



## Mini-Map for ELA.EE.RI.5.2

Subject: ELA

Reading Informational Text

Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.5.2</b> Identify the main idea of a text when it is not explicitly stated.	<b>ELA.RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.	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 reading an informational text, the student is able to infer the main idea through total context of the text.	After reading a paragraph of an informational text, the student can determine which details are key to supporting the paragraph's main idea.

## Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

### *How is the Initial Precursor related to the Target?*

Identifying the main idea of an informational text requires the readers to remember and recall details from the text. At the Initial Precursor level, this recollection can focus on recognizing familiar people, objects, places, and events. In the context of shared reading, this can involve recognizing the same people, objects, places, or events when they appear page after page. In some cases, this may involve recognizing the objects a teacher has gathered to go with the information in a text that is read repeatedly in a shared reading format. The DLM Familiar Texts aligned with this Essential Element and linkage level involve daily routines that include people, objects, places, and/or events that should be in the experience of most children and provide teachers with a way to engage students in purposefully remembering and recognizing these familiar things when they appear in the story.

### *How is the Distal Precursor related to the Target?*

Identifying the main idea of an informational text requires the readers to remember and recall details from the text and recognize information that is related to the main idea. At the Distal Precursor level, students are not expected to identify the main idea, but they are working toward recognizing illustrations or tactile graphics or objects that reflect different aspects of familiar people, places, things, and ideas that appear in an informational text. The DLM Familiar Texts aligned to this linkage level include information about familiar context and routines. They also feature graphics that relate directly to the people, places, things, and ideas that are included in the text. Teachers might work on this linkage level by naming the person, place, thing, or idea and asking students to identify the illustration, tactile graphic, or object that reflects or goes with it.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Be Polite*</a> <a href="#">Things That Grow</a> <a href="#">Living on the Mountain</a>
<b>Distal Precursor</b>	<a href="#">Be Polite*</a> <a href="#">Growing</a> <a href="#">Living on the Mountain</a>
<b>Proximal Precursor</b>	N/A
<b>Target</b>	N/A
<b>Successor</b>	N/A
<p>*Texts with an * contain material that some students may find sensitive. Sensitive texts are optional in the Instructionally Embedded assessment and not used in the Year-End assessment.            For more comprehensive information, see <a href="#">Familiar Text Information – Grade 5</a>.</p>	
<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.5.2** Identify the main idea of a text when it is not explicitly stated.

