# Essential Element, Linkage Levels, and Mini-Map

## ELA: Grade 6

### ELA.EE.RL.6.1

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
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</table>
| ELA.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | ELA.EE.RL.6.1 Determine what a text says explicitly as well as what simple inferences must be drawn | **Initial Precursor**  
- Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object  
**Distal Precursor**  
- Can identify the key elements in a story, including the main characters, setting, and the major events  
**Proximal Precursor**  
- Can identify the concrete details, such as characters, objects, setting, and major events that are specifically stated in a narrative text  
**Target**  
- Can analyze a narrative and differentiate between explicitly-stated information and implications in the text that require an inference  
**Successor**  
- Can analyze a narrative to identify where it expresses information explicitly and where inferences should be made to determine the implicit information underlying the explicit information |

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<table>
<thead>
<tr>
<th>How is the Initial Precursor related to the Target?</th>
<th>How is the Distal Precursor related to the Target?</th>
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<tbody>
<tr>
<td><strong>Initial Precursor:</strong> Understanding what a text says explicitly requires students attend to the specific words and illustrations or tactual information 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> Learning to determine what a text says explicitly and making simple inferences about a text requires students to identify the key elements or details. Students working at the Distal Precursor linkage level can work on this during repeated shared readings of DLM Familiar Texts aligned with this linkage level. These texts are written with clearly identified story elements (e.g., characters, settings, events) that students can learn to identify over time.</td>
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</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
EL.A.EE.RL.6.1 - Determine what a text says explicitly as well as what simple inferences must be drawn.