Mini-Map for ELA.EE.RL.3.1

Subject: ELA
Reading Literature
Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.	**ELA.RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When provided with language cues, the student can pay attention to the entire object, a characteristic of the object, or an action the object can perform.	When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.	The student can identify concrete details (i.e., people, objects, places, and events) and answer who and what questions about details in a familiar story. The student can identify concrete details in a familiar story, including characters and objects.	The student can answer who and what questions about details in a story.	The student can answer wh- questions (i.e., who, what, when, where, why) about details in a story.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Learning to respond to questions regarding characters and their actions requires that students first understand simple relationships between objects and actions. In the context of reading literature, students can learn to attend to objects that are found in books during shared reading and begin to make connections between those objects and specific actions. Using DLM Familiar Texts aligned with this Essential Element and linkage level, teachers and students can work on this skill while they engage in shared reading about common daily routines and interact with objects that are used during those routines (e.g., using a brush to brush hair when getting ready for school).

How is the Distal Precursor related to the Target?

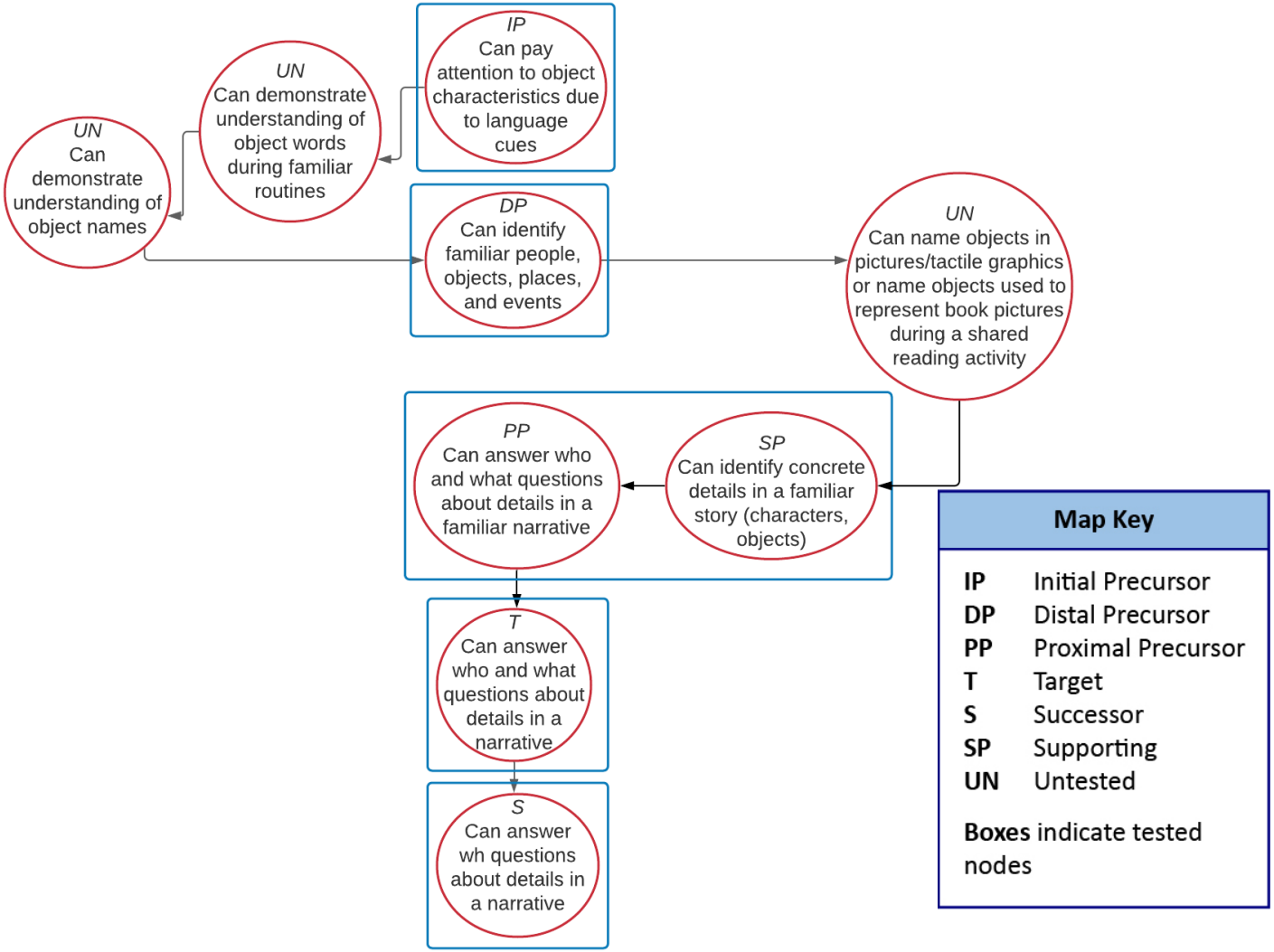
Learning to respond to questions about details in a story requires students to recognize and remember people, objects, places, and events. In the context of reading literature, students can work on recognizing and remembering people, objects, places, and events. Using the DLM Familiar Texts aligned with this linkage level, teachers and students can work on this skill while engaging in shared reading about common settings (e.g., home, school) and the people, objects, and events that are associated with those settings.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Ready for School Mudge Goes to Dog School Elmer Meets the Cat The Extra Nice Day
Distal Precursor	Ready for School Elmer Meets the Cat Ramona's First Day of School Ramona and the Parade
Proximal Precursor	Friends Forever Wild Island* Getting Sick* Exploring the Island
Target	N/A
Successor	N/A
*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 3.	
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.3.1 Answer who and what questions to demonstrate understanding of details in a text.



Mini-Map for ELA.EE.RL.3.2

Subject: ELA
Reading Literature
Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.3.2 Associate details with events in stories from diverse cultures.	**ELA.RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate an understanding that absent objects still exist despite not being visible by searching for objects that are hidden or not visible.	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 familiar story, the student can identify major observable events in the story and associate details with events. The student can identify major observable events that occur in a familiar story.	After reading or hearing a fable, folktale, or story from a different culture, the student can associate story details with events in the story.	The student can use key details to retell stories from various cultures, including myths, fables, and folktales.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Associating details with events in stories requires students to remember events and details across multiple pages in a text. At beginning levels, this requires understanding that objects still exist even when they are not physically present or cannot be seen. In the context of reading literature, teachers can help students develop an understanding that objects still exist when they can no longer be seen using the DLM Familiar Texts aligned with this Essential Element and linkage level that feature objects that characters are seeking. Students at the Initial Precursor level might look for objects that are hiding or missing while their peers associate those objects with events in the story.

How is the Distal Precursor related to the Target?

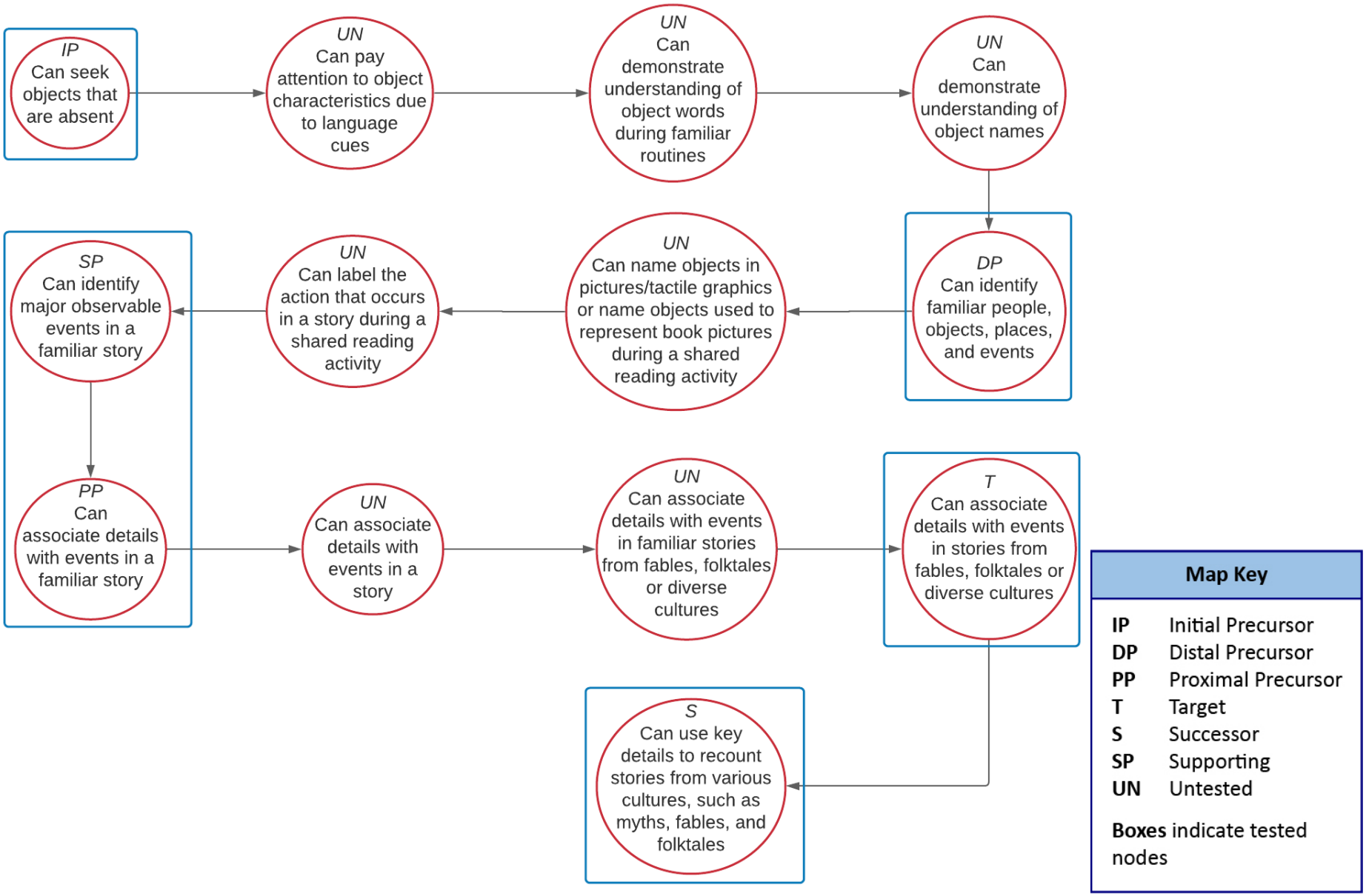
Associating details with events in stories requires students to remember both events and details. That begins with recognizing and remembering the people, objects, places, and events they encounter each day. In the context of reading literature, teachers can help students work on recognizing when they encounter familiar people, objects, places, and events during shared reading. The DLM Familiar Texts aligned with this Essential Element and linkage level are about common settings (e.g., home, school) and the people, objects, and events that are associated with those settings. Teachers can read these books with students and help them associate objects and actions with the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Henry and Mudge Go to School Elmer Packs a Bag Ramona and the Parade
Distal Precursor	Henry and Mudge Go to School Elmer Packs a Bag Ramona's Family
Proximal Precursor	Friends Forever The Baby Dragon Getting Sick*
Target	N/A
Successor	N/A
*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 3.	
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.3.2 Associate details with events in stories from diverse cultures.



Mini-Map for ELA.EE.RL.3.3

Subject: ELA
Reading Literature
Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.3.3 Identify the feelings of characters in a story.	**ELA.RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can use or identify feeling words related to self, such as happy, sad, tired, worried, or angry. The student can communicate responses to simple feeling state questions (e.g., Are you happy? Are you sad?).	While reading a section of familiar text, the student is able to identify words associated with feelings related to entities other than themselves (e.g., Henry was happy on his birthday. What word shows how Henry feels?).	While reading a familiar story, the student is able to identify feelings of characters or feeling words that describe characters when explicitly stated (e.g., Heidi was glad she found her keys. How did Heidi feel when she found her keys?).	While reading a story, the student can identify the feelings of characters (e.g., How did Tom feel when he won the game?).	While reading a narrative, the student can identify how a character's actions make them feel OR how a character's feelings lead to action (e.g., Why did Ramona sleep all day?).

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying the feelings of others begins with understanding feelings in oneself. In the context of reading literature, teachers can help students identify their own feelings during shared reading of texts that highlight the character's feelings. The DLM Familiar Texts aligned with this Essential Element and linkage level refer explicitly to character feelings, which gives teachers a chance to help students reflect on their own feelings.

How is the Distal Precursor related to the Target?

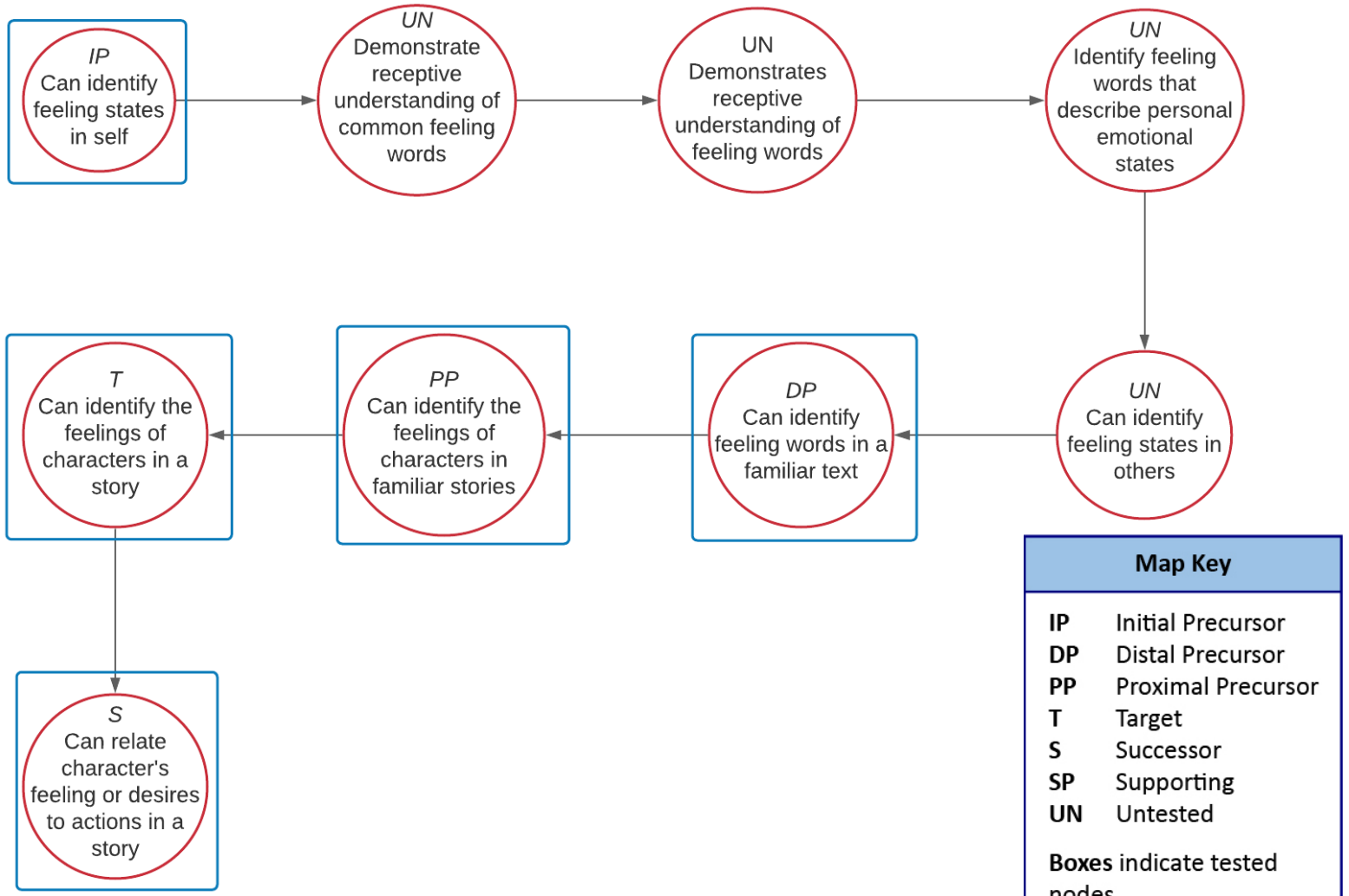
Identifying the feelings of characters in a book requires an understanding of words used to describe and label feelings. Teachers can help students begin to recognize when feeling words appear in a text using the DLM Familiar Texts aligned with this Essential Element and linkage level during shared reading. The familiar texts specifically call out character feelings with everyday words used to describe and label feelings.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Ramona's New Sister Ramona Goes to Bed Ramona's Letters
Distal Precursor	Friends Forever The Baby Dragon Ramona and Willa Jean
Proximal Precursor	Friends Forever The Baby Dragon Ramona and Willa Jean
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 3.	
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.3.3 Identify the feelings of characters in a story.



Mini-Map for ELA.EE.RL.3.5

Subject: ELA
Reading Literature
Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.3.5 Determine the beginning, middle, and end of a familiar story with a logical order.	**ELA.RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate interest in a text through eye gaze, movement, noise, or other interaction that indicates that they are attending.	During a shared reading of a text, the student is able to identify, indicate, and distinguish between the words and pictures on a page in a text, braille, or tactile object/graphic.	After reading or hearing a familiar story, the student can identify information or events that occur at the beginning and end of the story and concrete details within a story, such as characters and objects. The student can identify concrete details in a familiar story, including characters and objects.	After reading or hearing a familiar, linear story, the student is able to identify information or events that occur at the beginning, middle, and end of the story.	After reading or hearing a story, the student can identify information or events that occur at the beginning and end of the story.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Increasing interest and engagement is a primary goal of shared reading interactions. This Initial Precursor node is focused on building this interest and engagement using DLM Familiar Texts and other books about topics of interest that feature everyday objects and events.

How is the Distal Precursor related to the Target?

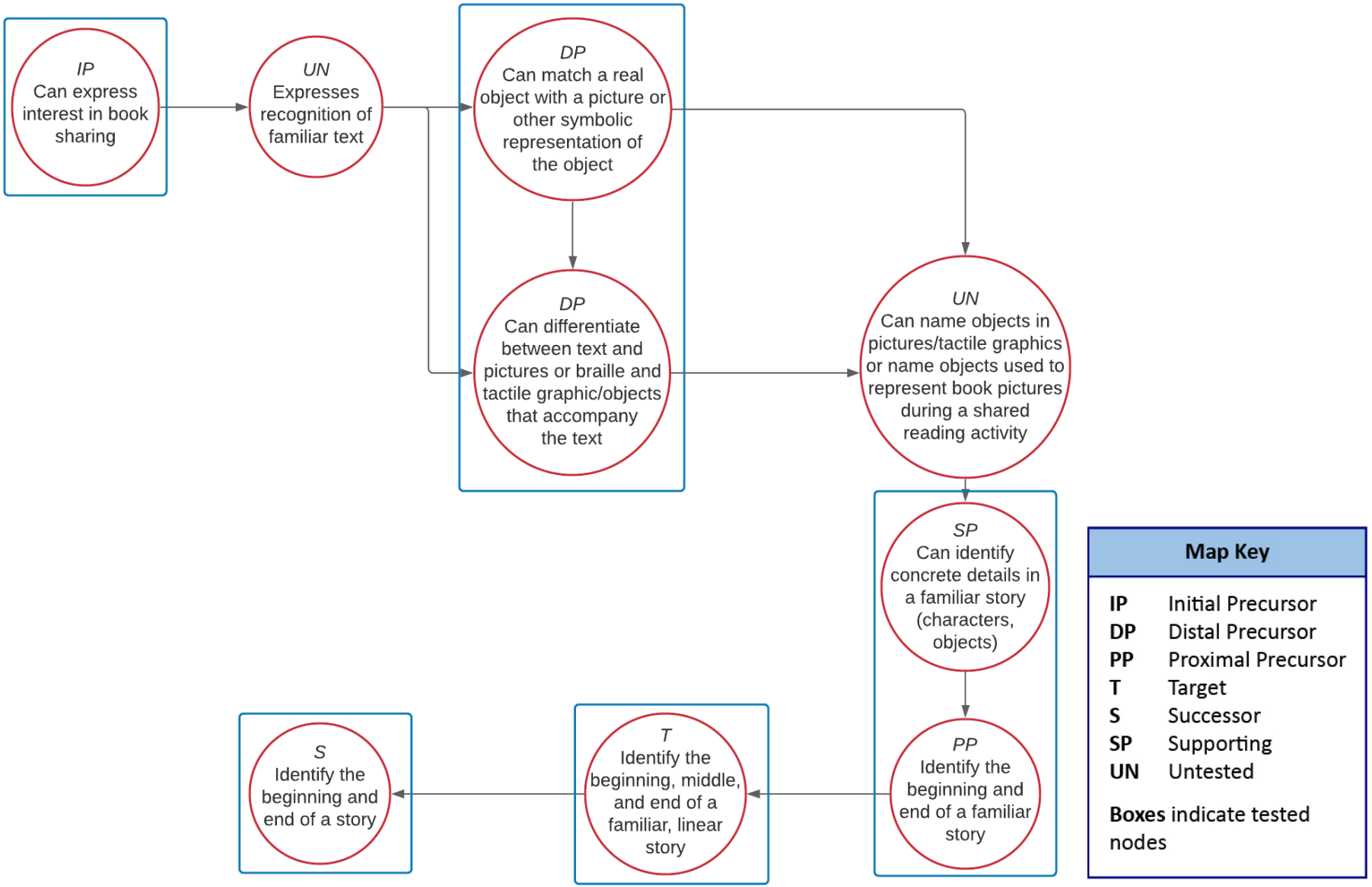
As students work toward understanding sequence in stories with a linear structure, they must work on associating words with illustrations and/or tactile graphics in stories. The DLM Familiar Texts aligned with this Essential Element and linkage level include familiar objects that students can learn to associate with spoken labels, photos, and other symbolic representations during shared reading interactions.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Henry and Mudge Are Happy Friends Forever Mudge Goes to Dog School Wild Island* The Baby Dragon Ramona's First Day of School Ramona and Willa Jean
Distal Precursor	Henry and Mudge Are Happy Wild Island* Ramona and Willa Jean Ramona and the Rainy Day The Extra Nice Day
Proximal Precursor	Friends Forever The Baby Dragon Getting Sick*
Target	Friends Forever The Baby Dragon Getting Sick*
Successor	N/A
*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 3.	
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.3.5 Determine the beginning, middle, and end of a familiar story with a logical order.



Mini-Map for ELA.EE.RI.3.1

Subject: ELA
Reading Informational Text
Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text.	**ELA.RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When provided with language cues, the student can pay attention to the entire object, a characteristic of the object, or an action the object can perform.	When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.	The student can identify concrete details, such as individuals, events, or ideas, in a familiar informational text.	The student can identify concrete details in an informational text and can answer simple comprehension questions related to those concrete details.	After reading or hearing an informational text, the student can identify words that are related to a specific detail and can use those words to answer a question about explicit information.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Learning to respond to questions regarding details in a text requires that students attend to, recognize, and eventually answer questions about the characteristics of the objects they encounter each day. This might include understanding actions that can be completed with familiar objects (e.g., using a cup to drink). In the context of reading an informational text, students can learn to attend to real objects that are paired with objects found in books during shared reading. Using the DLM Familiar Texts aligned with this Essential Element and linkage level, teachers and students can work on this skill while engaging in shared reading about familiar concepts and routines. Teachers can help students associate labels and actions with objects they collect to match objects in the books.

How is the Distal Precursor related to the Target?

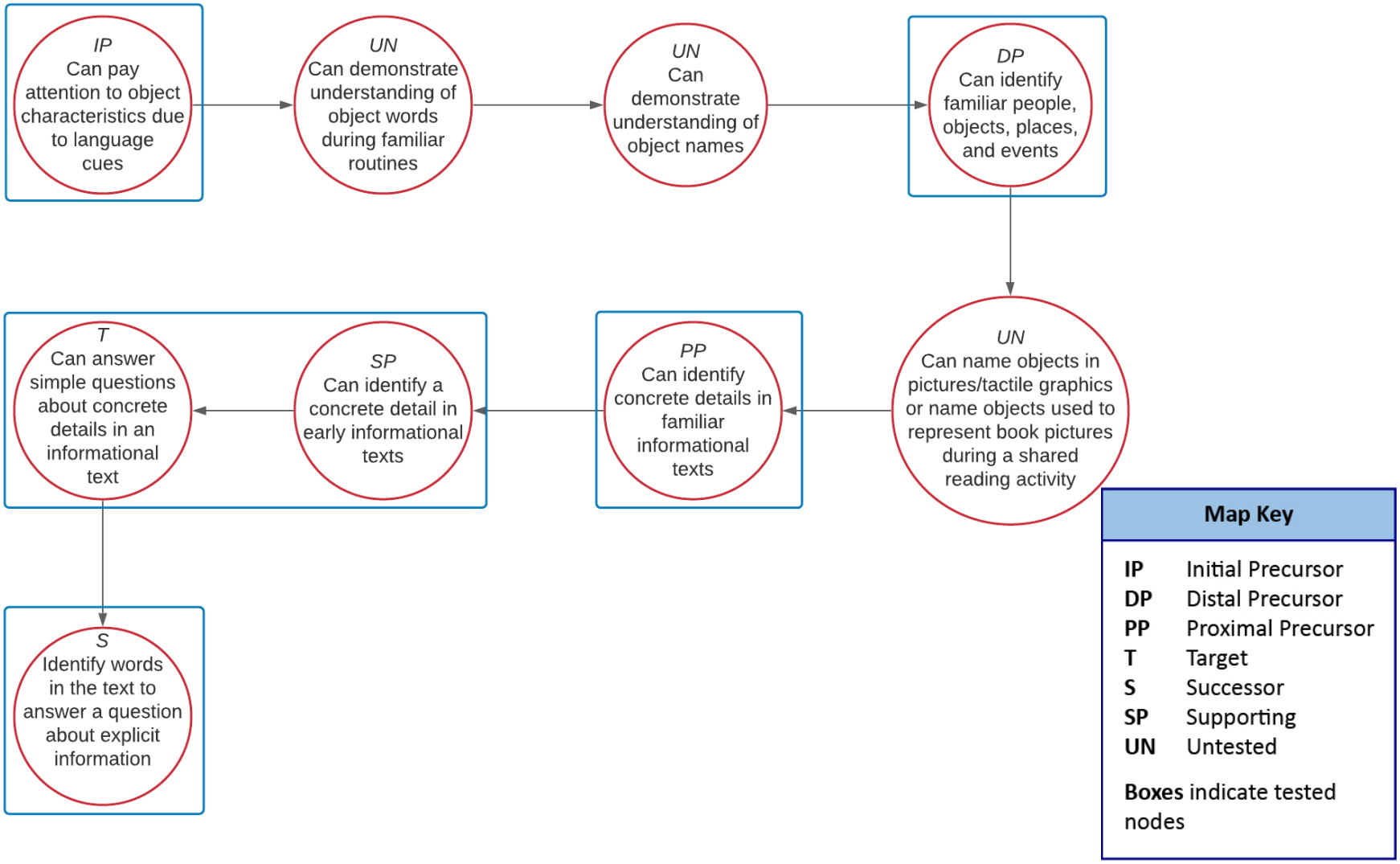
Learning to respond to questions regarding details in a text requires students to recognize and remember people, objects, places, and events they encounter every day. In the context of reading an informational text, students can work on recognizing and remembering people, objects, places, and events that appear in the texts that become familiar over time as a result of repeated reading and interaction.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Tree Houses What Do Cats Do? Different Ways to Travel A Field Trip on a Boat Fun on the Bus
Distal Precursor	A Pet in the Classroom At the Beach School Gardens A Field Trip on a Boat Babysitting Book Reports Drawing
Proximal Precursor	Dogs Are Best Tangerines Riding on a Bus
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 3.	
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.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text.



Mini-Map for ELA.EE.RI.3.2

Subject: ELA
Reading Informational Text
Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.3.2 Identify details in a text.	**ELA.RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate an understanding that absent objects still exist despite not being visible by searching for objects that are hidden or not visible.	When provided with language cues, the student can pay attention to the entire object, a characteristic of the object, or an action the object can perform.	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.	After hearing or reading a beginner-level informational text, the student can identify a concrete detail in the text.	After hearing or reading an informational text, the student can identify explicit details that are key to the information in the text.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying details in a text requires students to remember the details. At beginning levels, this requires understanding that objects still exist even when they are not physically present or cannot be seen. In the context of reading literature, teachers can help students develop an understanding that objects still exist when they can no longer be seen using the DLM Familiar Texts. The DLM Familiar Texts aligned with this Essential Element and linkage level feature familiar objects. During shared reading, teachers can help students learn that the objects still exist even when they are not physically present or cannot be seen.

How is the Distal Precursor related to the Target?

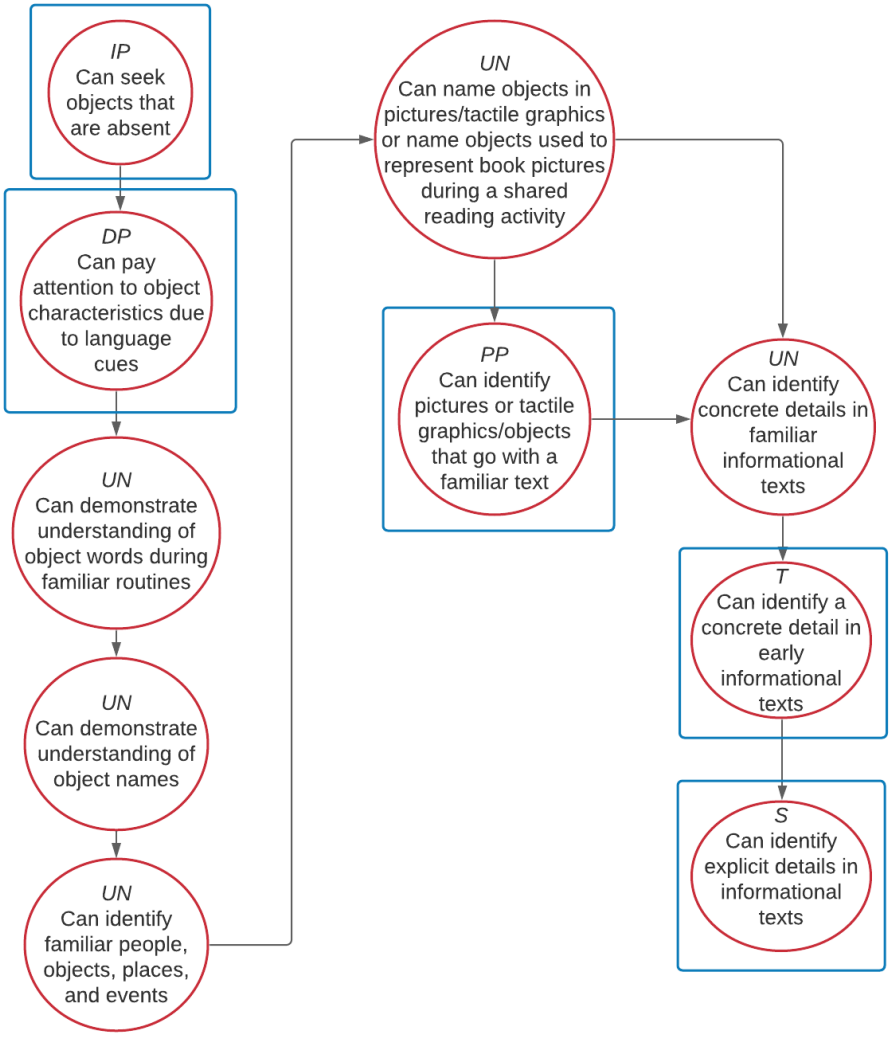
Identifying details in a text requires students to remember the details. At the Distal Precursor linkage level, students can start working on identifying details by identifying objects associated with labels and actions. During shared reading with DLM Familiar Texts, teachers can take advantage of the familiar routines and objects that are used in the stories to help students associate objects with their labels, uses, and other characteristics.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Taking Care of a Dog Tree Houses Taking a Trip School Gardens Fun on the Bus Drawing
Distal Precursor	Fun Dogs Building a Snowman What Do Cats Like? Buses Fun on the Bus
Proximal Precursor	Dogs Are Best Tangerines Riding on a Bus What Do Cats Like?
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 3.	
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.RI.3.2 Identify details in a text.



Map Key

IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
SP	Supporting
UN	Untested

Boxes indicate tested nodes

Mini-Map for ELA.EE.RI.3.3

Subject: ELA
Reading Informational Text
Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.3.3 Order two events from a text as "first" and "next."	**ELA.RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify a forward sequence in a routine that they are familiar with (e.g., observed, participated in).	The student can identify actions that are associated with routines that they are familiar with (e.g., observed, participated in).	The student can identify events that occur in a familiar informational text.	The student can use context clues to identify which of two events comes first within the text.	The student can identify temporal information or events using clues in the context (e.g., first, next, then, last, night, day) in an informational text.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying the order of events in an informational text is supported by understanding steps in familiar routines and being able to anticipate or identify a next step. At the Initial Precursor linkage level, students can work on identifying the next step associated with familiar routines through shared reading of the DLM Familiar Texts aligned with this Essential Element and linkage level. These texts feature everyday routines with steps that teachers can pair with objects and act out in ways that help students learn what comes next.

How is the Distal Precursor related to the Target?

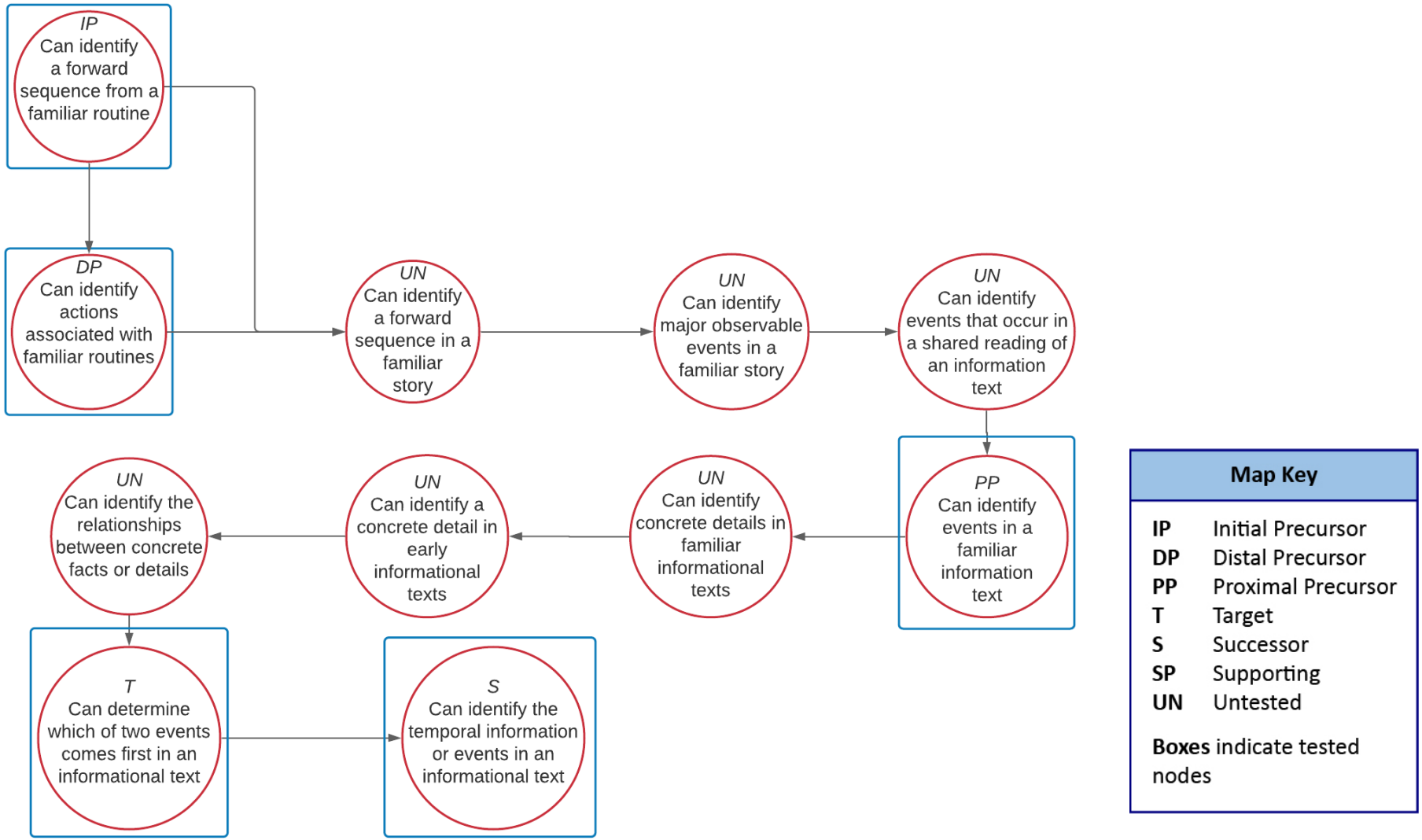
Identifying the order of events in an informational text is supported by remembering actions associated with those events. At the Distal Precursor linkage level, students can work on learning to identify actions associated with routines through shared reading of the DLM Familiar Texts aligned with this linkage level. These texts feature everyday routines with objects and actions teachers can associate with the routines.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	At the Beach Different Ways to Travel A Field Trip on a Boat Babysitting Cleaning the House Parades Playing Baseball at Recess
Distal Precursor	Sailors Selling and Buying Babysitting Parades
Proximal Precursor	Exercising Your Dog
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 3.	
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.RI.3.3 Order two events from a text as "first" and "next."



Mini-Map for ELA.EE.RI.3.5

Subject: ELA
Reading Informational Text
Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.3.5 With guidance and support, use text features including headings and key words to locate information in a text.	**ELA.RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can seek a specific object in their immediate environment by reaching, looking, vocalizing, or otherwise expressing interest.	When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.	The student can identify illustrations or object/tactual information that reflect aspects of a familiar text, such as setting, characters, or action.	The student is able to recognize and use basic text features to locate and identify specific information in a text.	The student can recognize specific text features, including bold print, captions, and subheadings, and use those text features to locate and identify specific information.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Learning to use predictable features in information texts (e.g., headings, bolded key words) requires students to begin to recognize things that are familiar, predictable, and preferred. Students can work toward this beginning with communicating preferences for objects in the immediate environment. In the context of ELA instruction, teachers can address this using the DLM Familiar Texts aligned with this Essential Element and linkage level. These texts are about familiar contexts (e.g., home, school, or neighborhood) and feature objects associated with familiar routines that occur in those familiar contexts. Teachers can gather the objects or use the images in the text to encourage students to indicate preferences for the objects as they appear in the text.

How is the Distal Precursor related to the Target?

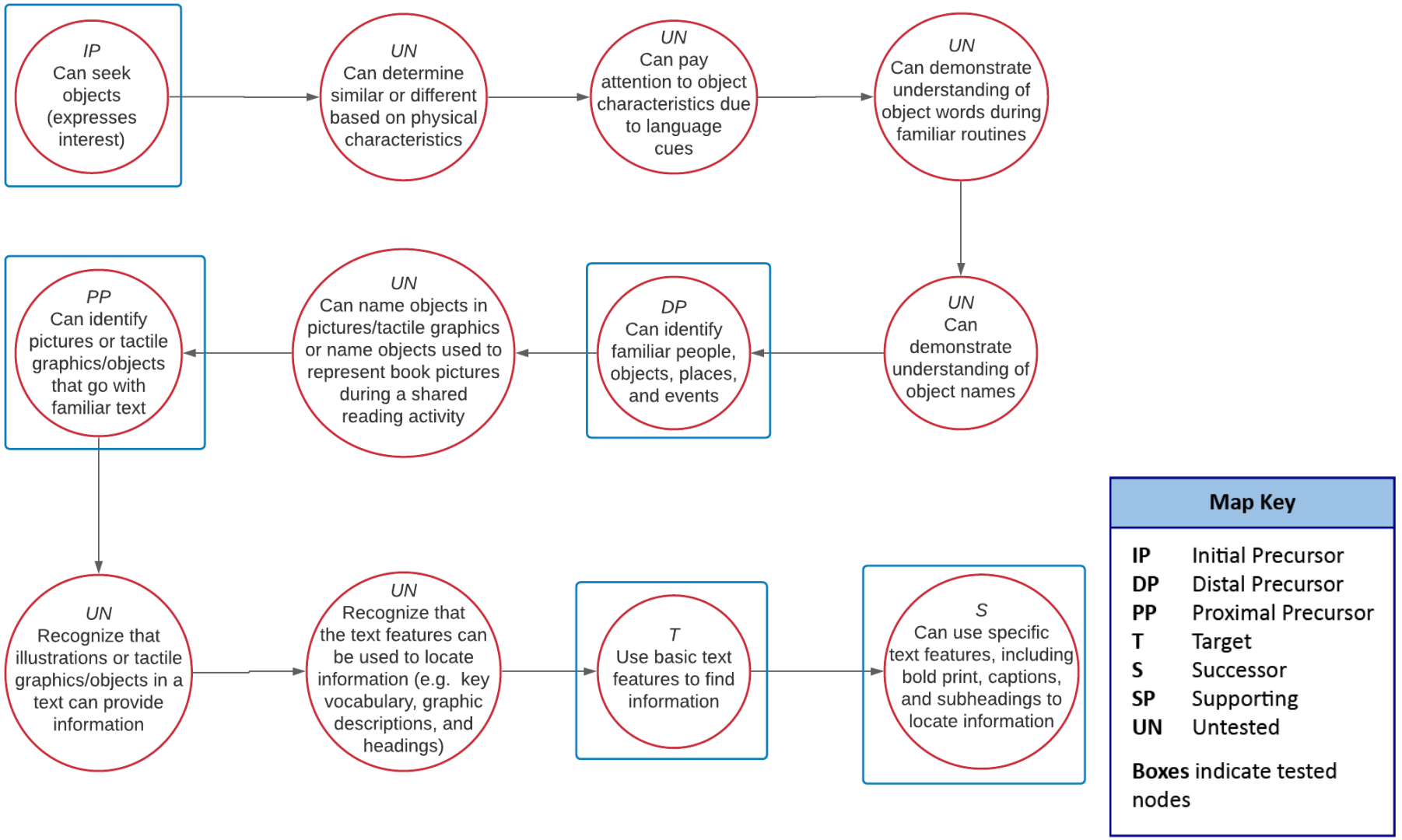
Learning to use predictable features in information texts (e.g., headings, bolded key words) requires students to begin to recognize things that are familiar or predictable. In the context of reading information texts, students can work on this by engaging in repeated shared reading using texts about events that are familiar. In the context of reading literature, students can work on recognizing and remembering people, objects, places, and events. Using the DLM Familiar Texts aligned with this Essential Element and linkage level, teachers and students can work on this skill while engaging in shared reading about common settings (e.g., home, school) and the people, objects, and events that are associated with those settings.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Tree Houses A Pet in the Classroom At the Beach School Gardens Fun on the Bus Drawing
Distal Precursor	Different Ways to Travel A Field Trip on a Boat Cleaning the House Playing Baseball at Recess
Proximal Precursor	Tangerines What Do Cats Like? Fun on the Bus
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 3.	
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.RI.3.5 With guidance and support, use text features including headings and key words to locate information in a text.



Mini-Map for ELA.EE.RL.3.4

Subject: ELA
Reading Literature
Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.3.4 Determine words and phrases that complete literal sentences in a text.	**ELA.RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When provided with language cues, the student can pay attention to the entire object, a characteristic of the object, or an action the object can perform.	The student can demonstrate understanding or recognition for names of objects or people not present by correctly identifying an object or person.	When given a descriptive or familiar word, the student can demonstrate prior knowledge of the word.	By using surrounding context, the student is able to select the correct word or phrase when asked to complete a literal sentence from the text.	When using the surrounding context, the student can identify simple semantic definitions for unambiguous words in a text.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

At the Target level, students working on this Essential Element are associating words with other words to complete sentences. At the Initial Precursor level, students associate words with familiar objects. In the context of reading literature, the DLM Familiar Texts feature object names and words used to describe those objects. The books and objects are from everyday routines that teachers can act out and associate with real objects during shared reading.

How is the Distal Precursor related to the Target?

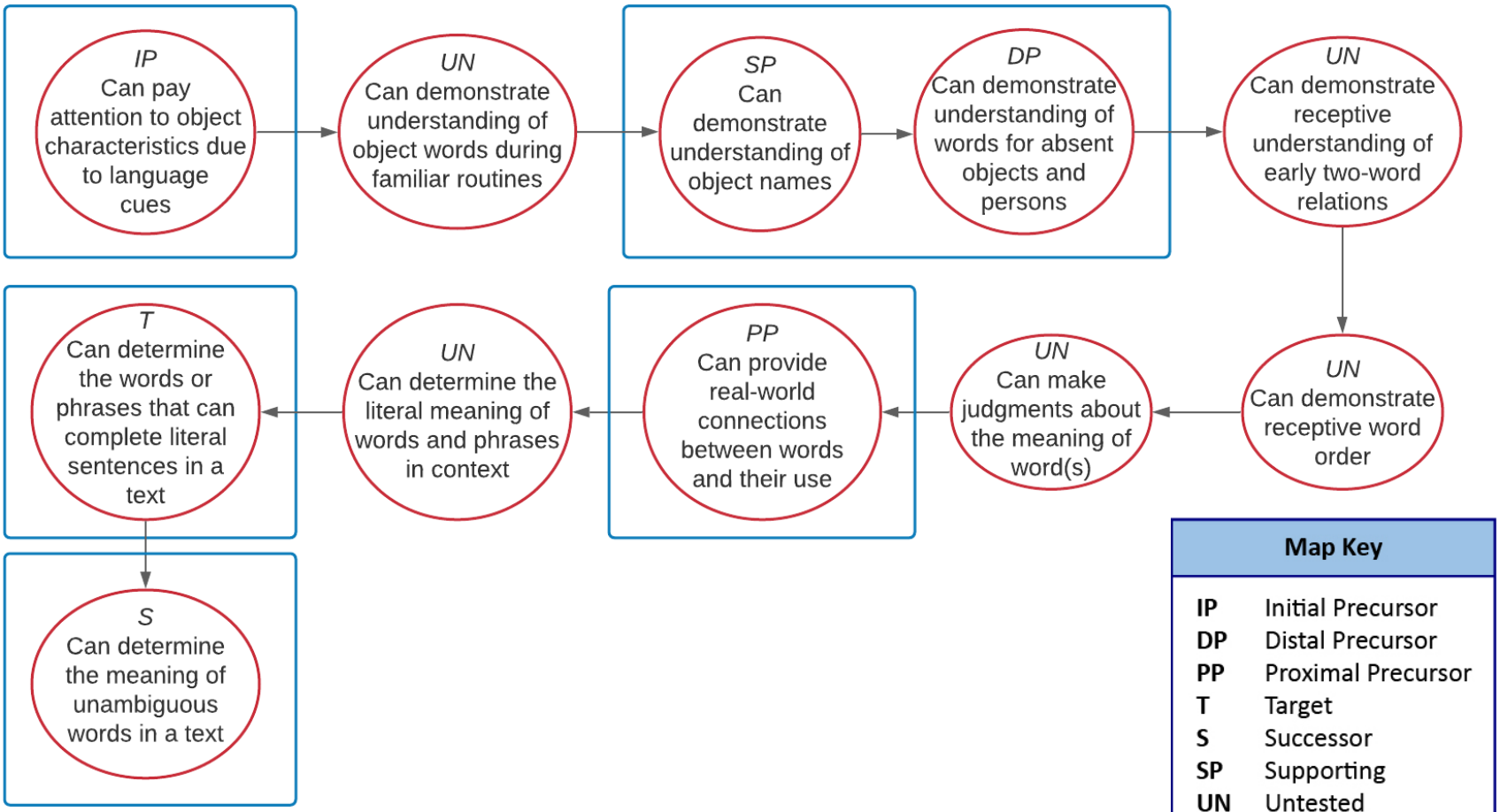
At the Target level, students working on this Essential Element are associating words with other words to complete sentences. At the Distal Precursor linkage level, students associate words with familiar objects and people even when those objects and people are not immediately present. In the context of reading literature, the DLM Familiar Texts aligned with this Essential Element and linkage level feature common objects and people and give teachers an opportunity to help students associate names with them.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Henry and Mudge Go to School Elmer Packs a Bag Ramona and the Rainy Day
Distal Precursor	Henry and Mudge Go Camping Elmer and the Dragon Find Treasure* Ramona and the Rainy Day
Proximal Precursor	Mudge and the Puddle* Elmer and the Dragon Find Treasure* Drop Everything and Read Ramona and the Rainy Day
Target	N/A
Successor	N/A
*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 3.	
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.3.4 Determine words and phrases that complete literal sentences in a text.



Mini-Map for ELA.EE.RI.3.4

Subject: ELA
Reading Informational Text
Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.3.4 Determine words and phrases that complete literal sentences in a text.	**ELA.RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When provided with language cues, the student can pay attention to the entire object, a characteristic of the object, or an action the object can perform.	The student can demonstrate understanding of object names and the words designated for absent objects or people through eye gaze, movement, noise, or other interaction.	The student can make judgments about pairs of words with similar or different meanings.	By using surrounding context, the student is able to select the correct word or phrase when asked to complete a literal sentence from the text.	When using the surrounding context, the student can identify simple semantic definitions for unambiguous words in a text.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

At the Target level, students working on this Essential Element associate words with other words to complete sentences. At the Initial Precursor level, students associate words with familiar objects. The DLM Familiar Texts aligned with this Essential Element and linkage level feature object names and words used to describe those objects. The books and objects feature everyday routines that teachers can act out and associate with real objects during shared reading.

How is the Distal Precursor related to the Target?

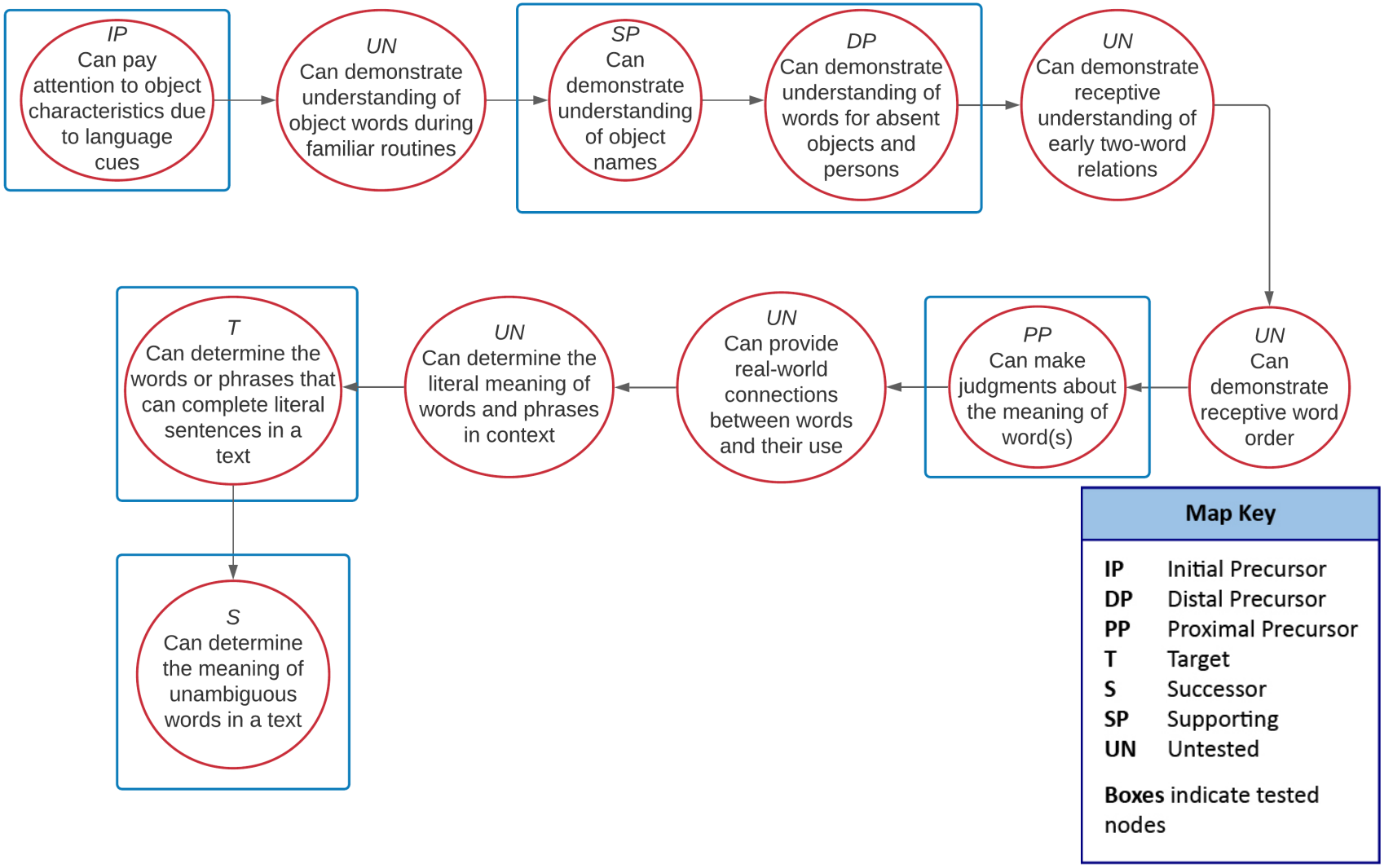
At the Target level, students working on this Essential Element associate words with other words to complete sentences. At the Distal Precursor linkage level, students learn to associate names with objects and people that are not immediately present. During shared reading of DLM Familiar Texts aligned with this linkage level, teachers can use the books about familiar routines to help students learn and remember the names of the objects and people in the text, even when they do not appear in the page being read.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Getting Ready for School Tree Houses A Pet in the Classroom At the Beach Buses Fun on the Bus
Distal Precursor	How to Clean a Dirty Dog Building a Snowman Different Ways to Travel A Field Trip on a Boat Babysitting Fun on the Bus
Proximal Precursor	How to Clean a Dirty Dog
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 3.	
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.RI.3.4 Determine words and phrases that complete literal sentences in a text.



Mini-Map for ELA.EE.RI.3.8

Subject: ELA
Reading Informational Text
Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.3.8 Identify two related points the author makes in an informational text.	**ELA.RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can react to a change in an object or a situation through eye gaze, vocalization, or otherwise expressing interest.	The student can determine similarities or differences between objects based on physical characteristics.	The student can identify the relationships between multiple concrete facts or details.	The student can identify the points that are made by an author of an informational text and identify points that are related.	The student can identify reasons an author includes in a text (i.e., details) that support the points of an informational text.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Understanding how points relate to each other begins with recognizing when new information is presented. At the Initial Precursor linkage level, students work on recognizing when new objects and actions appear in a text. The DLM Familiar Texts aligned with this linkage level feature familiar routines. During shared reading of these texts, teachers can use real objects to act out the routine and help students notice when a new object or action appears.

How is the Distal Precursor related to the Target?

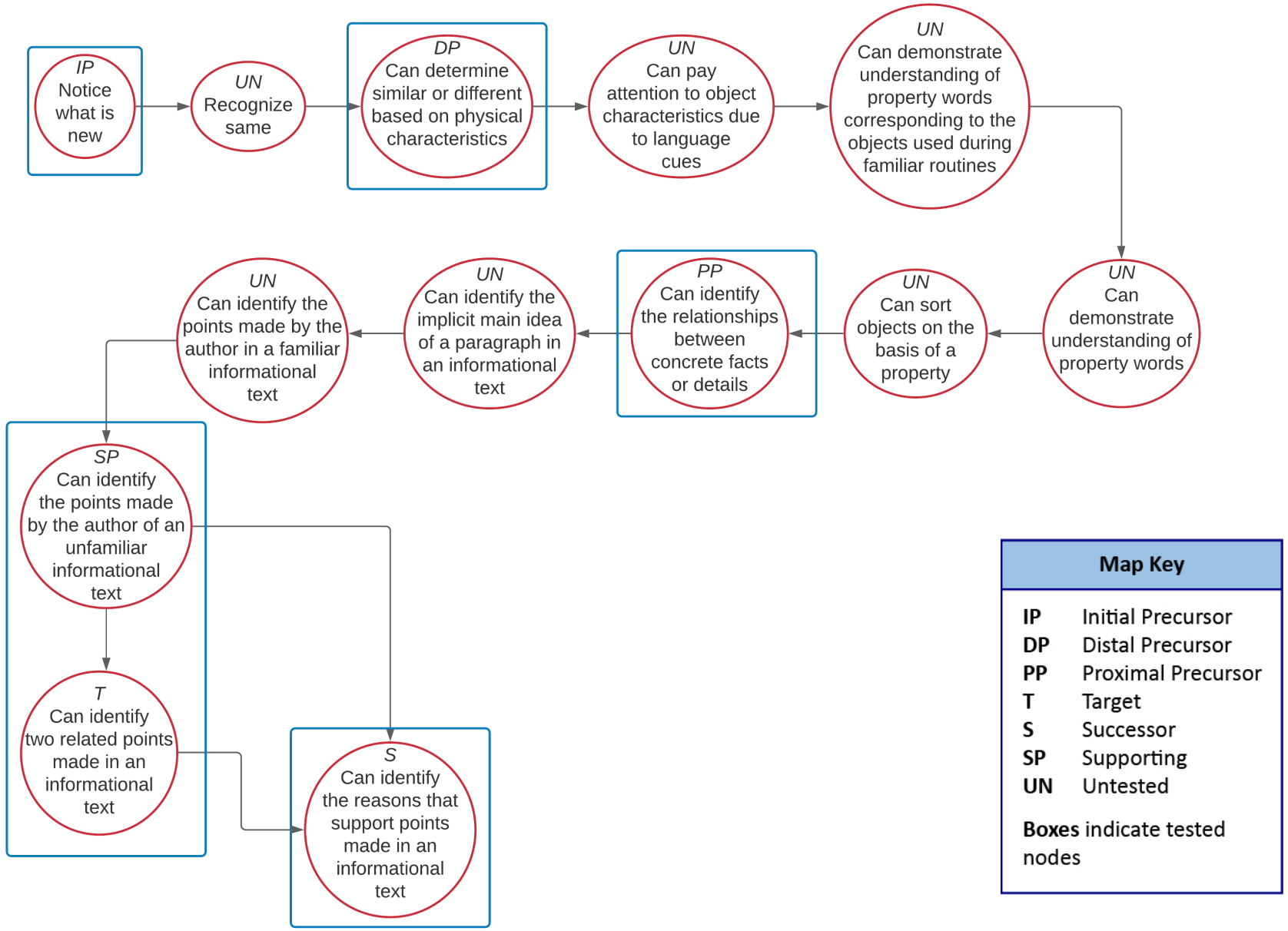
Understanding how points relate to each other involves recognizing the characteristics or features of those points. Students at the Distal Precursor linkage level can work toward these understandings by learning to associate words that describe the physical characteristics or attributes of an object with the object itself. In the context of reading informational texts, teachers can work on this with the DLM Familiar Texts that have been written about familiar objects in familiar routines that students can learn to associate with words that describe them.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	So Many Kinds of Dogs Tree Houses What Do Cats Do? Fun on the Bus
Distal Precursor	Lots of Dogs Building a Snowman What Do Cats Do? Fun on the Bus Buses
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 3.	
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.RI.3.8 Identify two related points the author makes in an informational text.



Mini-Map for ELA.EE.L.3.5.a

Subject: ELA
Language
Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.3.5.a Determine the literal meaning of words and phrases in context.	**ELA.L.3.5.a** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When provided with language cues, the student can pay attention to the entire object, a characteristic of the object, or an action the object can perform.	When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.	The student can make judgments about pairs of words with similar or different meanings.	After reading or hearing a sentence, the student can determine the literal meaning of words and phrases using the surrounding context.	When given a sentence from the text with a missing word, the student can provide a word from the text or a similar-meaning word to complete the sentence.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Learning the meaning of new words begins as students learn the names of objects and actions that are part of their everyday routines. Students working at the Initial Precursor linkage level can work on identifying the labels associated with objects and actions during shared reading. The DLM Familiar Texts aligned with this Essential Element and linkage level are about familiar routines and call out objects that teachers can help students learn to associate with labels and other descriptions.

How is the Distal Precursor related to the Target?

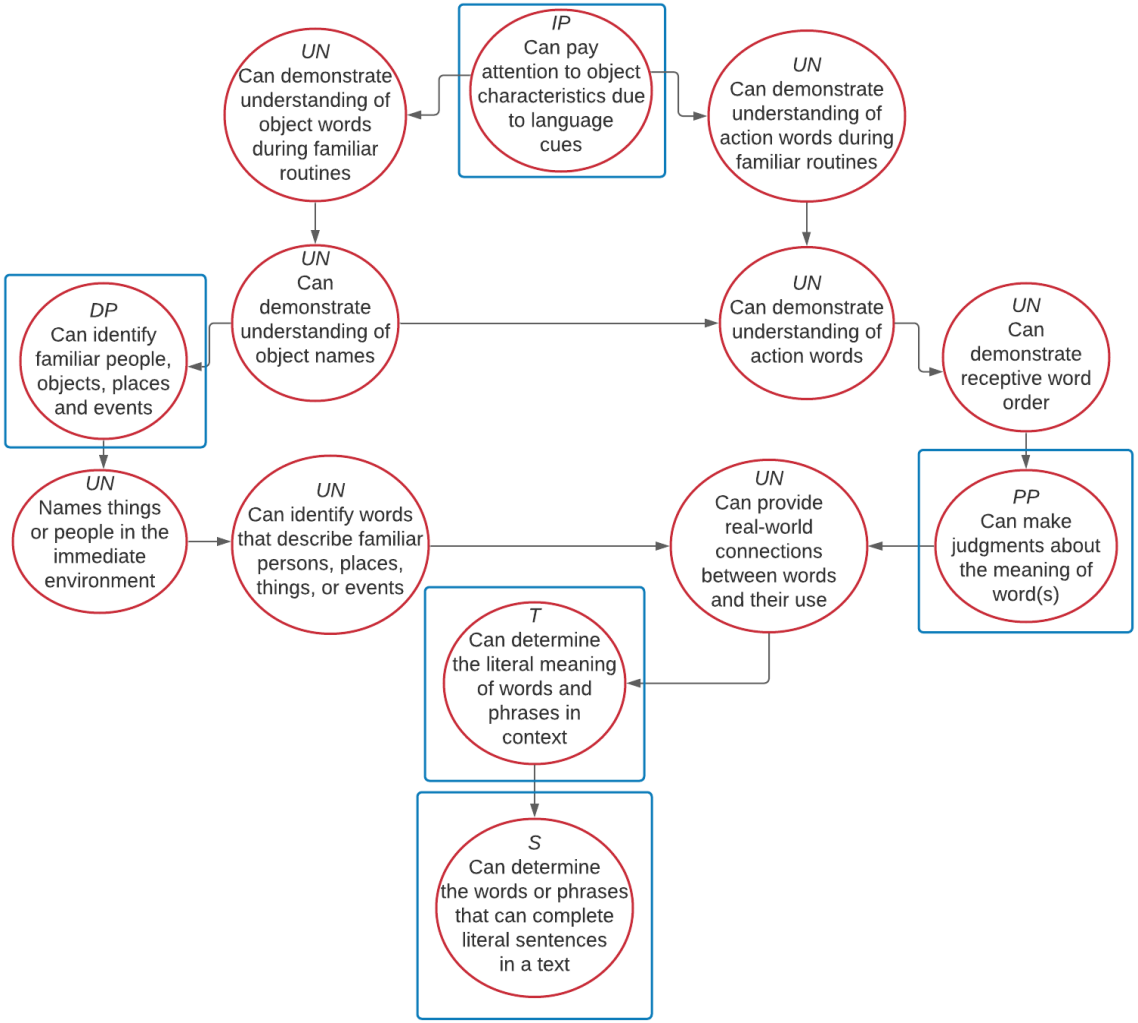
Learning the meaning of new words begins as students learn when they encounter familiar and ultimately unfamiliar words, people, objects, places and events. Teachers can help students recognize when they encounter familiar people, objects, places, and events during shared reading. The DLM Familiar Texts at this linkage level feature common routines that include familiar people, objects, places and/or events.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	The Extra Nice Day (RL) Cleaning the House (RI) Mary Buys School Supplies (RL) Playing Baseball at Recess (RI) Mudge Goes to Dog School (RL)
Distal Precursor	Henry and Mudge Go Camping (RL) Mudge Goes to Dog School (RL) Drop Everything and Read (RL) The Extra Nice Day (RL)
Proximal Precursor	Drop Everything and Read (RL) Ramona and the Rainy Day (RL) Parades (RI)
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 3.	
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.L.3.5.a Determine the literal meaning of words and phrases in context.



Map Key	
IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
SP	Supporting
UN	Untested

Boxes indicate tested nodes

Mini-Map for ELA.EE.L.3.5.c

Subject: ELA
Language
Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.3.5.c Identify words that describe personal emotional states.	**ELA.L.3.5.c** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify feeling states in self by responding to questions about their emotions (e.g., Are you happy? Are you sad?).	The student can exhibit an understanding of common feeling words, including happy, sad, and mad.	The student can exhibit an understanding of feeling words by indicating a picture or other representation of an emotion.	The student can identify feeling words that describe their personal emotional state and respond to emotional state questions (e.g., Are you happy? Are you sad?).	The student can identify and describe the internal and external traits of a character.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying the feelings of others begins with understanding feelings in oneself. In the context of shared reading, teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level to help students begin to identify common feelings and how they relate to their own experiences.

How is the Distal Precursor related to the Target?

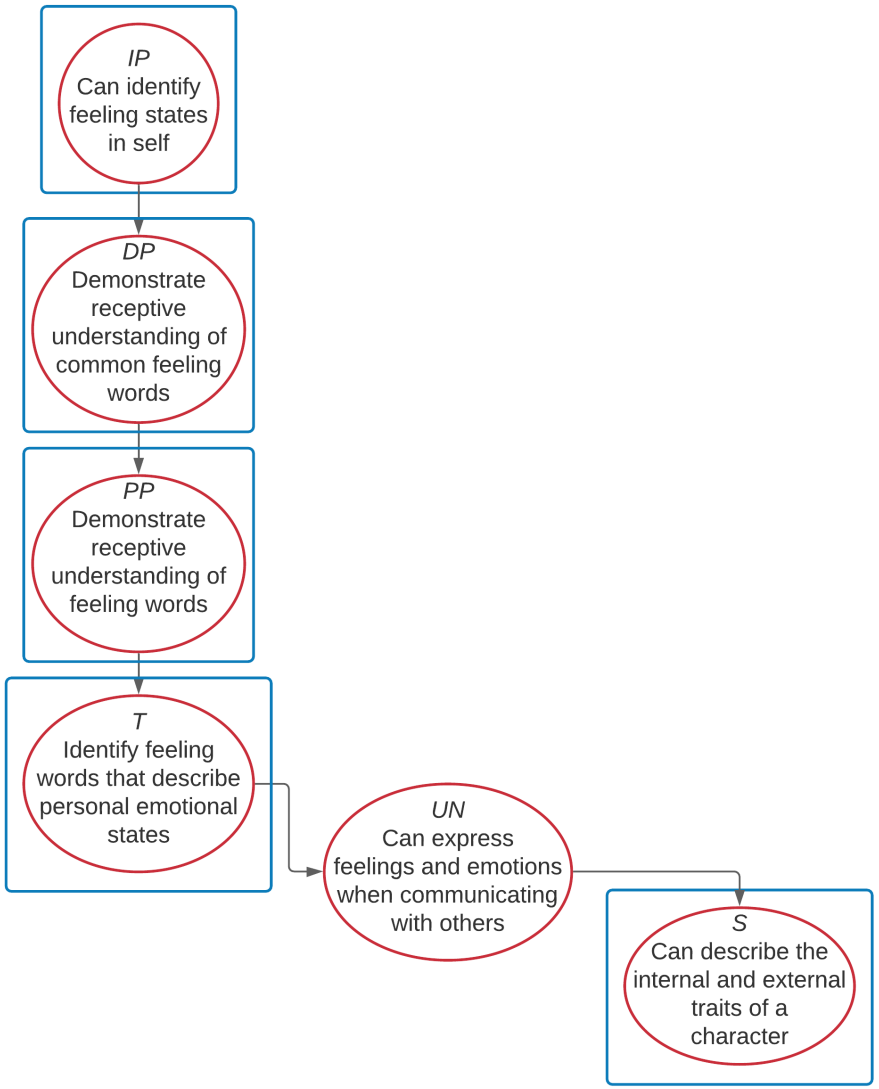
Identifying the feelings of others requires understanding of the words used to label feelings. Students at the Distal Precursor linkage level learn to identify these words. The DLM Familiar Texts aligned with this Essential Element and linkage level use common feelings words and can be used during shared reading to help students associate these words with common feeling states.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	The New Puppy (RL) Max and Ava at Lunch (RL) Mary Buys School Supplies (RL)
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 3.	
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.L.3.5.c Identify words that describe personal emotional states.



Map Key

IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
SP	Supporting
UN	Untested

Boxes indicate tested nodes

Mini-Map for ELA.EE.RL.3.9

Subject: ELA
Reading Literature
Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.3.9 Identify common elements in two stories in a series.	**ELA.RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can attend to the entire object, a characteristic of the object, or an action that the object can perform after a verbal label has been attached to it.	When presented with multiple people, objects, and places, the student is able to correctly identify those that are familiar.	The student can identify which details are related to specific events in a familiar story.	After reading or hearing two narratives within a series, the student can identify the story elements, such as characters, settings, and events, that occur within both narratives.	After reading or hearing two narratives, the student can identify similar elements of the plot, such as the exposition, rising action, conflict, climax, and resolution.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying the elements in a story requires students to remember those elements. Students at the Initial Precursor level are working toward this by paying attention to and remembering objects that are associated with familiar texts. The DLM Familiar Texts aligned with this Essential Element and linkage level are about common routines that employ everyday objects. During shared reading of these DLM Familiar Texts, teachers can help students learn to associate labels and actions with common objects.

How is the Distal Precursor related to the Target?

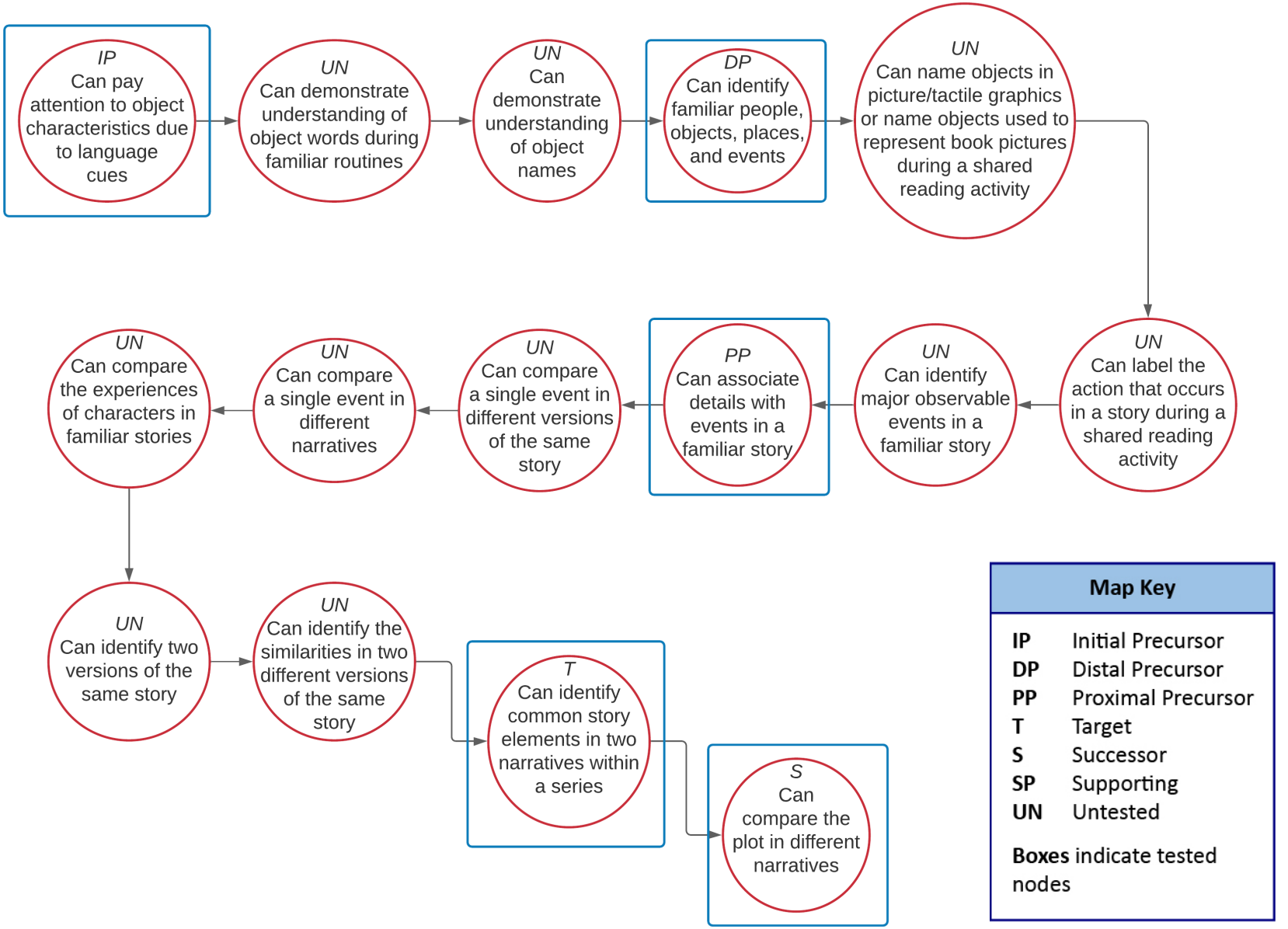
Identifying the elements in a story requires students to remember those elements. That begins with recognizing and remembering the people, objects, places, and events they encounter each day. In the context of reading literature, teachers can help students work on recognizing when they encounter familiar people, objects, places, and events during shared reading. The DLM Familiar Texts aligned with this Essential Element and linkage level are about common settings (e.g., home, school) and the people, objects, and events associated with those settings. Teachers can read these books with students and help them associate objects and actions with the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Elmer Packs a Bag Ramona Gets Ready for School Ramona and the Parade
Distal Precursor	Elmer and the Dragon Find Treasure* Ramona and the Parade Ramona and the Rainy Day
Proximal Precursor	Mudge and the Puddle Ramona and the Egg
Target	N/A
Successor	N/A
*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 3.	
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.3.9 Identify common elements in two stories in a series.



Mini-Map for ELA.EE.RI.3.9

Subject: ELA
Reading Informational Text
Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.3.9 Identify similarities between two texts on the same topic.	**ELA.RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When provided with language cues, the student can pay attention to the entire object, a characteristic of the object, or an action the object can perform.	When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.	The student can identify concrete details in a familiar informational text, such as people, events, or ideas.	The student can recognize similarities in two informational texts. The student can identify facts, points, and/or claims that are similar between texts.	After reading two informational texts on the same topic, the student can state how the two texts are the same based on specific details used to discuss the topic.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying how two texts are similar requires remembering each text and the information associated with each. Students working at the Initial Precursor link level work toward this by paying attention to and remembering objects that are associated with familiar texts. The DLM Familiar Texts aligned with this Essential Element and linkage level are about common routines that employ everyday objects. During shared reading of these DLM Familiar Texts, teachers can help students learn to associate labels and actions with common objects used during the routines.

How is the Distal Precursor related to the Target?

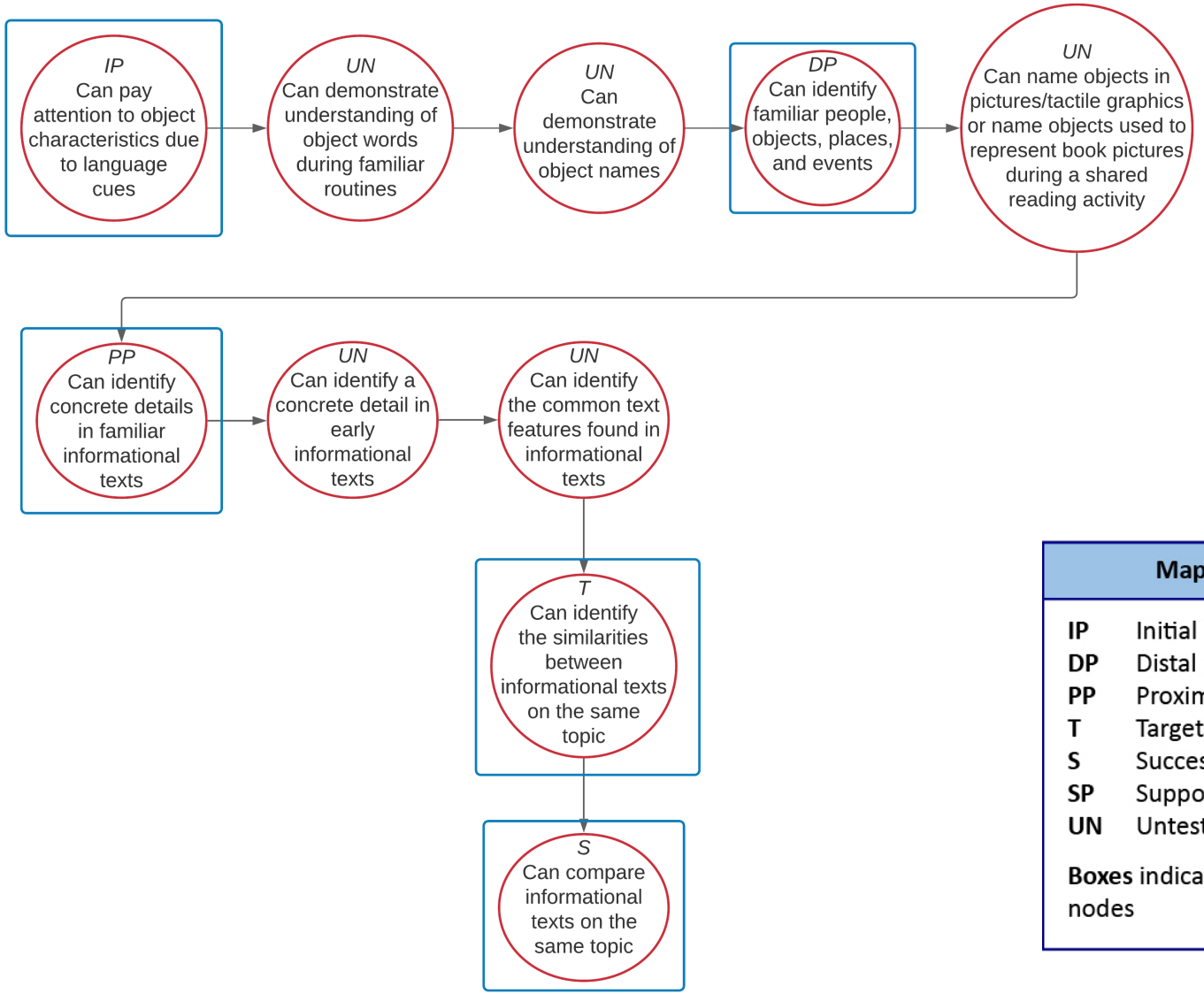
Identifying how two texts are similar requires remembering each text and the information associated with each. That begins with recognizing and remembering the people, objects, places, and events students encounter each day. The DLM Familiar Texts aligned with this Essential Element and linkage level are about common settings (e.g., home, school) and the people, objects, and events associated with them. During shared reading of these texts, teachers can help students learn to recognize the familiar people, objects, and events associated with the routines.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Taking a Trip School Gardens Book Reports Drawing
Distal Precursor	Rivers What Do Cats Like? Parades
Proximal Precursor	Different Ways to Travel A Field Trip on a Boat
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 3.	
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.RI.3.9 Identify similarities between two texts on the same topic.



Mini-Map for ELA.EE.W.3.2.a

Subject: ELA
Writing
Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.3.2.a Select a topic and write about it including one fact or detail.	**ELA.EE.W.3.2.a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can direct attention to objects or people through intentional sound, verbalization, movement, facial expression, eye gaze, or other behavior.	The student can indicate a choice between two objects through eye gaze, physical movement, gesture, or vocalization.	The student can select a familiar topic to share about (may be from a set of options) and can use drawing, dictating, or writing to share about it.	The student can write about a specific topic using facts and details to describe the topic.	The student can select a topic and write about it using relevant tactile, visual, and multimedia information.

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 3 with one other Essential Element: ELA.EE.W.3.4. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 3 with one other Essential Element: ELA.EE.W.3.4.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Writing about a specific topic using facts and details requires students to be able to attend to topics long enough to learn information about them. In the context of emergent writing, students at the Initial Precursor level can work toward writing about topics by attending to objects or people that are presented as choices. While it may be unclear to the adult if the student is actually making an intentional choice, over time it is clear that the student is able to attend.

How is the Distal Precursor related to the Target?

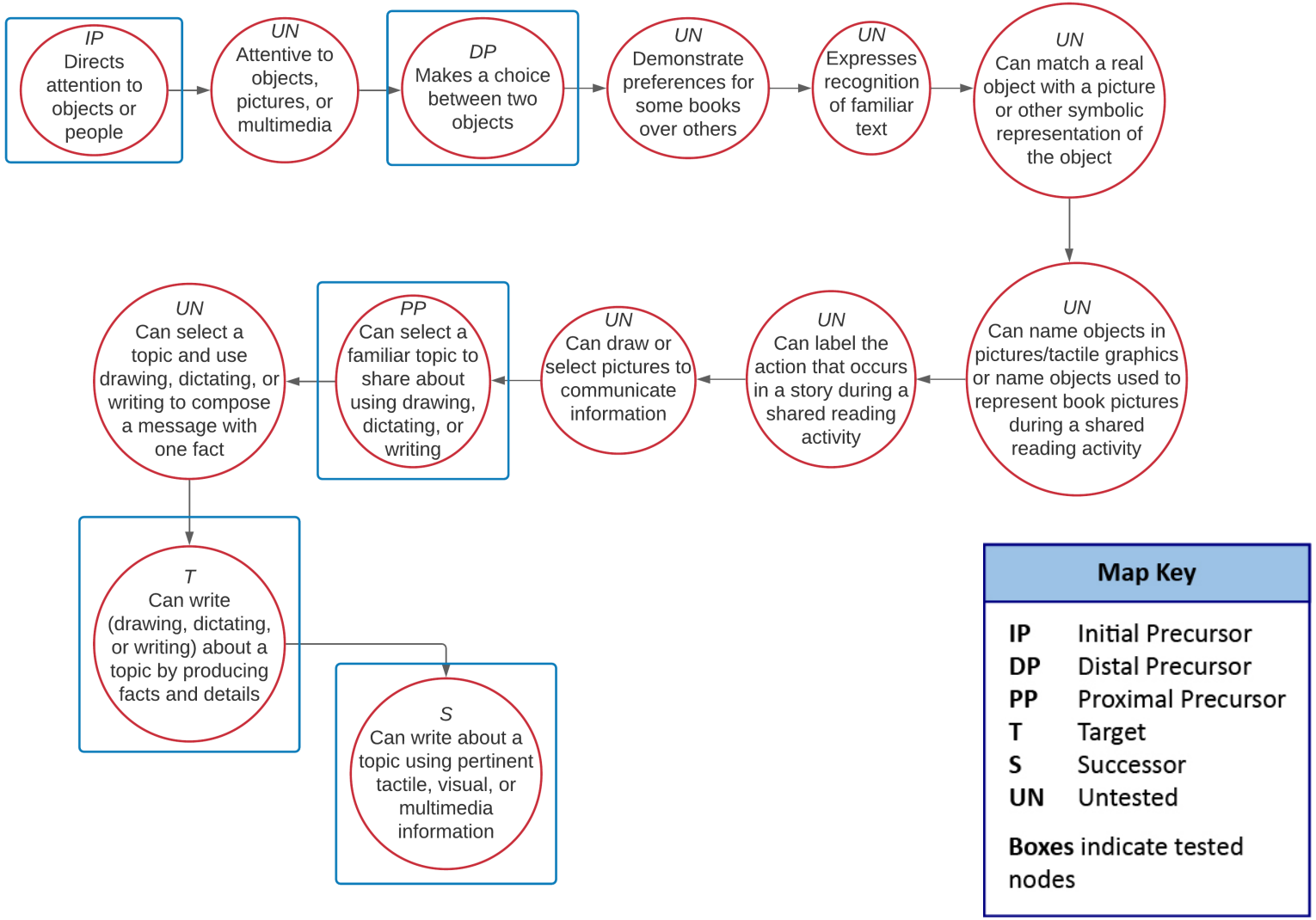
Selecting and writing about a topic requires students to successfully communicate a choice of topics. In the context of emergent writing, students at the Distal Precursor level work on clearly communicating a choice between two familiar, preferred objects as a topic for writing. The key is to practice communicating a choice before writing about the choice rather than communicating a choice during an activity unrelated to writing.

Instructional Resources

Writing Testlet FAQs
Instructionally Embedded Assessment
Year-End Assessment
Released Testlets
See the Guide to Practice Activities and Released Testlets.
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction.

Link to Text-Only Map

ELA.EE.W.3.2.a Select a topic and write about it including one fact or detail.



Mini-Map for ELA.EE.W.3.4

Subject: ELA
Writing
Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.3.4 With guidance and support, produce writing that expresses more than one idea.	**ELA.EE.W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can direct attention to objects or people through intentional sound, verbalization, movement, facial expression, eye gaze, or other behavior.	The student can attend to stimuli, including objects, pictures, or multimedia, through visual attention, prolonged "stilling," or rhythmic behaviors.	The student can connect two or more words together when writing a text.	The student can express more than one idea when writing about a topic.	The student can write a complete thought or idea (may be grammatically incorrect) about a topic.

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 3 with one other Essential Element: ELA.EE.W.3.2.a. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 3 with one other Essential Element: ELA.EE.W.3.2.a.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

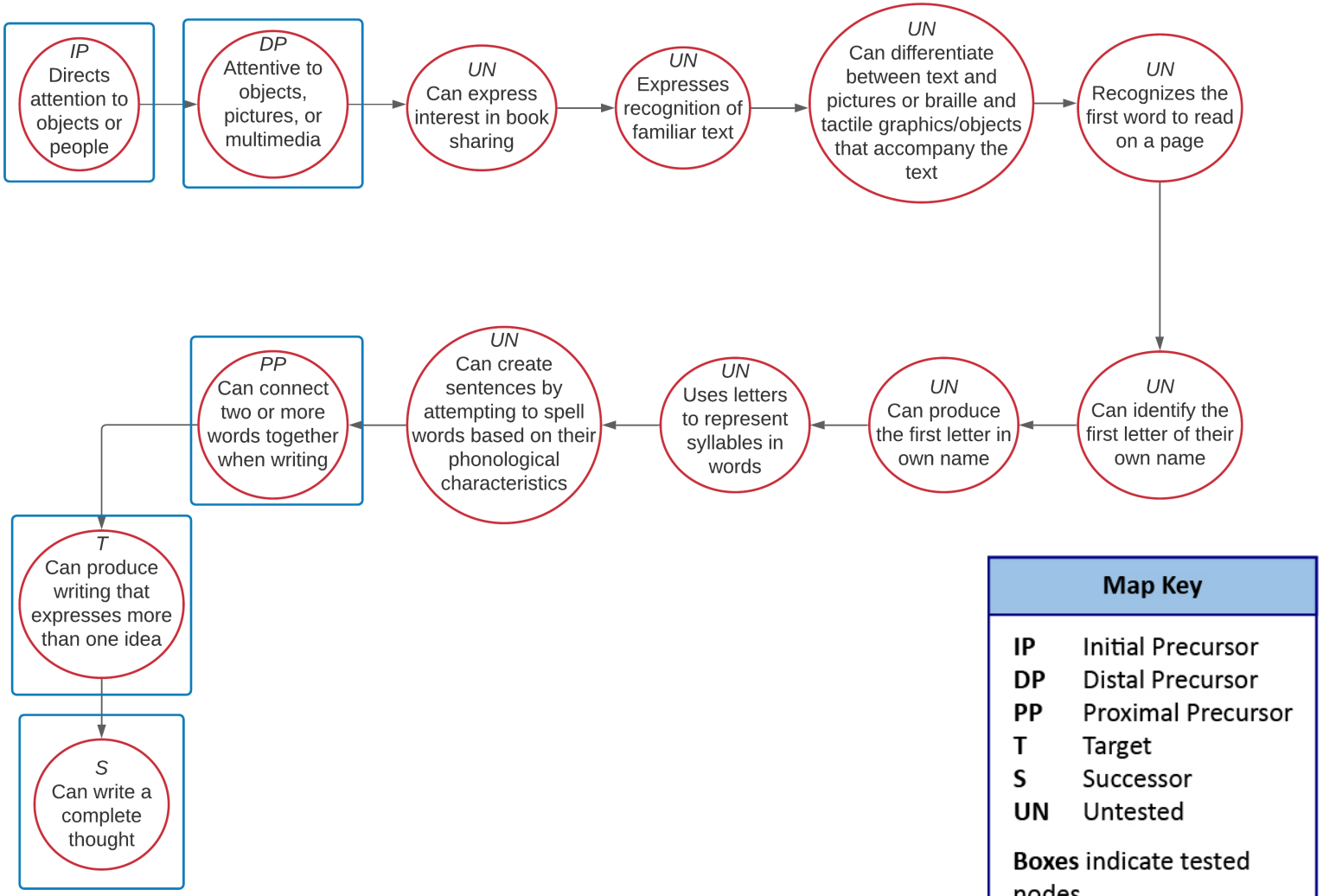
Writing about a specific topic using facts and details requires students to be able to attend to topics long enough to learn information about them. In the context of emergent writing, students working at the Initial Precursor level work toward writing about topics by attending to objects or people that are presented as choices. While it may be unclear to the adult if the student is actually making an intentional choice, over time it is clear that the student is able to attend.

How is the Distal Precursor related to the Target?

Writing multiple ideas about a topic requires students to pay attention to the topic long enough to learn about it. In the context of emergent writing, students can work on sustaining attention to objects, pictures, or multimedia that teachers introduce, talk about, and offer them as potential topics for writing. Teachers might start with familiar, favored objects, pictures, or multimedia and introduce new options over time as they work to help students sustain their attention to options before making a choice for writing.

Instructional Resources

Writing Testlet FAQs
Instructionally Embedded Assessment
Year-End Assessment
Released Testlets
See the Guide to Practice Activities and Released Testlets.
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction.

Link to Text-Only Map

ELA.EE.W.3.4 With guidance and support, produce writing that expresses more than one idea.