## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

**ELA: GRADE 7**

**ELA.EE.RI.7.2**

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<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
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<td>ELA.RI.7.2</td>
<td>ELA.EE.RI.7.2</td>
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<td>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text</td>
<td>Determine two or more central ideas in a text</td>
<td><strong>Initial Precursor</strong>&lt;br&gt;• Can pair an object with a picture, tactile graphic, or other symbolic representation of the object&lt;br&gt;&lt;br&gt;<strong>Distal Precursor</strong>&lt;br&gt;• Can identify the concrete details mentioned in beginner level informational texts&lt;br&gt;&lt;br&gt;<strong>Proximal Precursor</strong>&lt;br&gt;• Can identify the main idea for a paragraph in an informational text that lacks an explicit statement of the topic&lt;br&gt;&lt;br&gt;<strong>Target</strong>&lt;br&gt;• Can determine more than one main idea in an informational text&lt;br&gt;&lt;br&gt;<strong>Successor</strong>&lt;br&gt;• Can summarize the information in a familiar informational text</td>
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### How is the Initial Precursor related to the Target?

**Initial Precursor:** Identifying the main ideas of a text requires the readers to remember and recall details from the text. At the Initial Precursor level, students are working on learning to relate spoken words or symbols with photos or tactile graphics/objects that represent details. Teachers can address this during repeated shared reading of texts like the DLM Familiar Texts that describe people, objects, and events that can easily be represented by objects and other symbolic representations.

### How is the Distal Precursor related to the Target?

**Distal Precursor:** Identifying the main ideas of a text requires the readers to remember and recall details from the text. At the Distal Precursor linkage level, students are not expected to identify the main idea, but they are expected to identify the details even when a book is being read for the first time. Teachers can support the development of this understanding through guided reading (anchor-read-apply) with clearly stated concrete details.

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.7.2 - Determine two or more central ideas in a text.