DYNAMIC®
LEARNING MAPS

Mini-Map for ELA.EE.RI.9-10.1
Subject: ELA
Reading Informational Text
Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.	**ELA.RI.9-10.1** Cite strong and thorough 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
The student can identify concrete details, such as individuals, events, or ideas, in a familiar informational text.	After hearing or reading a beginner-level informational text, the student can identify a concrete detail in the text.	After reading an informational text, the student can identify explicit details that imply unstated information and make correct inferences from the detail(s).	After reading an informational text, the student can distinguish between citations which refer to explicit information and those for inferred information.	After reading an informational text, the student is able to recognize that a text has an explicit meaning and can refer to specific details or citations which show this meaning.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining the meaning of text and citing evidence to support understandings requires students to know how to identify the details in the story that support its overall meaning. In the context of shared reading, teachers can help students work on identifying story elements (details) using DLM Familiar Texts and other informational texts that clearly state details related to the topic of the text.

How is the Distal Precursor related to the Target?

Determining which citations demonstrate explicit and inferential understandings of text requires students to be able to read and understand what the text says explicitly. Students at the Distal Precursor level are learning to read or listen in order to identify concrete details in the text.
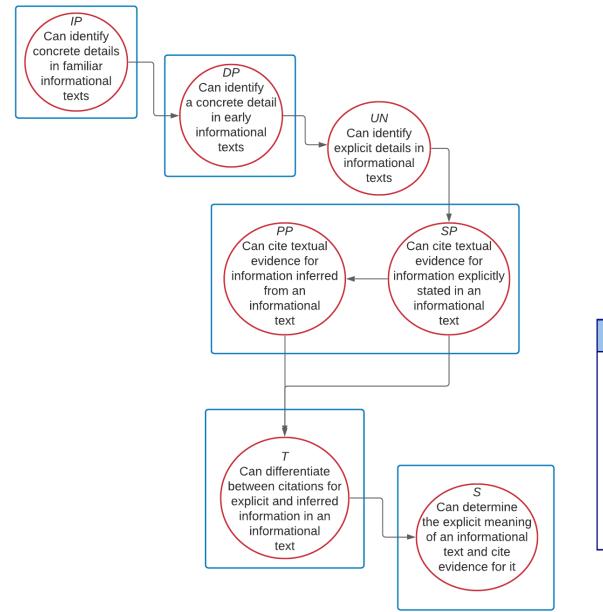
Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Friends Are Great Table Manners Winter Time Learning
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 9-10.	
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.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.

IP
Can identify concrete details in familiar informational texts

DP
Can identify a concrete detail in early informational texts

UN
Can identify explicit details in informational texts

PP
Can cite textual evidence for information inferred from an informational text

SP
Can cite textual evidence for information explicitly stated in an informational text

T
Can differentiate between citations for explicit and inferred information in an informational text

S
Can determine the explicit meaning of an informational text and cite evidence for it

Map Key	
IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
SP	Supporting
UN	Untested

Boxes indicate tested nodes