real object that appears repeatedly in the story. The DLM Familiar Texts aligned with this Essential Element and linkage level 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?

Identifying the theme of a text requires the readers to remember and recall details from the text, including details regarding the things the characters do. At the Distal Precursor level, students are not expected to identify the theme, 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 aligned with this Essential Element and linkage level. 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 | Mary Goes Exploring* Winnie Goes Exploring Heidi in the City* Heidi Goes Home |
| Distal Precursor | Mary and Colin* The Spring* Visiting Clara |
| 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 5.</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.5.2 Identify the central idea or theme of a story, drama or poem.

