

Mini-Map for ELA.EE.RI.6.5

Subject: ELA Reading Informational Text Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.6.5 Determine how the title fits the structure of the	ELA.RI.6.5 Analyze how a particular sentence, paragraph,
text.	chapter, or section fits into the overall structure of a text and
	contributes to the development of the ideas.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can move	The student can identify	Given a text with a clear	The student can	The student can identify
appropriately to	concrete details, such	structure, the student	understand how the	that events or facts may
demonstrate an	as individuals, events,	can determine whether	title of an informational	be tied together in a
understanding of action	or ideas, in a familiar	the text tells about an	text reflects the	sequence in order to
words spoken by adults	informational text.	event, gives directions,	structure, content, and	communicate steps or
in a familiar routine.		or provides information	purpose of the text.	the need for a linear
		on a topic.		process.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining how the title fits the structure of a text requires that students understand relationships between two or more things. Students at the Initial Precursor level can work on understanding early relationships by identifying action words that accompany familiar routines. Teachers can help students develop this understanding through repeated shared reading of texts like the DLM Familiar Texts that align with this linkage level. During these repeated shared readings, teachers can highlight the routines in the book and name and/or act out actions that go with the routines.

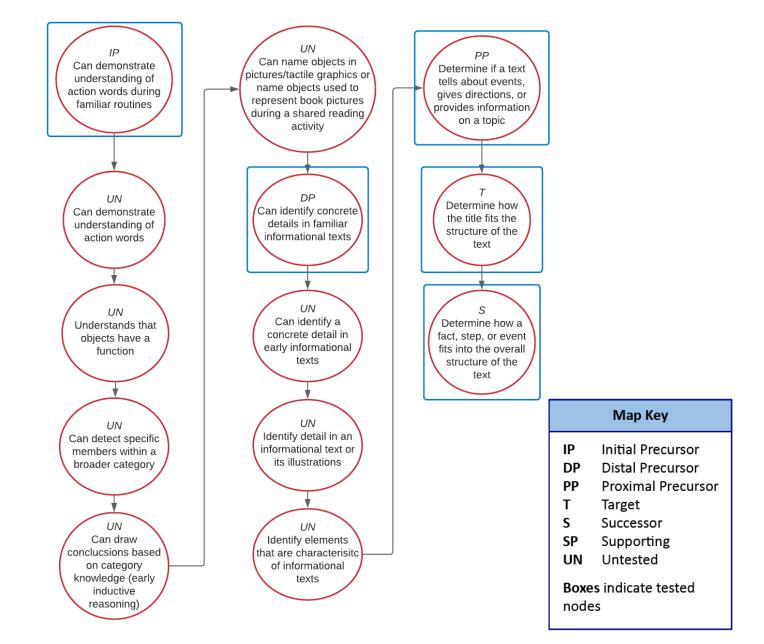
How is the Distal Precursor related to the Target?

Determining how the title fits the structure of a text requires students to be able to identify details in the text that ultimately define the structure. Teachers can help students working at the Distal Precursor linkage level learn to identify the concrete details in familiar texts through repeated shared readings. Using texts like the DLM Familiar Texts that align with this linkage level, teachers can build student familiarity with the details in the text.

Instructional Resources

Linkage Level	DLM Familiar Texts		
Initial Precursor	How to Write a Story		
	Cafeteria Lunches		
	Writing Letters		
	Making Friends		
	Ready for Bed		
	Exploring Nature Is Fun		
	School Days		
	Packing a Bag		
	Visiting an Island		
Distal Precursor	How to Write a Story		
	Pigs All Around		
Proximal Precursor	N/A		
Target	N/A		
Successor	N/A		
For more comprehensive information, see Familiar Text Information – Grade 6.			
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.6.5 Determine how the title fits the structure of the text.