



## Mini-Map for ELA.EE.RI.3.1

Subject: ELA

Reading Informational Text

Grade: 3

### Learning Outcome

| DLM Essential Element   | Grade-Level Standard  |
|---|---|
| <b>ELA.EE.RI.3.1</b> Answer who and what questions to demonstrate understanding of details in a text. | <b>ELA.RI.3.1</b> 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. |

## 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   |
|---|--|
| <b>Initial Precursor</b>  | <a href="#">Tree Houses</a><br><a href="#">What Do Cats Do?</a><br><a href="#">Different Ways to Travel</a><br><a href="#">A Field Trip on a Boat</a><br><a href="#">Fun on the Bus</a>  |
| <b>Distal Precursor</b>   | <a href="#">A Pet in the Classroom</a><br><a href="#">At the Beach</a><br><a href="#">School Gardens</a><br><a href="#">A Field Trip on a Boat</a><br><a href="#">Babysitting</a><br><a href="#">Book Reports</a><br><a href="#">Drawing</a> |
| <b>Proximal Precursor</b>   | <a href="#">Dogs Are Best</a><br><a href="#">Tangerines</a><br><a href="#">Riding on a Bus</a>   |
| <b>Target</b>   | N/A  |
| <b>Successor</b>  | N/A  |
| For more comprehensive information, see <a href="#">Familiar Text Information – Grade 3</a> . |  |
| <b>Released Testlets</b>  |  |
| See the <a href="#">Guide to Practice Activities and Released Testlets</a> .                  |  |
| <b>Using Supporting (SP) and Untested (UN) Nodes</b>  |  |
| See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .                        |  |

[Link to Text-Only Map](#)

**ELA.EE.RI.3.1** Answer who and what questions to demonstrate understanding of details in a text.

