



Mini-Map for ELA.EE.RI.5.7

Subject: ELA

Reading Informational Text

Grade: 5

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.5.7 Locate information in print or digital sources.	ELA.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate understanding of an object's function through demonstration, pointing to pictures, or verbally explaining the function.	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.	While reading a text, the student is able to identify and understand how illustrations or graphics that accompany the text provide additional details.	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.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Locating information in text using familiar and predictable features of the text (e.g., bold words, captions, headings) requires students to understand that these features have a function. Students working at the Initial Precursor linkage level can work toward this by learning that many objects have functions. Teachers can support during ELA instruction through repeated shared reading of the DLM Familiar Texts aligned with this Essential Element and linkage level. These texts address mostly familiar contexts and routines and explicitly name and describe objects associated with those contexts and routines. During shared reading, teachers can demonstrate and explain the function of the objects and as the texts become familiar students can identify the objects that are associated with each function.

How is the Distal Precursor related to the Target?

Locating information in text using familiar and predictable features of the text (e.g., bold words, captions, headings) requires students to identify those features. Students working at the Distal Precursor linkage level can work toward this by identifying the people, places, ideas, and objects that appear in informational text and then identifying illustrations, tactile graphics, or objects that are related to them. Teachers can support this through repeated shared reading of DLM Familiar Texts that align with this Essential Element and linkage level. These texts include mostly familiar contexts (e.g., home, school, or neighborhood), and the people, objects, and events are depicted in pictures or represented with tactile graphics. For example, a text about home includes family members and home-based routines, like getting ready in the morning or helping with dinner.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Families Everywhere Choices Living on the Mountain Moving
Distal Precursor	Kinds of Gardens Moving Carpenters
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 5 .	
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.5.7 Locate information in print or digital sources.

