



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 text. | ELA.RI.6.5 Analyze how a particular sentence, paragraph, 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 appropriately to demonstrate an understanding of action words spoken by adults in a familiar routine. | The student can identify concrete details, such as individuals, events, or ideas, in a familiar informational text. | Given a text with a clear structure, the student can determine whether the text tells about an event, gives directions, or provides information on a topic. | The student can understand how the title of an informational text reflects the structure, content, and purpose of the text. | The student can identify that events or facts may be tied together in a sequence in order to communicate steps or the need for a linear 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 . | |

ELA.EE.RI.6.5 Determine how the title fits the structure of the text.

