### ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

**ELA: GRADE 5**

**ELA.EE.RL.5.6**

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<th>Grade-Level Standard</th>
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| ELA.RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described | ELA.EE.RL.5.6 Determine the point of view of the narrator | **Initial Precursor**  
- Can recognize when he or she encounters familiar people, objects, places, and events  

**Distal Precursor**  
- Student can identify the explicitly-stated actions of characters in a story  

**Proximal Precursor**  
- Can determine who the narrator is in a story he or she is reading  

**Target**  
- Can determine what the point of view for the narrator of a story is  

**Successor**  
- Can describe what the narrator or current speaker is thinking or feeling by identifying relevant words or phrases, such as "I ruminated on the missed opportunity at catching the thief on that fateful night at the mansion"
### How is the Initial Precursor related to the Target?

**Initial Precursor:** 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?

**Distal Precursor:** 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.

A diagram showing the relationship of nodes in the mini-map appears below.

**Key to map codes in upper right corner of node boxes:**

- **IP** Initial Precursor
- **SP** Supporting
- **DP** Distal Precursor
- **S** Successor
- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
Determine the point of view of the narrator.