



## Mini-Map for ELA.EE.RL.7.1

Subject: ELA

Reading Literature

Grade: 7

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RL.7.1</b> Analyze text to identify where information is explicitly stated and where inferences must be drawn.	<b>ELA.RL.7.1</b> Cite several pieces of 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
During a shared reading of a text, the student is able to identify, indicate, and distinguish between the words and pictures on a page in text, braille, or tactile object/graphic.	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 analyze a story to identify where information is explicitly stated and where inferences should be drawn to acquire the underlying information.	The student can determine what a story states explicitly and where inferences need to be drawn to acquire underlying information.

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

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

Understanding what a text says explicitly requires students to 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.

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

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 Essential Element and linkage level. These texts are written with clearly identified story elements (e.g., characters, settings, events) that students can learn to identify over time.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">The Three Women</a> * <a href="#">Survival Kit</a> * <a href="#">A Trip to the Fair</a> <a href="#">Calpurnia Explores the Pond</a>
Distal Precursor	<a href="#">The Golden Apple</a> * <a href="#">Finding Food</a> * <a href="#">Calpurnia's Grandfather</a>
Proximal Precursor	N/A
Target	N/A
Successor	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 7</a>.</p>	
Released Testlets	
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .	

[Link to Text-Only Map](#)

**ELA.EE.RL.7.1** Analyze text to identify where information is explicitly stated and where inferences must be drawn.

