



## Mini-Map for ELA.EE.RL.7.3

Subject: ELA

Reading Literature

Grade: 7

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RL.7.3</b> Determine how two or more story elements are related.	<b>ELA.RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify an object by its descriptor or provide a descriptor for the object.	The student can understand how a character's feelings or desires may lead to a corresponding action and how the actions can make the character feel.	The student can identify how a character responds to a specific challenge or hurdle in a story.	The student can determine how some of the characters, settings, or major events of the narrative relate to each other.	The student can identify the events or other character actions/feelings that cause a character's actions in a story and can identify the corresponding consequences.

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

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

As students work toward being able to determine the relationships between elements of a story, they have to learn a great deal about language. One starting point is understanding adjectives and the way they describe characters, settings, or major events in a story. Adjectives often distinguish story details from one another, which is one form of relationship. In the context of repeated shared reading, teachers can use texts, including DLM Familiar Texts, that feature familiar settings and explicitly describe people, objects, and events associated with the settings. As teachers read the text with students, they might gather objects that match those from the book or use the illustrations to support students in understanding the describing words that are used.

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

One specific way that students can begin understanding the relationships between elements of story is to identify the relationship between a character's actions and feelings. During shared or guided reading, teachers can help students identify when character feelings are explicitly stated and look for actions that are related to those feelings.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">The Golden Apple*</a> <a href="#">Brian Survives*</a> <a href="#">A Trip to the Fair</a> <a href="#">Calpurnia Explores the Pond</a> <a href="#">Green and Yellow Grasshoppers</a>
Distal Precursor	N/A
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.</p> <p>For more comprehensive information, see <a href="#">Familiar Text Information – Grade 7</a>.</p>	
Released Testlets	
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .	

[Link to Text-Only Map](#)

**ELA.EE.RL.7.3** Determine how two or more story elements are related.

