DYNAMIC®
LEARNING MAPS

Mini-Map for ELA.EE.RI.11-12.1
Subject: ELA
Reading Informational Text
Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.	**ELA.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify concrete details, such as individuals, events, or ideas, in a familiar informational text.	After reading an informational text, the student can identify details from the text to answer questions about explicit information stated within the text.	After reading an informational text, the student can identify explicit details that imply unstated information and make correct inferences from the detail(s).	The student can identify both the implicit and explicit meaning of an informational text by identifying specific details and citations within the text which support the meaning.	After reading an informational text, the student is able to provide strong contextual evidence when citing an informational text.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Analyzing a text to determine its meaning requires students to identify the details in a text. Students working at the Initial Precursor linkage level can work toward this by learning to identify concrete details during repeated shared reading of a text. Teachers can support this by reading texts that clearly name individuals or feature familiar events or ideas. The DLM Familiar Texts that align with this Essential Element and linkage level include information about familiar contexts and routines. They also include information about people, objects, and events that are associated with these contexts and routines. Teachers can use these texts during repeated shared reading to help students learn to identify the concrete details when the text is familiar.

How is the Distal Precursor related to the Target?

Analyzing a text to determine its meaning requires students to identify the details in a text. One way to determine if students are able to identify details in a text is to ask questions that require them to use the details. Teachers can work on this by helping students understand when questions are asking for information that is specifically stated in the text and how to locate the information needed to respond to the questions that are based on information that is explicitly stated in the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Making a Dress Invitations Musicians
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 11-12.	
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.	

ELA.EE.RI.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.

IP
Can identify concrete details in familiar informational texts

UN
Can identify a concrete detail in early informational texts

UN
Can answer simple questions about concrete details in an informational text

UN
Identify words in the text to answer a question about explicit information

DP
Can identify details in an informational text to answer a question about explicit information

UN
Analyze a text to determine what it says explicitly as well as what inferences should be drawn

UN
Analyze text to identify where information is explicitly stated and where inferences must be drawn

SP
Can determine the difference between explicit and implicit information in an informational text

PP
Can cite textual evidence for information inferred from an informational text

UN
Can differentiate between citations for explicit and inferred information in an informational text

UN
Can determine the explicit meaning of an information text and cite evidence for it

SP
Can correctly infer implicit meaning of an information text

T
Can support the identification of the implicit and explicit meaning of an information text using specific details and citations

S
Can determine strong textual evidence when citing an informational text

Map Key

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

Boxes indicate tested nodes