



## Mini-Map for ELA.EE.RI.7.1

Subject: ELA

Reading Informational Text

Grade: 7

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.7.1</b> Analyze text to identify where information is explicitly stated and where inferences must be drawn.	<b>ELA.RI.7.1</b> Cite several pieces of 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, indicate, 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 reading or hearing an informational text, the student can identify words that are related to a specific detail and can use those words to answer a question about explicit information.	The student can recognize when information is stated explicitly and when inferences must be drawn to identify the meaning of the text or statement.	The student is able to recognize the difference between what a text directly states and what it implies.

## **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 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?***

As students work toward being able to identify where information is explicitly stated in a text or determine when inferences must be made, they can learn to identify information that appears in illustrations or tactile graphics/objects associated with this text. During shared reading or reading comprehension instruction, teachers can help students at the Distal Precursor linkage level work to listen or read to identify information that is also present in the illustrations or tactile graphics/objects that accompany the text.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">What Does a King Do?*</a> <a href="#">Moose</a> <a href="#">The Fair</a> <a href="#">Libraries</a>
<b>Distal Precursor</b>	<a href="#">What Does a King Do?*</a> <a href="#">Camping Adventures*</a> <a href="#">The Fair</a> <a href="#">Observations</a>
<b>Proximal Precursor</b>	N/A
<b>Target</b>	N/A
<b>Successor</b>	N/A
<p>*Texts with an * contain material that some students may find sensitive. Sensitive texts are optional in the Instructionally Embedded assessment and not used in the Year-End assessment.            For more comprehensive information, see <a href="#">Familiar Text Information – Grade 7</a>.</p>	
<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.7.1** Analyze text to identify where information is explicitly stated and where inferences must be drawn.

