



## Mini-Map for ELA.EE.RL.5.5

Subject: ELA

Reading Literature

Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RL.5.5</b> Identify a story element that undergoes change from beginning to end.	<b>ELA.RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

### 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.	When provided with illustrations that are related and unrelated to a familiar text, the student can identify the illustrations that relate to aspects of the familiar text, such as people, places, things, and ideas.	The student can identify main characteristics of the text (such as characters, events, and setting) and recognize how events are initiated and resolved.	After reading the story, the student can identify how the characters, events, or settings change over the course of the story.	When presented with a text, the student is able to identify whether the text is a story, poem, or drama based on the structure and characteristics of the text.

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

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

Identifying when a story element changes during the course of a story requires students to first be able to identify those elements. Students working at the Initial Precursor linkage level can start working toward this by identifying objects when they are named in the text. The DLM Familiar Texts aligned with this Essential Element and linkage level specifically name objects that are used during the familiar routines that are features in the stories.

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

Identifying when a story element changes during the course of a story requires students to first be able to identify those elements. Students can work on identifying illustrations, tactile graphics, or objects that are related to story elements during shared reading. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level to work on this because those texts contain story elements that are explicitly called out in the text and illustrated in pictures/tactile graphics.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Mary Goes Exploring*</a> <a href="#">Winnie Goes Exploring</a> <a href="#">Heidi in the City*</a>
<b>Distal Precursor</b>	<a href="#">Mary and Colin*</a> <a href="#">The Spring*</a> <a href="#">Visiting Clara</a> <a href="#">Heidi Goes Home</a>
<b>Proximal Precursor</b>	N/A
<b>Target</b>	N/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 5</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.5.5** Identify a story element that undergoes change from beginning to end.

