



This document includes information about the familiar texts used in single-Essential Element testlets in grade 3 Dynamic Learning Maps® (DLM®) alternate assessments. In the Dynamic Learning Maps assessment, students with the most significant cognitive disabilities are given the opportunity to become familiar with the books they will encounter in the assessment. These familiar texts are used in all Initial Precursor level testlets and in some other linkage levels for some Essential Elements. Unfamiliar texts are used in some linkage levels for some Essential Elements where access to the text prior to administration is not necessary for the student to demonstrate their understanding. Descriptions of the familiar texts and their features are provided for each Essential Element and linkage level. Example Familiar Text Lessons are linked in the list below to assist educators in using the Familiar Texts during instruction with students working at the initial precursor linkage level. Educators are encouraged to use this information as a resource for planning instruction.

Familiar text information is grouped by Essential Element. Essential Elements for Reading Literature (RL) use stories. Essential Elements for Reading Informational Text (RI) use informational texts. Essential Elements for Language (L) use both stories and informational texts. Links to each familiar text are included in this document.

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## ELA.EE.RL.3.1

Answer who and what questions to demonstrate understanding of details in a text.

Initial Precursor | Can pay attention to object characteristics due to language cues

### General Text Description

Object characteristics are descriptive words related to objects; this includes names, as well as other descriptive words associated with a particular object. Texts include objects that are familiar to students because they are associated with daily routines: waking up in the morning, going to school, dinnertime, and getting ready for bed. Texts include one or more of these routines and name objects associated with those routines.

### DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>Henry and Mudge</i>	<a href="#"><u>Ready for School</u></a>	Henry was a young boy, and Mudge was Henry's dog and best friend. Henry got ready in the morning and went to school.
<i>Henry and Mudge</i>	<a href="#"><u>Mudge Goes to Dog School</u></a>	Henry has a dog named Mudge. Mudge goes to dog school to learn good manners.
<i>My Father's Dragon</i>	<a href="#"><u>Elmer Meets the Cat</u></a>	Elmer was a young boy with an active imagination and a love for animals, both cuddly and scaly. Elmer found a cat in his neighborhood. Elmer brought the cat home and cared for the cat. They became new friends, so Elmer showed the cat around his neighborhood. Magical elements in the <i>My Father's Dragon</i> collection include talking animals. Example DLM Familiar Text Lesson: <a href="#"><u>Elmer Meets the Cat</u></a>
<i>Ramona Quimby, Age 8</i>	<a href="#"><u>The Extra Nice Day</u></a>	Ramona was a young girl who has an older sister named Beezus. One day, the girls decided to be extra nice. They shared objects with one another and they did chores around their home for their parents.

Distal Precursor | Can identify familiar people, objects, places, and events

### General Text Description

Texts include plots in mostly familiar settings such as home, school, or neighborhood. People, objects, and events are associated with these familiar settings. Home includes family members and home-based routines, like getting ready in the morning or helping with dinner. School includes teachers, friends, and school-based routines, like packing a bag. The neighborhood includes friends, neighbors, and play routines, like taking a walk or going to the park.

### DLM-Specific Text Descriptions

Collection Source Book	Corresponding DLM Book Title	DLM Book Summary
<i>Henry and Mudge</i>	<a href="#"><u>Ready for School</u></a>	Henry was a young boy, and Mudge was Henry's dog and best friend. Henry got ready in the morning and went to school.
<i>My Father's Dragon</i>	<a href="#"><u>Elmer Meets the Cat</u></a>	Elmer was a young boy with an active imagination and a love for animals, both cuddly and scaly. Elmer found a cat in his neighborhood. Elmer brought the cat home and cared for the cat. They became new friends, so Elmer showed the cat around his neighborhood. Magical elements in the <i>My Father's Dragon</i> collection include talking animals.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u>Ramona's First Day of School</u></a>	Ramona was a young girl who was starting the third grade. Ramona got ready for school and got on the bus. Ramona met her new classmates and teacher.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u>Ramona and the Parade</u></a>	Ramona and Beezus are sisters. Beezus gathered supplies to put on a parade for Ramona's friends. Ramona prepared a snack for their guests to eat while they watched the parade.

Proximal Precursor | Can answer who and what questions about details in a familiar narrative

### General Text Description

Texts include plots in mostly familiar settings such as home, school, or neighborhood. People, objects, and events are associated with these familiar settings. Words to describe setting, people, objects, and events are included in the texts.

### DLM-Specific Text Descriptions

<b>Collection Source Book</b>	<b>Corresponding DLM Book Title</b>	<b>DLM Book Summary</b>
<i>Henry and Mudge</i>	<a href="#"><u>Friends Forever</u></a>	Henry is a young boy who longed for a dog until his parents got him a puppy named Mudge. The puppy grew into a big dog, and Henry and Mudge grew into good friends.
<i>My Father's Dragon</i>	<a href="#"><u>Exploring the Island</u></a>	Elmer is a young boy who lived on an island. Elmer explored the island and found many fun things to do.

### ELA.EE.RL.3.3

Identify the feelings of characters in a story.

Initial Precursor | Can identify feeling states in self

#### General Text Description

Texts refer explicitly to how characters are feeling. Feelings are limited in scope and do not require any inference or interpretation to identify. Stories occur in mostly familiar settings such as home and school.

#### DLM-Specific Text Descriptions

Collection Source Book	Corresponding DLM Book Title	DLM Book Summary
<i>Ramona Quimby, Age 8</i>	<a href="#"><u>Ramona's New Sister</u></a>	Ramona was a young girl. She became a big sister to a new baby who sleeps and plays a lot.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u>Ramona Goes to Bed</u></a>	Ramona was a young girl. Ramona did not want to go to bed, so she read a book before she went to sleep. Example DLM Familiar Text Lesson: <a href="#"><u>Ramona Goes to Bed</u></a>
<i>Ramona Quimby, Age 8</i>	<a href="#"><u>Ramona's Letters</u></a>	Ramona was a young girl. Ramona stayed home sick with her cat. Ramona's mom brought home letters from Ramona's friends at school to help her feel better.

Distal Precursor | Can identify feeling words in a familiar text

### General Text Description

Texts include interactions between characters and the feeling words associated with those interactions. Feelings are explicitly associated with a character and require no inference or interpretation to identify.

### DLM-Specific Text Descriptions

<b>Collection Source Books</b>	<b>Corresponding DLM Book Title</b>	<b>DLM Book Summary</b>
<i>Henry and Mudge</i>	<a href="#"><u><i>Friends Forever</i></u></a>	Henry was a young boy who longed for a dog until his parents got him a puppy named Mudge. The puppy grew into a big dog, and Henry and Mudge grew into good friends.
<i>My Father's Dragon</i>	<a href="#"><u><i>The Baby Dragon</i></u></a>	Elmer was a young boy with an active imagination. A baby dragon was trapped on an island, and Elmer rescued it.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u><i>Ramona and Willa Jean</i></u></a>	Ramona was a little girl. Ramona went to Mrs. Kemp's house after school. Mrs. Kemp also babysat a younger girl named Willa Jean. Willa Jean wanted to play games with Ramona, but Ramona just wanted to read.

Proximal Precursor | Can identify the feelings of characters in familiar stories

### General Text Description

Texts include interactions between characters and the feeling words associated with those interactions. Feelings are explicitly associated with a character and require no inference or interpretation to identify.

### DLM-Specific Text Descriptions

<b>Collection Source Books</b>	<b>Corresponding DLM Book Title</b>	<b>DLM Book Summary</b>
<i>Henry and Mudge</i>	<a href="#"><u><i>Friends Forever</i></u></a>	Henry was a young boy who longed for a dog until his parents got him a puppy named Mudge. The puppy grew into a big dog, and Henry and Mudge grew into good friends.
<i>My Father's Dragon</i>	<a href="#"><u><i>The Baby Dragon</i></u></a>	Elmer was a young boy with an active imagination. A baby dragon was trapped on an island, and Elmer rescued it.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u><i>Ramona and Willa Jean</i></u></a>	Ramona was a little girl. Ramona went to Mrs. Kemp's house after school. Mrs. Kemp also babysat a younger girl named Willa Jean. Willa Jean wanted to play games with Ramona, but Ramona just wanted to read.

## ELA.EE.RL.3.4

Determine words and phrases that complete in literal sentences a text.

Initial Precursor | Can pay attention to object characteristics due to language cues

### General Text Description

Object characteristics are descriptive words related to objects; this includes names, as well as other descriptive words associated with a particular object. Texts include objects that are familiar to students because they are associated with daily routines: waking up in the morning, going to school, dinnertime, and getting ready for bed. Texts include one or more of these routines and name objects associated with those routines.

### DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>Henry and Mudge</i>	<a href="#"><u><i>Henry and Mudge Go to School</i></u></a>	Henry was a young boy whose best friend was his dog, Mudge. Henry packed his bag for school in the morning and Mudge walked him to school. Example DLM Familiar Text Lesson: <a href="#"><u>Henry and Mudge Go to School</u></a>
<i>My Father's Dragon</i>	<a href="#"><u><i>Elmer Packs a Bag</i></u></a>	Elmer was a boy with an active imagination. Elmer dreamt of rescuing a baby dragon that was trapped on an island. Elmer packed a bag to bring on his trip to the island.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u><i>Ramona and the Rainy Day</i></u></a>	Ramona was a young girl. On a rainy Saturday, Ramona's family members were doing different things around the house. Ramona considered joining each of her family members before deciding to do something on her own.



Distal Precursor | Can demonstrate understanding of words for absent objects and persons

### General Text Description

Texts include plots in mostly familiar settings such as home, school, or neighborhood. People and objects are associated with familiar routines that are performed in mostly familiar settings. Home includes family members and home-based routines, like getting ready in the morning or helping with dinner. School includes teachers, friends, and school-based routines, like packing a bag. The neighborhood includes friends, neighbors, and play routines, like taking a walk or going to the park.

### DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>Henry and Mudge</i>	<a href="#"><u><i>Henry and Mudge Go Camping</i></u></a>	Henry was a young boy. He and his family decided to go camping. Everyone helped to pack supplies and get ready for a fun trip.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u><i>Ramona and the Rainy Day</i></u></a>	Ramona was a young girl. On a rainy Saturday, Ramona’s family members were doing different things around the house. Ramona considered joining each of her family members before deciding to do something on her own.

Proximal Precursor | Can provide real-world connections between words and their use

### General Text Description

Texts include plots in mostly familiar settings such as home, school, or neighborhood. Objects are named and associated with familiar routines and settings so that students can make immediate connections among words, their meanings, and their uses. Texts include home-based routines, like getting ready in the morning or helping with dinner, school-based routines, like packing a bag, and play routines, like arts and crafts or going to the park.

### DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>Ramona Quimby, Age 8</i>	<a href="#"><u><i>Drop Everything and Read</i></u></a>	Ramona was a young girl. One day at school, Ramona’s teacher introduced a new reading activity. Ramona found a comfortable place to sit and read books about many different things.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u><i>Ramona and the Rainy Day</i></u></a>	Ramona was a young girl. On a rainy Saturday, Ramona’s family members were doing different things around the house. Ramona considered joining each of her family members before deciding to do something on her own.

## ELA.EE.RL.3.9

Identify similarities between two texts on the same topic.

Initial Precursor | Can pay attention to object characteristics due to language cues

### General Text Description

Object characteristics are descriptive words related to objects; this includes names as well as other descriptive words associated with a particular object. Texts include objects that are familiar to students because they are associated with daily routines: waking up in the morning, going to school, dinner time, and getting ready for bed. Texts include one or more of these routines and name objects associated with those routines.

### DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>My Father's Dragon</i>	<a href="#"><u>Elmer Packs a Bag</u></a>	Elmer was a boy with an active imagination. Elmer dreamt of rescuing a baby dragon that was trapped on an island. Elmer packed a bag to bring on his trip to the island.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u>Ramona Gets Ready for School</u></a>	Ramona was a young girl who loved to go to school. Ramona woke up in the morning and packed her bag for the school day. Example DLM Familiar Text Lesson: <a href="#"><u>Ramona Gets Ready for School</u></a>
<i>Ramona Quimby, Age 8</i>	<a href="#"><u>Ramona and the Parade</u></a>	Ramona and Beezus were sisters. Beezus gathered supplies to put on a parade for Ramona's friends. Ramona prepared a snack for their guests to eat while they watched the parade.

Distal Precursor | Can identify familiar people, objects, places, and events

### General Text Description

Texts include plots in mostly familiar settings such as home, school, or neighborhood. People, objects, and events are associated with these familiar settings. Home includes family members and home-based routines, like getting ready in the morning or helping with dinner. School includes teachers, friends, and school-based routines, like packing a bag. The neighborhood includes friends, neighbors, and play routines, like taking a walk or going to the park.

### DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>Ramona Quimby, Age 8</i>	<a href="#"><u><i>Ramona and the Parade</i></u></a>	Ramona and Beezus were sisters. Beezus gathered supplies to put on a parade for Ramona’s friends. Ramona prepared a snack for their guests to eat while they watched the parade.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u><i>Ramona and the Rainy Day</i></u></a>	Ramona was a young girl. On a rainy Saturday, Ramona’s family members were doing different things around the house. Ramona considered joining each of her family members before deciding to do something on her own.

Proximal Precursor | Can associate details with events in a familiar story

### General Text Description

Texts assigned to this node include story elements that undergo a change of state. Any change of state in characters, settings, or plot is considered an event. Texts include details that help to describe these events.

### DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>Ramona Quimby, Age 8</i>	<a href="#"><u><i>Ramona and the Egg</i></u></a>	Ramona was a young girl who loved going to school. One day, Ramona’s mom packed eggs in Ramona’s lunch. Ramona was silly at lunchtime and ended up with egg in her hair.

## ELA.EE.RI.3.2

Answer who and what questions to demonstrate understanding of details in a text.

Initial Precursor | Can seek objects that are absent

### General Text Description

Texts include mostly familiar contexts and routines. Objects associated with those contexts and routines are explicitly named or described in the texts.

### DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>Henry and Mudge</i>	<a href="#"><u>Taking Care of a Dog</u></a>	Dogs are great pets. This text provides directions for taking care of a dog, including feeding and grooming.
<i>Henry and Mudge</i>	<a href="#"><u>Tree Houses</u></a>	Tree houses are built in trees. This text describes the many fun things to do in a tree house.
<i>My Father's Dragon</i>	<a href="#"><u>Taking a Trip</u></a>	There are many things to do before taking a trip. This text provides directions for packing a bag for a trip.
<i>My Father's Dragon</i>	<a href="#"><u>School Gardens</u></a>	Some schools have gardens. Flowers and vegetables can grow in a garden. This text describes the things to do and see in a school garden.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u>Fun on the Bus</u></a>	People ride the bus every day. This text discusses the things people can do on the bus to pass the time.  Example DLM Familiar Text Lesson: <a href="#"><u>Fun on the Bus</u></a>
<i>Ramona Quimby, Age 8</i>	<a href="#"><u>Drawing</u></a>	Drawings are all around us. This text discusses drawing and tools people use to draw.

Distal Precursor | Can pay attention to object characteristics due to language cues

### General Text Description

Object characteristics are descriptive words related to objects, and this includes names as well as descriptive words associated with a particular object. Texts include objects that are familiar to students because they are associated with daily routines: waking up in the morning, going to school, dinner time, and getting ready for bed. Texts include one or more of these routines and name objects associated with those routines.

### DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>Henry and Mudge</i>	<a href="#"><u>Fun Dogs</u></a>	Dogs are fun pets. This text discusses some things dogs like to do.
<i>Henry and Mudge</i>	<a href="#"><u>Building a Snowman</u></a>	Building a snowman is fun. You can make a snowman out of snow. This text describes how to build a snowman.
<i>My Father's Dragon</i>	<a href="#"><u>What Do Cats Like?</u></a>	Cats are fun pets. This text discusses some things cats like to do.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u>Buses</u></a>	People ride the bus every day. This text describes what buses look like and how people use them.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u>Fun on the Bus</u></a>	People ride the bus every day. This text discusses the things people can do on the bus to pass the time.

Proximal Precursor | Can identify pictures or tactile graphics/objects that go with a familiar text

### General Text Description

Texts include mostly familiar contexts such as home, school, or neighborhood. People, objects, and events will be depicted in pictures and clearly associated with the content of the text. Home includes family members and home-based routines, like getting ready in the morning or helping with dinner. School includes teachers, friends, and school-based routines, like packing a bag. The neighborhood includes friends, neighbors, and play routines, like taking a walk or going to the park.

### DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>Henry and Mudge</i>	<a href="#"><u><i>Dogs Are Best</i></u></a>	There are many kinds of pets a person can have. This text claims that dogs are the best pets to have and describes things dogs do.
<i>My Father's Dragon</i>	<a href="#"><u><i>Tangerines</i></u></a>	Tangerines are like oranges, but a little different. This text describes tangerines.
<i>My Father's Dragon</i>	<a href="#"><u><i>What Do Cats Like?</i></u></a>	Cats are fun pets. This text discusses some things cats like to do.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u><i>Riding on a Bus</i></u></a>	People ride the bus every day. This text discusses the things people can do on the bus to pass the time.



### ELA.EE.RI.3.3

Order two events from a text as “first” and “next.”

Initial Precursor | Can identify a forward sequence from a familiar routine.

#### General Text Description

Texts include mostly familiar contexts such as home, school, or neighborhood. People and objects are associated with familiar routines that are performed in familiar contexts. The routines are performed in a linear sequence with one step occurring after the previous is finished. Texts describe the steps taken to complete the routine.

#### DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
My Father’s Dragon	<a href="#"><u>At the Beach</u></a>	Some people like going to the beach. This text discusses the things people like to do at the beach
My Father’s Dragon	<a href="#"><u>Different Ways to Travel</u></a>	There are many different ways to travel. This text discusses modes of transportation and ways to pass the time while traveling.
My Father’s Dragon	<a href="#"><u>A Field Trip on a Boat</u></a>	Sometimes students take field trips. This text describes what students do on a field trip on a boat.
Ramona Quimby, Age 8	<a href="#"><u>Babysitting</u></a>	Some parents have jobs during the day. This text teaches students about babysitters and how they help parents who have jobs.
Ramona Quimby, Age 8	<a href="#"><u>Cleaning the House</u></a>	Sometimes rooms can get messy. This text describes ways people can help clean a house.  Example DLM Familiar Text Lesson: <a href="#"><u>Cleaning the House</u></a>
Ramona Quimby, Age 8	<a href="#"><u>Parades</u></a>	Parades are a fun way to celebrate. This text describes what parades are and what people do in parades.
Ramona Quimby, Age 8	<a href="#"><u>Playing Baseball at Recess</u></a>	Baseball is a good game to play outside. This text describes how to play baseball.

Distal Precursor | Can identify actions associated with familiar routines

### General Text Description

Texts include mostly familiar contexts such as home, school, or neighborhood. Familiar routines are associated with these familiar contexts and are described in the texts using action words.

### DLM-Specific Text Descriptions

<b>Collection Source Books</b>	<b>Corresponding DLM Book Title</b>	<b>DLM Book Summary</b>
<i>My Father's Dragon</i>	<a href="#"><u>Sailors</u></a>	Big ships need people to sail them. This text teaches about sailors and what they do aboard big and small ships.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u>Selling and Buying</u></a>	People buy and sell things every day. This text describes things people buy and how salespeople help shoppers make decisions.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u>Babysitting</u></a>	Some parents have jobs during the day. This text teaches students about babysitters and how they help parents who have jobs.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u>Parades</u></a>	Parades are a fun way to celebrate. This text describes what parades are and what people do in parades.

Proximal Precursor | Can identify events in a familiar information text

### General Text Description

Texts include details, processes, or interactions that indicate a change of state. Any change of state regarding details, processes, or interactions is considered an event.

### DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>Henry and Mudge</i>	<a href="#"><u>Exercising Your Dog</u></a>	Dogs are pets that can be playful. This text provides directions for exercising a dog and helping it stay healthy.

## ELA.EE.RI.3.8

Identify two related points in an informational text.

Initial Precursor | Notice what is new

### General Text Description

Texts include mostly familiar contexts such as home, school, or neighborhood. Objects in the texts are associated with familiar routines and familiar contexts.

### DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>Henry and Mudge</i>	<a href="#"><u>So Many Kinds of Dogs</u></a>	There are many kinds of dogs. This text describes some types of dogs.
<i>Henry and Mudge</i>	<a href="#"><u>Tree Houses</u></a>	Tree houses are built in trees. This text describes the many fun things to do in a tree house.
<i>My Father's Dragon</i>	<a href="#"><u>What Do Cats Do?</u></a>	Cats are fun pets. This text discusses the different things cats do.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u>Fun on the Bus</u></a>	People ride the bus every day. This text discusses the things people can do on the bus to pass the time.  Example DLM Familiar Text Lesson: <a href="#"><u>Fun on the Bus</u></a>

Distal Precursor | Can determine similar or different based on physical characteristics

### General Text Description

Texts include mostly familiar contexts such as home, school, or neighborhood. People, objects, and events will be associated with these familiar contexts and described by physical characteristics.

### DLM-Specific Text Descriptions

<b>Collection Source Books</b>	<b>Corresponding DLM Book Title</b>	<b>DLM Book Summary</b>
<i>Henry and Mudge</i>	<a href="#"><u><i>Lots of Dogs</i></u></a>	There are many kinds of dogs. This text describes some types of dogs.
<i>Henry and Mudge</i>	<a href="#"><u><i>Building a Snowman</i></u></a>	Building a snowman is fun. You can make a snowman out of snow. This text describes how to build a snowman.
<i>My Father's Dragon</i>	<a href="#"><u><i>What Do Cats Do?</i></u></a>	Cats are fun pets. This text discusses the different things cats do.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u><i>Fun on the Bus</i></u></a>	People ride the bus every day. This text discusses the things people can do on the bus to pass the time.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u><i>Buses</i></u></a>	Buses take people where they want to go. This text describes buses.

## ELA.EE.L.3.5.c

Identify words that describe personal emotional states.

Initial Precursor | Can identify feeling states in self

### General Text Description

Texts refer explicitly to how characters or people are feeling. Feelings are limited in scope and do not require any inference or interpretation to identify. Stories or texts occur in mostly familiar contexts such as home and school.

### DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
<i>Henry and Mudge</i>	<a href="#"><u>The New Puppy</u></a>	Eva was a young girl who wanted a puppy. Eva’s neighbor had a dog who had puppies, and Eva’s mom said Eva could have one. Eva and the puppy became friends.  Example DLM Familiar Text Lesson: <a href="#"><u>The New Puppy</u></a>
<i>Ramona Quimby, Age 8</i>	<a href="#"><u>Max and Ava at Lunch</u></a>	Max and Ava ate lunch together at school. Max and Ava liked to share with each other at lunchtime.
<i>Ramona Quimby, Age 8</i>	<a href="#"><u>Mary Buys School Supplies</u></a>	Mary was getting ready for the third grade. She went to the store to get supplies for school.