



## Mini-Map for ELA.EE.RL.5.6

Subject: ELA

Reading Literature

Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.5.6 Determine the point of view of the narrator.	ELA.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

### 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 story, the student can correctly identify the behavior and actions of the characters in the story.	When reading the story, the student is able to identify the narrator of the story.	After reading the story, the student can identify the narrator of the story, in addition to determining the point of view of the narrator and that of various story characters.	When reading a story, the student is able to identify what the narrator is thinking or feeling by referencing specific words or phrases used by the narrator.

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

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

Determining the narrator's point of view requires students to first identify the narrator as distinct from other characters in the text. For students working at the Initial Precursor linkage level, this starts with recognizing familiar people, objects, places, and events when they are related to texts they are reading with others. The DLM Familiar Texts aligned with this Essential Element and linkage level specifically call out these familiar people, objects, places, and events that are part of the familiar routines featured in the stories. Teachers can use these texts in shared reading to help students develop these skills.

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

Determining the narrator's point of view requires students to first identify the narrator as distinct from other characters in the text. As students learn to identify characters, they then connect those characters with actions. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level to help students learn to identify characters and the actions they take. In these texts, character names and actions are explicitly stated to support students as they learn to make these important connections.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Dinner with the Tucks</a> <a href="#">Visiting Friends</a> <a href="#">Heidi Goes Home</a>
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 5</a> .	
<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.5.6** Determine the point of view of the narrator.

