

# 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	When provided with	While reading a text,	The student is able to	The student can
demonstrate	illustrations that are	the student is able to	recognize and use basic	recognize specific text
understanding of an	related and unrelated	identify and understand	text features to locate	features, including bold
object's function	to a familiar text, the	how illustrations or	and identify specific	print, captions, and
through demonstration,	student can identify the	graphics that	information in a text.	subheadings, and use
pointing to pictures, or	illustrations that relate	accompany the text		those text features to
verbally explaining the	to aspects of the	provide additional		locate and identify
function.	familiar text, such as	details.		specific information.
	people, places, things,			
	and ideas.			

### 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.

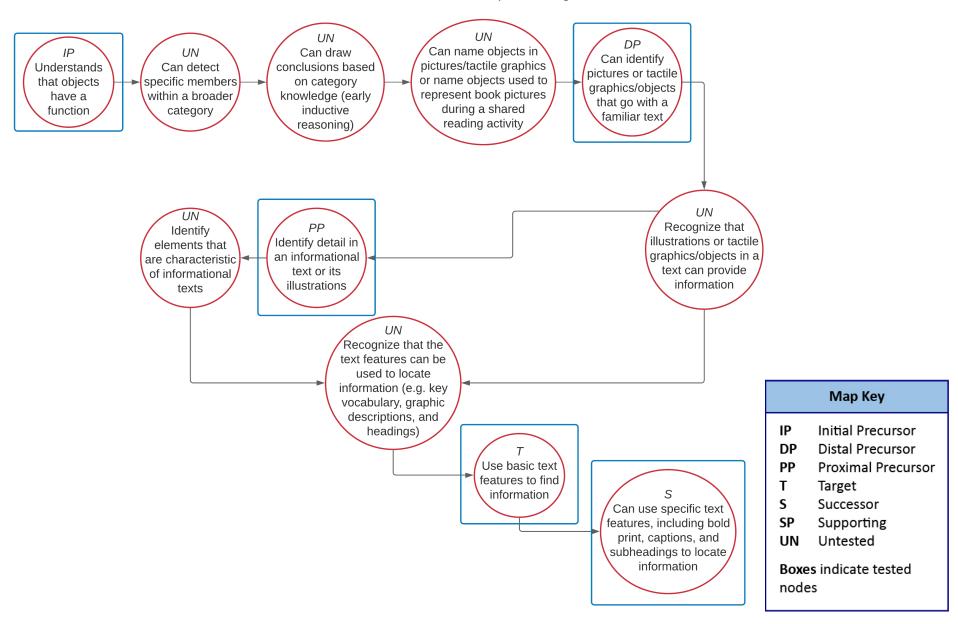
#### How is the Distal Precursor related to the Target?

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			
	<u>Choices</u>			
	Living on the Mountain			
	Moving			
Distal Precursor	Kinds of Gardens			
	Moving			
	<u>Carpenters</u>			
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.