# ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

## ELA: GRADE 6

### ELA.EE.RL.6.5

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<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
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| ELA.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot | ELA.EE.RL.6.5 Determine the structure of a text (e.g., story, poem, or drama) | **Initial Precursor**  
- Can recognize when he or she encounters familiar people, objects, places, and events  
**Distal Precursor**  
- Can identify elements in a story (characters, other key details in the text) when asked  
**Proximal Precursor**  
- Can determine the events that come at the beginning, middle, and end of a narrative containing a clear and linear text structure  
**Target**  
- Student can use information about structure to make determinations about what comes next in a text  
**Successor**  
- Student can compare the structure of two or more texts (e.g., stories, poems, or dramas) |

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<table>
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<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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<td><strong>Initial Precursor:</strong> Determining the structure of a text requires readers to recognize when something new or different is happening. This depends on students being able to identify when they encounter things that are familiar, as well. Teachers can work on this during repeated shared reading of DLM Familiar Texts aligned with this linkage level because these texts are written about familiar routines that include familiar people, objects, places and events. Teachers can ask students to indicate when one of these familiar text details appears during the shared reading interaction.</td>
<td><strong>Distal Precursor:</strong> All text comprehension begins with being able to identify details in the text. Readers then use these details to support more complex understandings. Students working at the Distal Precursor linkage level are working on identifying the elements in stories, poems, dramas, and other texts they read with teachers. During shared reading interactions, teachers can ask students to indicate when a specific character or other text element appears in the text.</td>
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</tbody>
</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
- DP Distal Precursor
- PP Proximal Precursor
- SP Supporting
- S Successor
- UN Un-tested
- T Target
ELA.EE.RL.6.5 - Determine the structure of a text (e.g., story, poem, or drama).