



Mini-Map for ELA.EE.RL.8.3

Subject: ELA
 Reading Literature
 Grade: 8

Learning Outcome

| DLM Essential Element | Grade-Level Standard |
|--|--|
| ELA.EE.RL.8.3 Identify which incidents in a story or drama lead to subsequent action. | ELA.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |

Linkage Level Descriptions

| Initial Precursor | Distal Precursor | Proximal Precursor | Target | Successor |
|---|---|--|---|--|
| The student can demonstrate understanding of an object's function through demonstration, pointing to pictures, or verbally explaining the function. | The student can identify how a character responds to a specific challenge or hurdle in a story. | The student can identify the cause of a character's action in a story. | The student can identify the effect or result caused by certain actions, behaviors, or events in a narrative. | The student can connect a character's actions with corresponding events and identify how they contribute to the character's main goal. |

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying the way one event causes another requires students to understand the impact things have on one another. At the Initial Precursor level, students are working toward this understanding by learning to identify the function of familiar objects. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level to work on this skill in repeated shared reading. The texts feature familiar routines and explicitly reference objects and their function. Teachers might gather the objects that are referenced in the book and act out or otherwise help students experience the actions that are associated with each object.

How is the Distal Precursor related to the Target?

Identifying the impact events have on subsequent events in a narrative includes the ability to identify how challenges impact characters and their responses. Teachers can work on this during shared or guided reading (anchor-read-apply) as they set purposes related to identifying challenges and character responses to them.

Instructional Resources

| Linkage Level | DLM Familiar Texts |
|--|--|
| Initial Precursor | Tom's Stories* Tom Goes Camping Return to the Island |
| 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. For more comprehensive information, see Familiar Text Information – Grade 8.</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.8.3 Identify which incidents in a story or drama lead to subsequent action.

