### Grade-Level Standard

<table>
<thead>
<tr>
<th>Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.6.3</td>
<td>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)</td>
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<tr>
<td></td>
<td>ELA.EE.RI.6.3 Identify a detail that elaborates upon individuals, events, or ideas introduced in a text</td>
<td>Initial Precursor</td>
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<tr>
<td></td>
<td></td>
<td>• Can determine some of the relevant words for describing people, places, things, or events familiar to the student</td>
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<td>Distal Precursor</td>
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<td></td>
<td>• Can provide real-life examples of words connected to a use (describe people who are friendly)</td>
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<td>Proximal Precursor</td>
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<td></td>
<td>• Can determine whether a concrete detail is related to an individual, event, or idea discussed in an informational text</td>
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<td>Target</td>
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<td>• Can determine when specific details provided in an informational text expand and elaborate on other details in the same text</td>
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<td>Successor</td>
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<tr>
<td></td>
<td></td>
<td>• Can identify details that are related to the main idea of a text</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>How is the Initial Precursor related to the Target?</strong></th>
<th><strong>How is the Distal Precursor related to the Target?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Precursor:</strong> Determining which details elaborate on other details in a text requires students to understand that some words describe or elaborate on others. Students working at the Initial Precursor level can work toward this understanding by identifying words that describe people, places, things, or events in familiar texts. Teachers can support this through repeated shared readings of books like the DLM Familiar Texts. The DLM Familiar Texts aligned with this linkage level focus on familiar contexts and include descriptions of the people, objects, places, and events associated with the context.</td>
<td><strong>Distal Precursor:</strong> As students learn to identify words that describe the people, places, things, or events that appear in familiar texts, they can work toward extending that understanding to the ways words can be used to describe things in everyday life. Teachers can support this through shared reading of texts about topics that use familiar words to describe people, places, things, or events in the story. During these shared readings, teachers can help students connect the words in the text to their real-life experiences.</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.6.3 - Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.

F-140
Can identify words that describe familiar persons, places, things, or events

ELA-669
Can provide real-world connections between words and their use

ELA-224
Can demonstrate an understanding of words with opposite meanings

ELA-735
Can organize words semantically

ELA-172
Can use discourse to enhance the representation of word meaning

ELA-312
Can read compound sentences

ELA-313
Can read complex sentences.

ELA-1900
Can identify correlative conjunctions in a text.

ELA-1901
Can identify logical relationships in sentences based on correlative conjunctions.
ELA-997
Can identify the relationships between concrete facts or details

ELA-1119
Can identify a concrete detail related to an individual, event, or idea presented in an informational text

ELA-1698
Can compare the key details in an informational text

ELA-1699
Can compare and contrast the key details in an informational text

ELA-1700
Can identify which details elaborate on other details in an informational text

ELA-1143
Can identify details related to the main idea of a text