### Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 6**

**ELA.EE.RI.6.2**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.6.2&lt;br&gt;Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments</td>
<td>ELA.EE.RI.6.2&lt;br&gt;Determine the main idea of a passage and details or facts related to it</td>
<td><strong>Initial Precursor</strong>&lt;br&gt;- Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines&lt;br&gt;&lt;br&gt;<strong>Distal Precursor</strong>&lt;br&gt;- Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts&lt;br&gt;&lt;br&gt;<strong>Proximal Precursor</strong>&lt;br&gt;- Can determine which details in a paragraph of an informational text are important&lt;br&gt;&lt;br&gt;<strong>Target</strong>&lt;br&gt;- Can determine which details contained within a paragraph of an informational text provide an important contribution to the paragraph’s main idea&lt;br&gt;&lt;br&gt;<strong>Successor</strong>&lt;br&gt;- Can determine which key details in an informational text support the main idea of the whole text or a section of it</td>
</tr>
<tr>
<td>How is the Initial Precursor related to the Target?</td>
<td>How is the Distal Precursor related to the Target?</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Initial Precursor:</strong> Determining the details that contribute to the main idea of a text requires students to develop early understandings of the relationship between words and their use. Students at the Initial Precursor level can work on understanding early relationships by identifying objects based on description or property words used to describe them. Teachers can help students develop this understanding through repeated shared reading of texts like the DLM Familiar Texts that align with this linkage level and feature familiar routines. During these repeated shared readings, teachers can highlight the routines in the book and the objects that are used in the routines while helping students distinguish among items based on descriptive or property words that describe them.</td>
<td><strong>Distal Precursor:</strong> Determining the details that contribute to the main idea of a text requires students to identify and remember the details in a text. Teachers can help students learn to identify the concrete details in texts by starting with repeated shared readings that help students become familiar with books. Using texts like the DLM Familiar Texts that align with this linkage level, teachers can help students learn to identify the details in a familiar text.</td>
<td></td>
</tr>
</tbody>
</table>

A diagram showing the relationship of nodes in the mini-map appears below.

*Key to map codes in upper right corner of node boxes:*

- **IP** Initial Precursor
- **SP** Supporting
- **DP** Distal Precursor
- **S** Successor
- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
ELA.EE.RI.6.2 - Determine the main idea of a passage and details or facts related to it.
ELA-401
Can identify the main idea in a single paragraph when it appears explicitly in the first sentence

ELA-1462
Can identify the key details in a paragraph of an informational text

ELA-999
Can identify the implicit main idea of a paragraph in an informational text

ELA-1463
Can identify the key details that support the main idea of a paragraph in an informational text

ELA-973
Can identify the key details that support the main ideas of an informational text