



## Mini-Map for ELA.EE.RI.6.1

Subject: ELA

Reading Informational Text

Grade: 6

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.6.1</b> Analyze a text to determine what it says explicitly as well as what inferences should be drawn.	<b>ELA.RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
During a shared reading of a text, the student is able to identify and distinguish between the words and pictures on a page in text, braille, or tactile object/graphic.	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 an informational text, the student can identify explicit details that are key to the information in the text.	When reading a text, the student can distinguish between information that was provided explicitly and where an inference must be drawn.	The student can recognize when information is stated explicitly and when they must draw inferences to identify the meaning of the text or statement.

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

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

Understanding what a text says explicitly requires students to begin to attend to the specific words and illustrations or tactual information that is presented in a text. Students working at the Initial Precursor linkage level can begin to work on this during repeated shared reading of DLM Familiar Texts aligned with this linkage level. These texts include photos, tactile graphics, or objects that match the text to provide numerous opportunities for students to learn to differentiate between the text and the pictures/tactile graphics and begin matching pictures or objects with the words or other symbols they represent.

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

Understanding the inferences that are needed to comprehend a text requires students to understand the ways specific words and illustrations or tactual information are related. Students working at the Distal Precursor linkage level can work to develop these understandings during repeated shared readings of DLM Familiar Texts aligned with this linkage level. These texts include illustrations or tactile graphics/objects that are associated with the content of the text. During repeated shared reading of these texts, teachers can work with students to begin identifying the illustrations or tactile graphics/objects that match different portions of the text.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">How to Write a Story</a> <a href="#">Learning to Read</a> <a href="#">School Days</a> <a href="#">Packing a Bag</a> <a href="#">Visiting an Island</a>
<b>Distal Precursor</b>	<a href="#">How to Write a Story</a> <a href="#">Cafeteria Lunches</a> <a href="#">Making Friends</a> <a href="#">Ready for Bed</a> <a href="#">Packing a Bag</a> <a href="#">Visiting an Island</a>
<b>Proximal Precursor</b>	N/A
<b>Target</b>	N/A
<b>Successor</b>	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 6</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.6.1** Analyze a text to determine what it says explicitly as well as what inferences should be drawn.

