# Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 7**

**ELA.EE.RI.7.1**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.7.1</td>
<td>ELA.EE.RI.7.1</td>
<td><strong>Initial Precursor</strong></td>
</tr>
<tr>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</td>
<td>Analyze text to identify where information is explicitly stated and where inferences must be drawn</td>
<td>- Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object</td>
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</tbody>
</table>

**Distal Precursor**
- Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text

**Proximal Precursor**
- Can identify words or details to answer a question about explicit information presented in the text

**Target**
- Student can determine both explicit information and can identify within the text where an inference is needed (they still don’t necessarily have to be able to make the inference)

**Successor**
- Can determine the difference between what an informational text states explicitly and implicitly

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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> 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.</td>
<td><strong>Distal Precursor:</strong> 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.</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.7.1 - Analyze text to identify where information is explicitly stated and where inferences must be drawn.
ELA-1371
Can identify explicit details in informational texts

ELA-1550
Identify words in the text to answer a question about explicit information

ELA-1113
Can identify details in an informational text to answer a question about explicit information

ELA-1551
Analyze a text to determine what it says explicitly as well as what inferences should be drawn.

ELA-1552
Analyze text to identify where information is explicitly stated and where inferences must be drawn.

ELA-1112
Can determine the difference between explicit and implicit information in an informational text