## Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 11-12**  
**ELA.EE.RL.11-12.1**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
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| **ELA.RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain | **ELA.EE.RL.11-12.1** Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings | **Initial Precursor**  
- Can identify elements in a story (characters, other key details in the text) when asked  

**Distal Precursor**  
- Can find specific details in a narrative to answer questions asking about information explicitly stated in the narrative  

**Proximal Precursor**  
- Can analyze a narrative text to determine what is its explicit meaning based on the information directly stated in it  

**Target**  
- Can analyze the explicit and implicit meanings of a narrative and provide citations as evidence supporting each of the different meanings  

**Successor**  
- Can determine when strong evidence is presented in a text and can use it when citing the text

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

**Initial Precursor:** Determining the meaning of text and citing evidence to support understanding 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?

**Distal Precursor:** After students can identify details in a text, they can work toward answering questions about those details. Initially, these questions will be literal-level questions that address information that is explicitly stated. Then students can work toward answering questions about those details. In the context of shared reading or reading comprehension instruction, teachers can help students work toward using specific details in a text to answer questions about explicitly stated information by previewing the questions prior to reading and asking students to read or listen in order to determine the answers.

A diagram showing the relationship of nodes in the mini-map appears below.

**Key to map codes in upper right corner of node boxes:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
</tr>
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<tbody>
<tr>
<td>IP</td>
<td>Initial Precursor</td>
</tr>
<tr>
<td>DP</td>
<td>Distal Precursor</td>
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<tr>
<td>PP</td>
<td>Proximal Precursor</td>
</tr>
<tr>
<td>SP</td>
<td>Supporting</td>
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<tr>
<td>S</td>
<td>Successor</td>
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<td>UN</td>
<td>Untested</td>
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<tr>
<td>T</td>
<td>Target</td>
</tr>
</tbody>
</table>
Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.
ELA-1176
Can determine what a narrative states explicitly and implicitly

ELA-947
Can cite textual evidence for the inferences made while reading a literary text

ELA-1155
Can determine the citations for explicit and inferred information in a narrative

ELA-1148
Can determine a narrative's explicit meaning

ELA-1569
Can identify the details related to the lesson of a narrative

ELA-1396
Can analyze the explicit and implicit meanings of a narrative and cite textual evidence for them

ELA-948
Can select strong textual evidence when citing a literature text