



## Mini-Map for ELA.EE.RL.5.1

Subject: ELA  
 Reading Literature  
 Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RL.5.1</b> Identify words in the text to answer a question about explicit information.	<b>ELA.RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate an understanding of object names by correctly identifying an object or person.	The student can identify major observable events that occur in a familiar story.	The student can identify the major characters, setting, and major events in a story without the use of additional information from pictures.	The student can identify specific words in a story that answer a question about information explicitly stated in the story.	The student can identify details that can answer a question about explicit information in a story.

## Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

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

Identifying specific words in a text in order to answer questions requires students to know the meanings of words and their relationship to the topic of the text. This starts with being able to recognize objects when they are referenced by name in a text or in an interaction about a text. In the context of shared reading, teachers can work on this skill by pairing real objects with the objects that appear in books. The DLM Familiar Texts that are aligned with this linkage level highlight familiar settings and routines that involve everyday objects that teachers can associate with the names/labels used in the books.

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

As students begin to know the names of objects and recognize details in familiar texts, they can work toward recognizing the things that happen in a story. Unlike the objects and people who are often pictured, identifying and remembering events often takes a different level of attention to the words in the text rather than the pictures or tactile information. At the Distal Precursor level, teachers can use repeated shared reading of texts to help students first learn the names of objects, people, and places in the story and then identify the major events in the story. The DLM Familiar Texts that are aligned with this linkage level feature characters who explore places, meet new people, and find things like missing animals. These are all examples of major events that students can learn to identify by attending to the words in the text during shared reading.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Mary Home Alone*</a> <a href="#">Dinner with the Tucks</a> <a href="#">Heidi Learns to Read</a> <a href="#">Heidi Goes Home</a>
<b>Distal Precursor</b>	<a href="#">Mary and Colin*</a> <a href="#">The Spring*</a> <a href="#">Visiting Clara</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 5</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.RL.5.1** Identify words in the text to answer a question about explicit information.

