



## 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?*

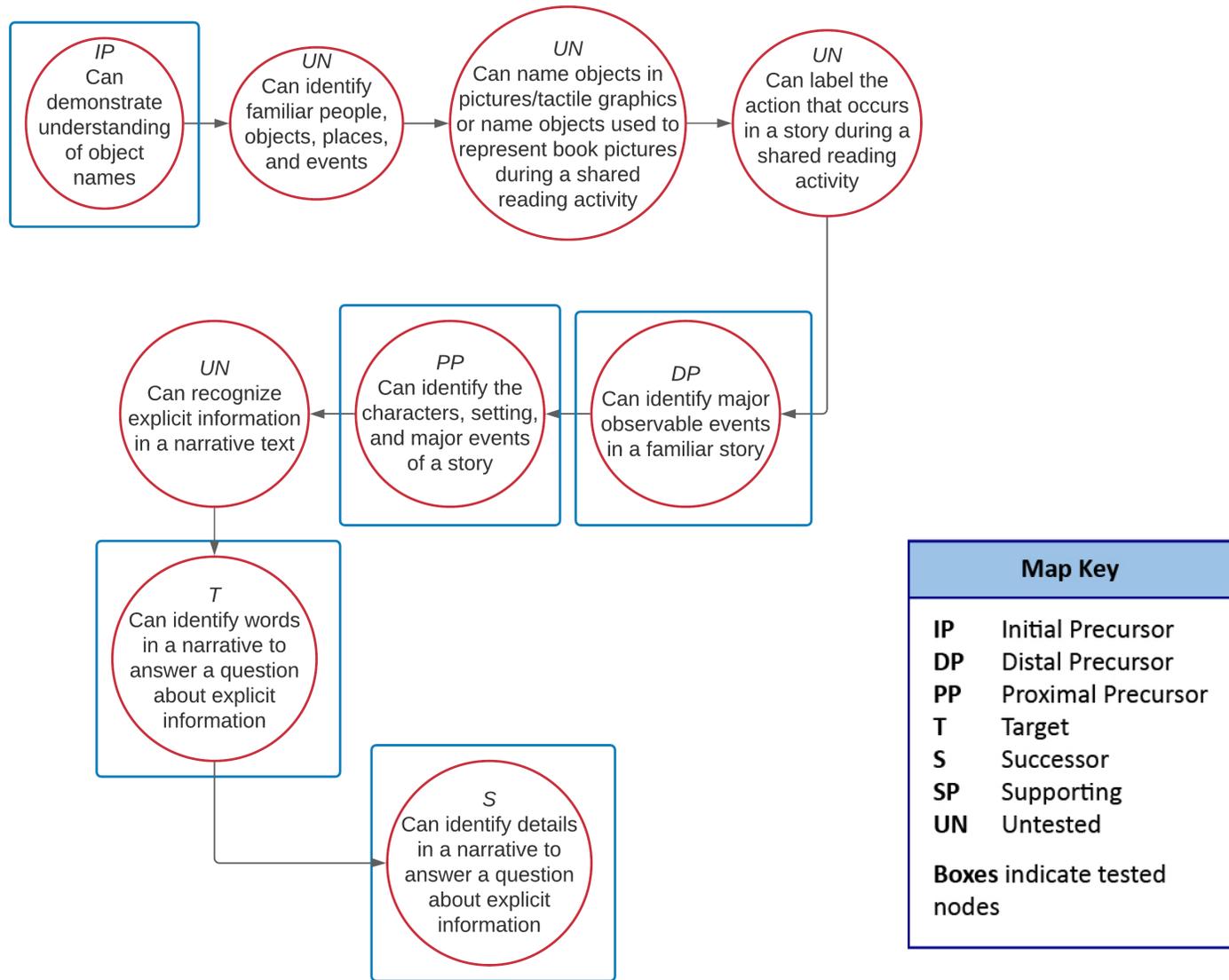
As students begin to know the names of objects and recognize details in familiar texts, they can work toward recognizing the things that happen in a story. Unlike the objects and people who are often pictured, identifying and remembering events often takes a different level of attention to the words 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.





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

Subject: ELA

Reading Informational Text

Grade: 5

### Learning Outcome

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

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>When prompted, the student is able to indicate their preference via a yes or no response through either verbal or nonverbal means.</p>	<p>The student is able to demonstrate an understanding of a familiar text by answering simple questions based off details of the text.</p>	<p>The student can identify concrete details in an informational text and can answer simple comprehension questions related to those concrete details.</p>	<p>After reading or hearing an informational text, the student can identify words that are related to a specific detail and can use those words to answer a question about explicit information.</p>	<p>After reading an informational text, the student can identify details from the text to answer questions about explicit information stated within the text.</p>

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

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

As students work toward being able to answer questions about information in a text, they begin by answering questions about their preference for objects and actions in a text. Teachers can work on this during shared reading using the DLM Familiar Texts aligned with this Essential Element and linkage level. These books feature familiar routines with familiar actions and objects that students that can be the focus of yes/no preference questions.

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

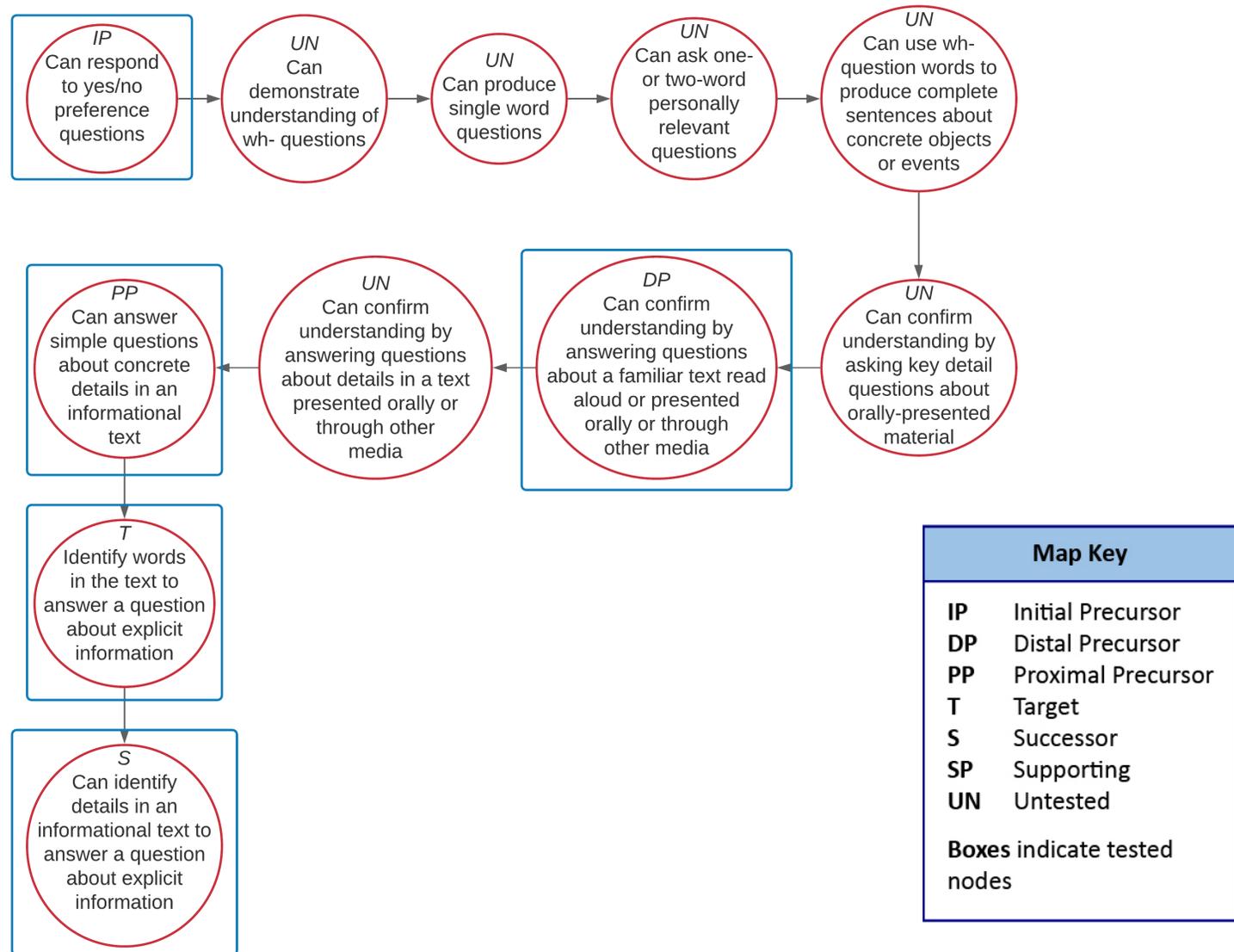
As students work toward using words and details from the text to answer questions about explicit information in new texts, they learn to answer questions about details in familiar texts. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level during shared reader to work on answering questions about the details that are explicitly called out in the text.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Weather Is Amazing</a> <a href="#">Moving</a>
Distal Precursor	<a href="#">Toads</a>
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 5</a> .	
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.RI.5.1** Identify words in the text to answer a question about explicit information.





## Mini-Map for ELA.EE.RI.5.5

Subject: ELA

Reading Informational Text

Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.5.5</b> Determine if a text tells about events, gives directions, or provides information on a topic.	<b>ELA.RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When provided with language cues, the student can pay attention to the entire object, a characteristic of the object, or an action the object can perform.	When provided with illustrations that are related and unrelated to a familiar text, the student can identify the illustrations that relate to aspects of the familiar text, such as people, places, things, and ideas.	While reading a text, the student is able to identify and understand how illustrations or graphics that accompany the text provide additional details.	The student can identify that the structure of a text can determine if its purpose is to give more information about an event, directions, or information on a topic.	The student is able to understand how the title from an informational text provides information about the content of the text.

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

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

Determining if an informational text is telling about events, giving directions, or providing information about a topic requires a reader to attend to and remember the whole text. Students working at the Initial Precursor linkage level can work toward that by learning to attend to objects and actions that relate to their names or labels. The DLM Familiar Texts aligned with this Essential Element and linkage level are about common routines that employ everyday objects that are labeled or named in the text. During repeated shared reading of these texts, teachers can help students learn to associate labels with the common objects and actions.

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

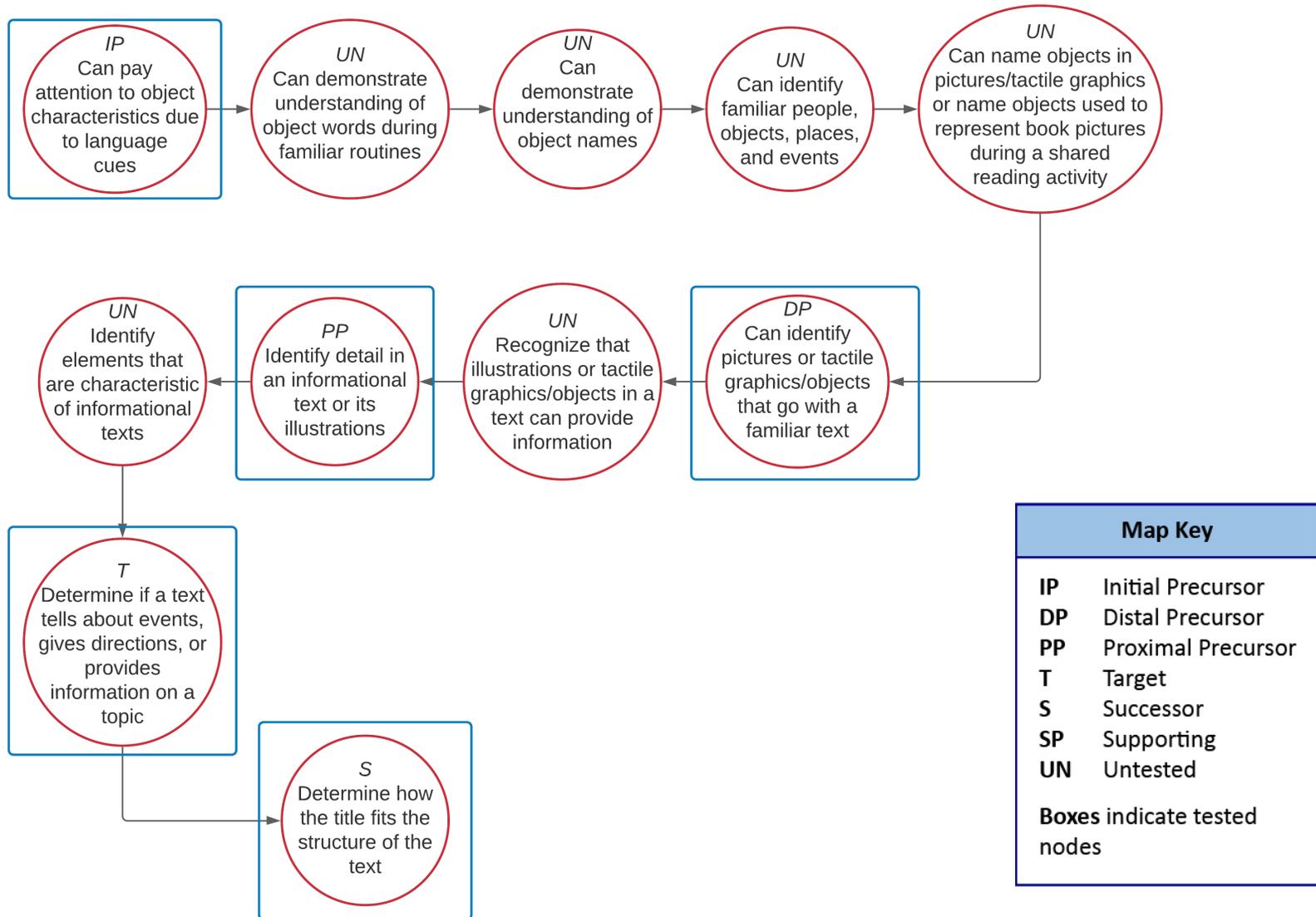
Determining if an informational text is telling about events, giving directions, or providing information about a topic requires a reader to attend to and remember the whole text. Students working at the Distal Precursor linkage level can work toward this by identifying the people, places, ideas, and objects that appear in informational text and then identifying illustrations, tactile graphics, or objects that are related to them. Teachers can support this through repeated shared reading of DLM Familiar Texts that align with this Essential Element and linkage level. These texts include mostly familiar contexts (e.g., home, school, or neighborhood), and the people, objects, and events are depicted in pictures or represented with tactile graphics. For example, a text about home includes family members and home-based routines, like getting ready in the morning or helping with dinner.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Moving</a> <a href="#">Weather Is Amazing</a>
Distal Precursor	<a href="#">Families Everywhere</a> <a href="#">Choices</a> <a href="#">Arts and Crafts</a> <a href="#">Weather Is Amazing</a>
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 5</a> .	
<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.RI.5.5** Determine if a text tells about events, gives directions, or provides information on a topic.





## Mini-Map for ELA.EE.RI.5.7

Subject: ELA

Reading Informational Text

Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.5.7 Locate information in print or digital sources.	ELA.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate understanding of an object's function through demonstration, pointing to pictures, or verbally explaining the function.	When provided with illustrations that are related and unrelated to a familiar text, the student can identify the illustrations that relate to aspects of the familiar text, such as people, places, things, and ideas.	While reading a text, the student is able to identify and understand how illustrations or graphics that accompany the text provide additional details.	The student is able to recognize and use basic text features to locate and identify specific information in a text.	The student can recognize specific text features, including bold print, captions, and subheadings, and use those text features to locate and identify specific information.

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

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

Locating information in text using familiar and predictable features of the text (e.g., bold words, captions, headings) requires students to understand that these features have a function. Students working at the Initial Precursor linkage level can work toward this by learning that many objects have functions. Teachers can support during ELA instruction through repeated shared reading of the DLM Familiar Texts aligned with this Essential Element and linkage level. These texts address mostly familiar contexts and routines and explicitly name and describe objects associated with those contexts and routines. During shared reading, teachers can demonstrate and explain the function of the objects and as the texts become familiar students can identify the objects that are associated with each function.

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

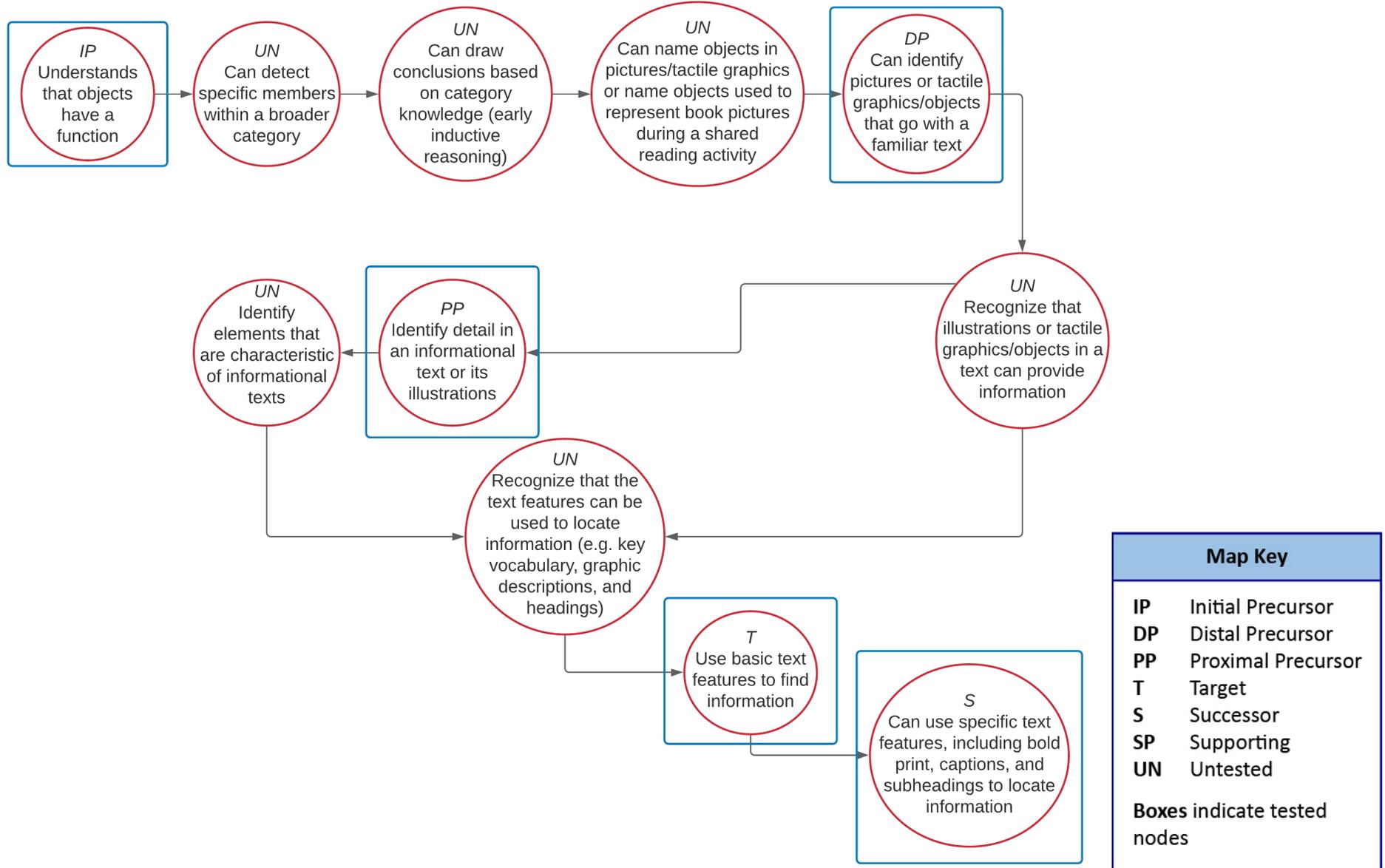
Locating information in text using familiar and predictable features of the text (e.g., bold words, captions, headings) requires students to identify those features. Students working at the Distal Precursor linkage level can work toward this by identifying the people, places, ideas, and objects that appear in informational text and then identifying illustrations, tactile graphics, or objects that are related to them. Teachers can support this through repeated shared reading of DLM Familiar Texts that align with this Essential Element and linkage level. These texts include mostly familiar contexts (e.g., home, school, or neighborhood), and the people, objects, and events are depicted in pictures or represented with tactile graphics. For example, a text about home includes family members and home-based routines, like getting ready in the morning or helping with dinner.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Families Everywhere</a> <a href="#">Choices</a> <a href="#">Living on the Mountain</a> <a href="#">Moving</a>
<b>Distal Precursor</b>	<a href="#">Kinds of Gardens</a> <a href="#">Moving</a> <a href="#">Carpenters</a>
<b>Proximal Precursor</b>	N/A
<b>Target</b>	N/A
<b>Successor</b>	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 5</a> .	
<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.RI.5.7** Locate information in print or digital sources.





## Mini-Map for ELA.EE.RL.5.2

Subject: ELA  
 Reading Literature  
 Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<p><b>ELA.EE.RL.5.2</b> Identify the central idea or theme of a story, drama or poem.</p>	<p><b>ELA.RL.5.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.</p>	<p>After reading or hearing a familiar story, the student can correctly identify the behavior and actions of the characters in the story.</p>	<p>The student can identify a character's actions in a familiar story and recall the consequences of those actions.</p>	<p>After reading a story, the student is able to recognize that the story has an overall message or meaning and can identify the theme.</p>	<p>After reading a story, the student can identify the details that contribute to the theme of the story.</p>

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

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

Identifying the theme of a text requires the readers to remember and recall details from the text. At the Initial Precursor level, this recollection can focus on recognizing familiar people, objects, places, and events. In the context of shared reading, this can involve recognizing the same familiar characters when they appear page after page or recognizing a real object that appears repeatedly in the story. The DLM Familiar Texts aligned with this Essential Element and linkage level involve familiar routines that include people, objects, places, and/or events that should be in the experience of most children and provide teachers with a way to engage students in purposefully remembering and recognizing these familiar things when they appear in the story.

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

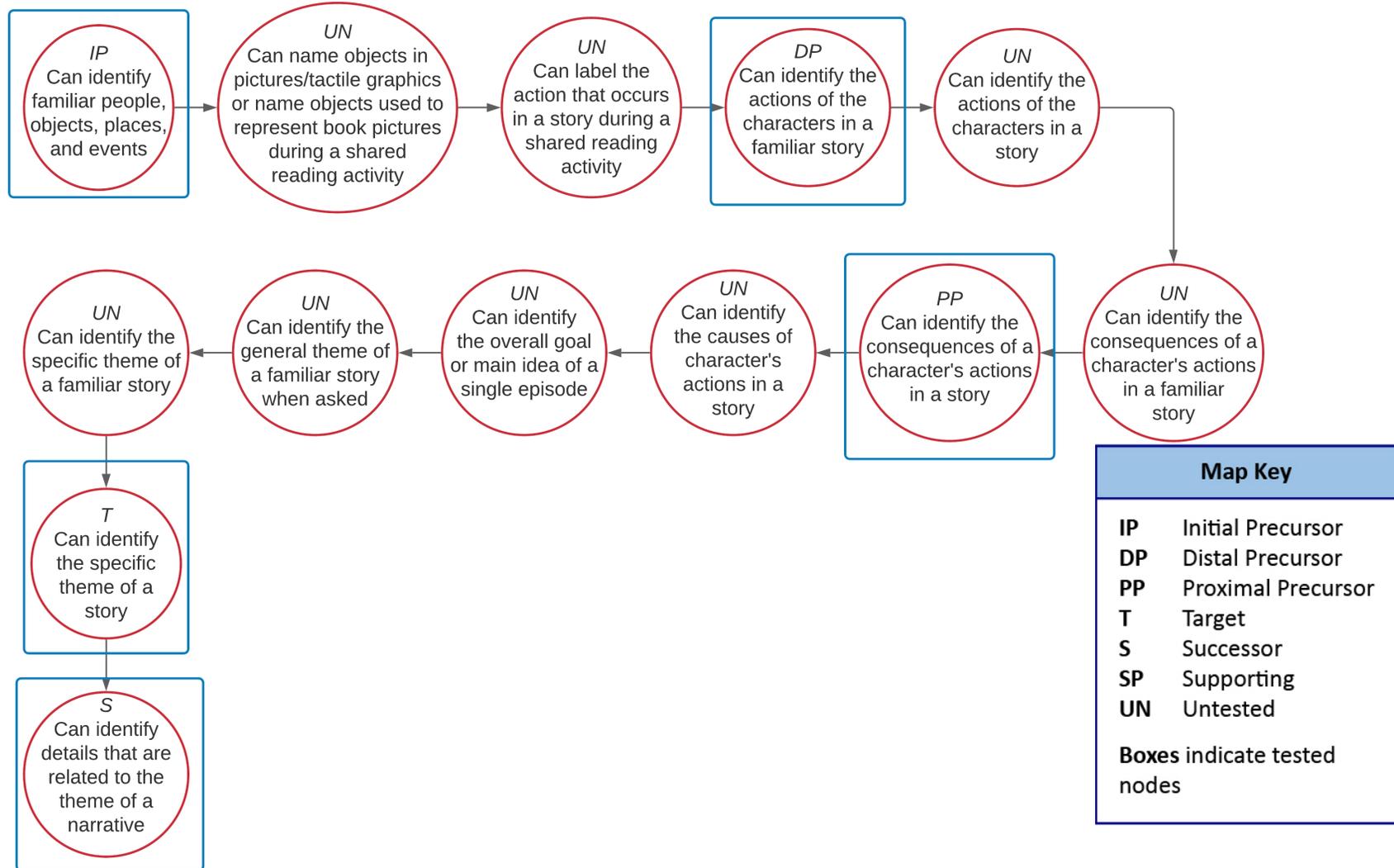
Identifying the theme of a text requires the readers to remember and recall details from the text, including details regarding the things the characters do. At the Distal Precursor level, students are not expected to identify the theme, but they are expected to identify the way familiar characters behave or the things characters do in familiar texts. The DLM Familiar Texts aligned with this Essential Element and linkage level specifically call out characters and the actions they perform. Teachers can help students at the Distal Precursor learn to identify behaviors and actions of characters by engaging in repeated shared reading of the DLM Familiar Texts aligned with this Essential Element and linkage level. During the initial readings of the book, teachers can describe the characters and what they do, and over time, they can ask students to begin identifying the names of characters who perform each action.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Mary Goes Exploring*</a> <a href="#">Winnie Goes Exploring</a> <a href="#">Heidi in the City*</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.5.2** Identify the central idea or theme of a story, drama or poem.





## Mini-Map for ELA.EE.RL.5.4

Subject: ELA  
 Reading Literature  
 Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RL.5.4</b> Determine the intended meaning of multi-meaning words in a text.	<b>ELA.RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.	When the student is given a descriptive or familiar word, the student can demonstrate prior knowledge of the word.	The student can provide more than one meaning, or an atypical meaning, for a multi-meaning word by using contextual and textual clues.	The student can identify a singular meaning of a multiple-meaning word using contextual and textual clues.	The student can identify more than one meaning of a multiple-meaning word when given limited examples that contain the word.

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

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

Learning that words can have multiple meanings requires students to understand how context impacts words. Learning about context starts when students pay attention to attention and recognizing familiar things that occur in the contexts they encounter repeatedly. Students can work on this during shared reading when teachers use DLM Familiar Texts aligned with this Essential Element and linkage level. These books about contexts that are familiar and have familiar people, objects, places, and/or events that appear throughout them.

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

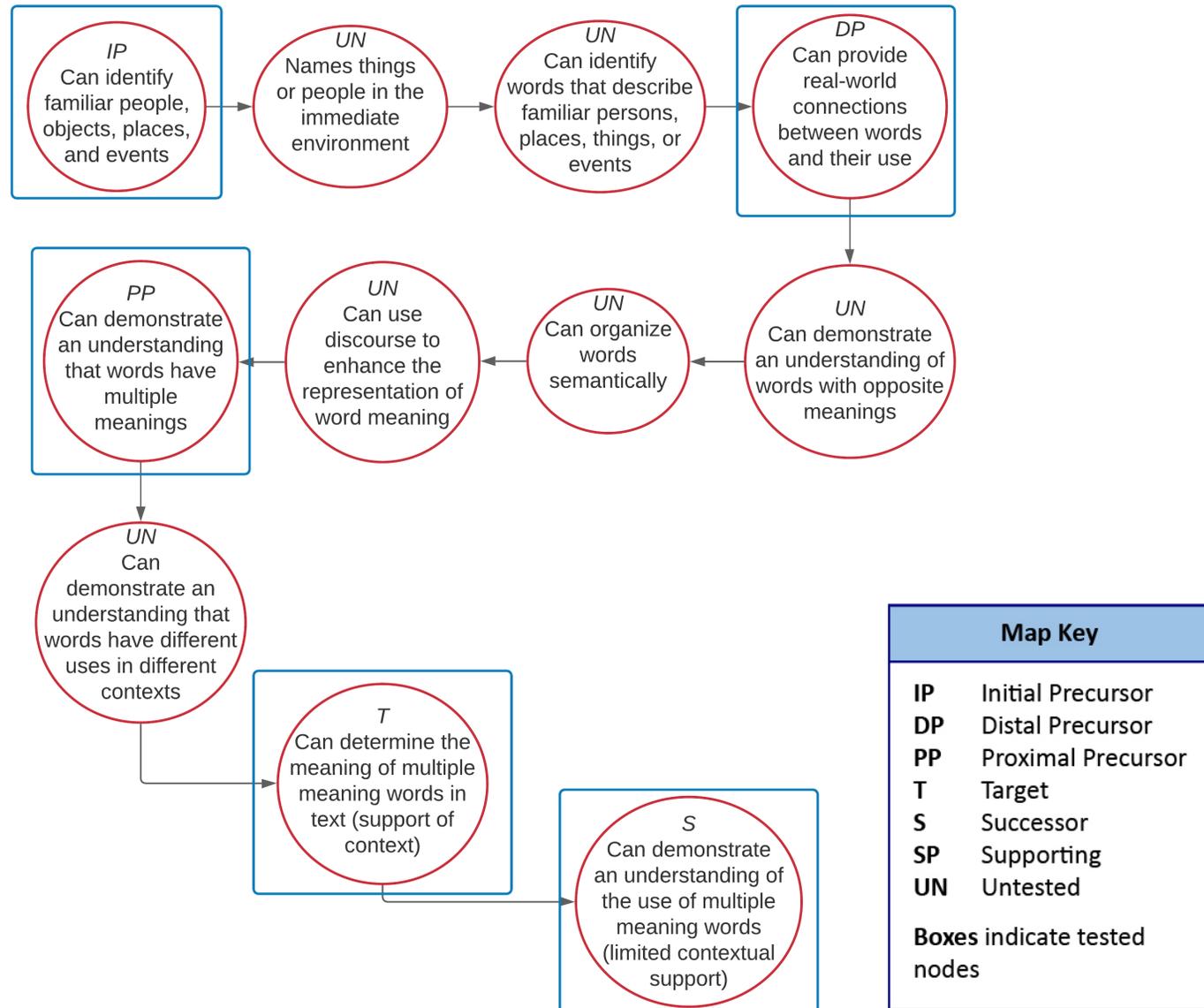
Learning that words can have multiple meanings related to context requires students to attend the ways words are used in familiar contexts. Teachers can help students learn to make connections between words and their use during shared reading. In the DLM Familiar Texts aligned with this Essential Element and linkage level, objects are named and associated with familiar routines and settings so that students can make connections between words and their use to describe objects and actions when these books are used during shared reading.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Mary Home Alone*</a> <a href="#">Toad Escapes</a> <a href="#">On the Mountain</a> <a href="#">Breakfast on the Mountain*</a> <a href="#">Visiting Friends</a> <a href="#">Heidi Goes Home</a>
<b>Distal Precursor</b>	<a href="#">Mary Goes Exploring*</a> <a href="#">Winnie Goes Exploring</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.5.4** Determine the intended meaning of multi-meaning words in a text.





## Mini-Map for ELA.EE.RL.5.6

Subject: ELA  
 Reading Literature  
 Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.5.6 Determine the point of view of the narrator.	ELA.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.	After reading or hearing a story, the student can correctly identify the behavior and actions of the characters in the story.	When reading the story, the student is able to identify the narrator of the story.	After reading the story, the student can identify the narrator of the story, in addition to determining the point of view of the narrator and that of various story characters.	When reading a story, the student is able to identify what the narrator is thinking or feeling by referencing specific words or phrases used by the narrator.

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

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

Determining the narrator's point of view requires students to first identify the narrator as distinct from other characters in the text. For students working at the Initial Precursor linkage level, this starts with recognizing familiar people, objects, places, and events when they are related to texts they are reading with others. The DLM Familiar Texts aligned with this Essential Element and linkage level specifically call out these familiar people, objects, places, and events that are part of the familiar routines featured in the stories. Teachers can use these texts in shared reading to help students develop these skills.

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

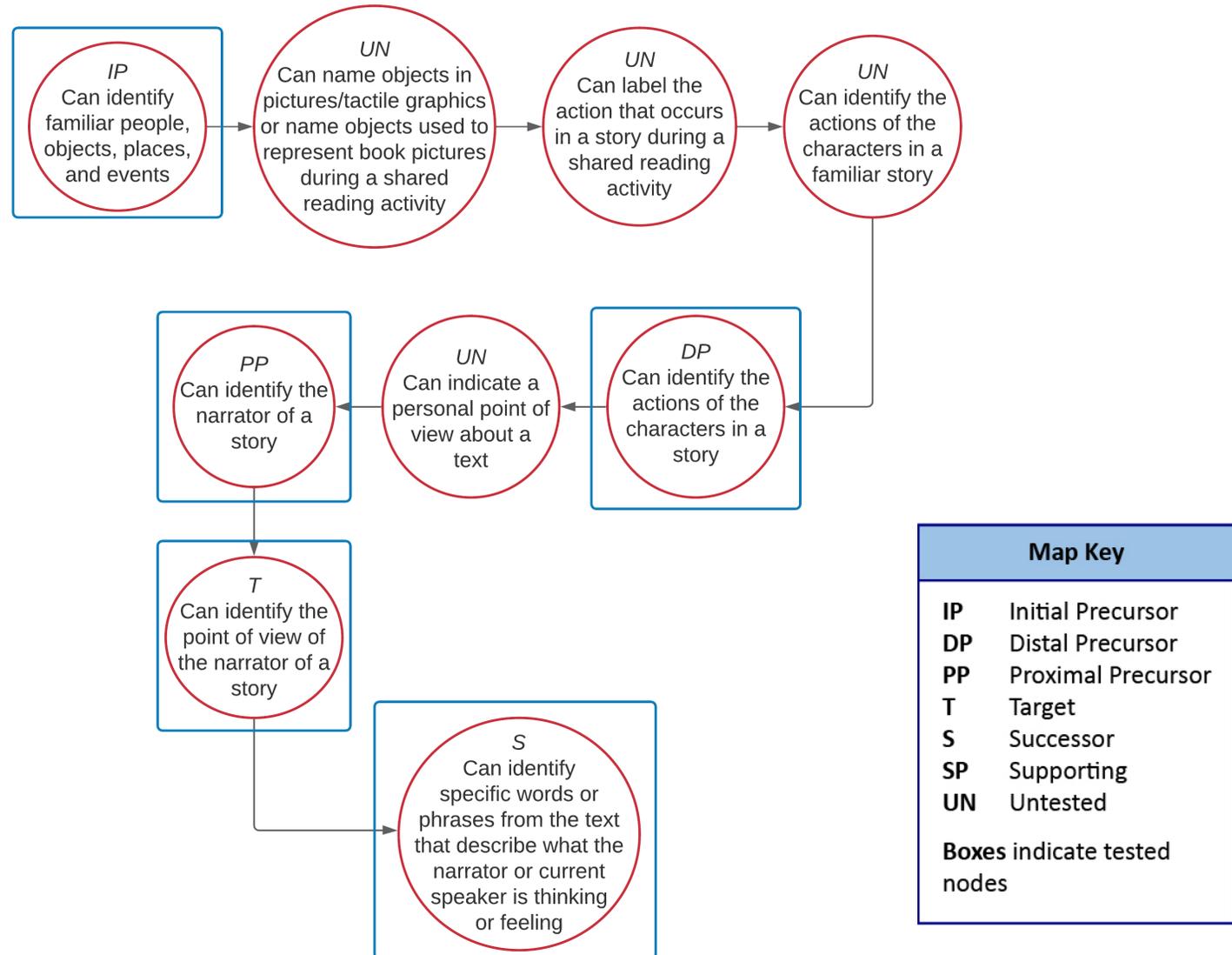
Determining the narrator's point of view requires students to first identify the narrator as distinct from other characters in the text. As students learn to identify characters, they then connect those characters with actions. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level to help students learn to identify characters and the actions they take. In these texts, character names and actions are explicitly stated to support students as they learn to make these important connections.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Dinner with the Tucks</a> <a href="#">Visiting Friends</a> <a href="#">Heidi Goes Home</a>
<b>Distal Precursor</b>	N/A
<b>Proximal Precursor</b>	N/A
<b>Target</b>	N/A
<b>Successor</b>	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 5</a> .	
<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.5.6** Determine the point of view of the narrator.





## Mini-Map for ELA.EE.RI.5.2

Subject: ELA

Reading Informational Text

Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.5.2</b> Identify the main idea of a text when it is not explicitly stated.	<b>ELA.RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.	When provided with illustrations that are related and unrelated to a familiar text, the student can identify the illustrations that relate to aspects of the familiar text, such as people, places, things, and ideas.	After hearing or reading a beginner-level informational text, the student can identify a concrete detail in the text.	After reading an informational text, the student is able to infer the main idea through total context of the text.	After reading a paragraph of an informational text, the student can determine which details are key to supporting the paragraph's main idea.

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

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

Identifying the main idea of an informational text requires the readers to remember and recall details from the text. At the Initial Precursor level, this recollection can focus on recognizing familiar people, objects, places, and events. In the context of shared reading, this can involve recognizing the same people, objects, places, or events when they appear page after page. In some cases, this may involve recognizing the objects a teacher has gathered to go with the information in a text that is read repeatedly in a shared reading format. The DLM Familiar Texts aligned with this Essential Element and linkage level involve daily routines that include people, objects, places, and/or events that should be in the experience of most children and provide teachers with a way to engage students in purposefully remembering and recognizing these familiar things when they appear in the story.

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

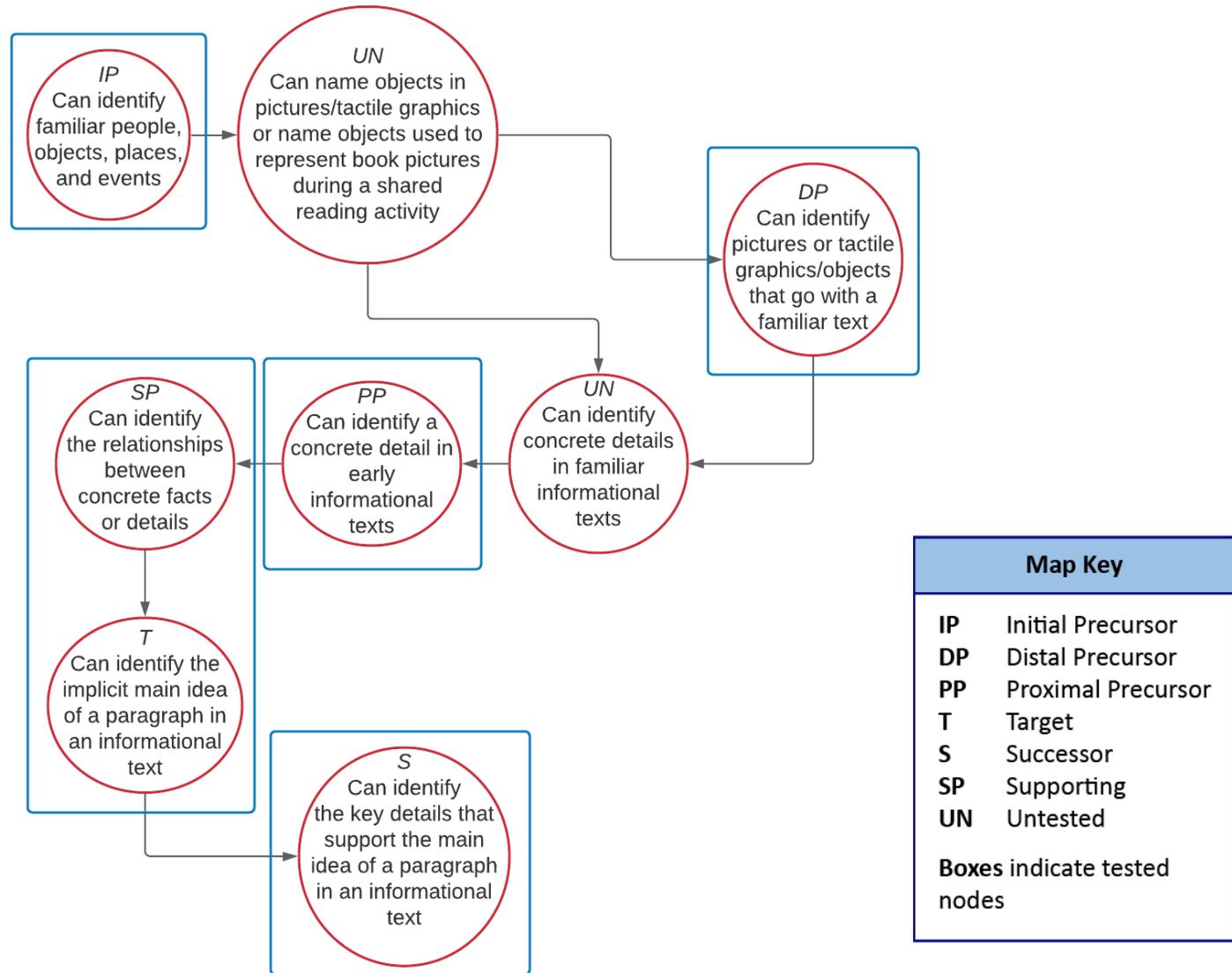
Identifying the main idea of an informational text requires the readers to remember and recall details from the text and recognize information that is related to the main idea. At the Distal Precursor level, students are not expected to identify the main idea, but they are working toward recognizing illustrations or tactile graphics or objects that reflect different aspects of familiar people, places, things, and ideas that appear in an informational text. The DLM Familiar Texts aligned to this linkage level include information about familiar context and routines. They also feature graphics that relate directly to the people, places, things, and ideas that are included in the text. Teachers might work on this linkage level by naming the person, place, thing, or idea and asking students to identify the illustration, tactile graphic, or object that reflects or goes with it.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Be Polite*</a> <a href="#">Things That Grow</a> <a href="#">Living on the Mountain</a>
<b>Distal Precursor</b>	<a href="#">Be Polite*</a> <a href="#">Growing</a> <a href="#">Living on the Mountain</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.RI.5.2** Identify the main idea of a text when it is not explicitly stated.





## Mini-Map for ELA.EE.RI.5.4

Subject: ELA

Reading Informational Text

Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.5.4</b> Determine the meanings of domain-specific words and phrases.	<b>ELA.RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.	When the student is given a descriptive or familiar word, the student can demonstrate prior knowledge of the word.	When given an unfamiliar word that has only one meaning, the student can use textual and contextual clues to determine the word's meaning.	When given an unfamiliar word or phrase that is used in a specific informational context, the student can use prior knowledge and contextual clues to determine the meaning of the domain-specific word or phrase.	The student can identify how a text changes when given the same excerpt from the text but with a single word changed.

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

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

Determining the meaning of words associated with specific domains requires students to understand the connections between words and domains. Students working at the Initial Precursor linkage level can work toward this by recognizing when they encounter a person, object, place, or event that is familiar. Teachers can work on this during shared reading using the DLM Familiar Texts aligned with this linkage level. These texts are about daily routines that include people, objects, places, and/or events that should be in the experience of most children and provide teachers with a way to engage students in purposefully remembering and recognizing these familiar things when they appear in the story.

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

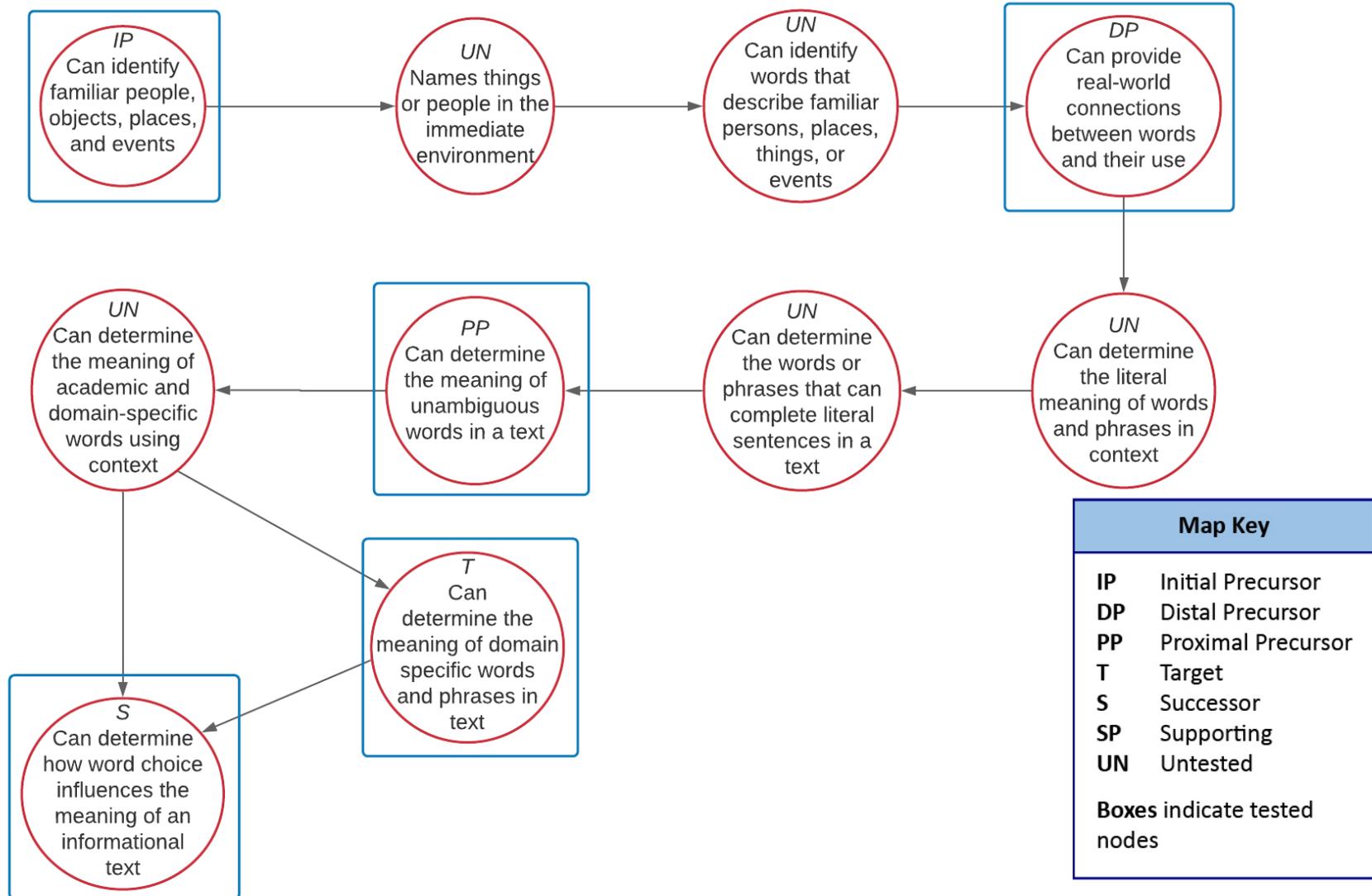
Determining the meaning of words associated with specific domains requires students to understand the connections between words and domains. Students working at the Distal Precursor linkage level are learning to connect the meaning of words with appropriate uses of those words. Teachers can support this during shared reading with the DLM Familiar Texts aligned with this linkage level. These books are about familiar routines and settings and provide multiple opportunities for teachers to help students make connections between words, their meanings, and their uses.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Families Everywhere</a> <a href="#">Choices</a> <a href="#">Weather Is Amazing</a>
<b>Distal Precursor</b>	<a href="#">Families Everywhere</a> <a href="#">Things That Grow</a> <a href="#">Living on the Mountain</a> <a href="#">Weather Is Amazing</a>
<b>Proximal Precursor</b>	N/A
<b>Target</b>	N/A
<b>Successor</b>	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 5</a> .	
<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.RI.5.4** Determine the meanings of domain-specific words and phrases.





## Mini-Map for ELA.EE.RI.5.8

Subject: ELA

Reading Informational Text

Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<p><b>ELA.EE.RI.5.8</b> Identify the relationship between a specific point and supporting reasons in an informational text.</p>	<p><b>ELA.RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>The student is able to recognize that two objects are identical.</p>	<p>The student can identify the relationships between multiple concrete facts or details.</p>	<p>The student can identify the points that are made by an author of an informational text and identify points that are related.</p>	<p>The student can identify how specific details of a text help the author make a particular point/claim and can match details to the corresponding point/claim.</p>	<p>The student is able to identify specific examples the author uses which support details, reasoning, and the main points of the text.</p>

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

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

Identifying any relationship between two or more things can begin with an understanding of same and different. Teachers can help students begin to recognize objects that are the same during shared reading with DLM Familiar Texts aligned with this linkage level. These texts focus on familiar routines and include many objects that are the same and different. Teachers can interact with students during shared reading and help them determine which of the objects they are using while reading are the same.

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

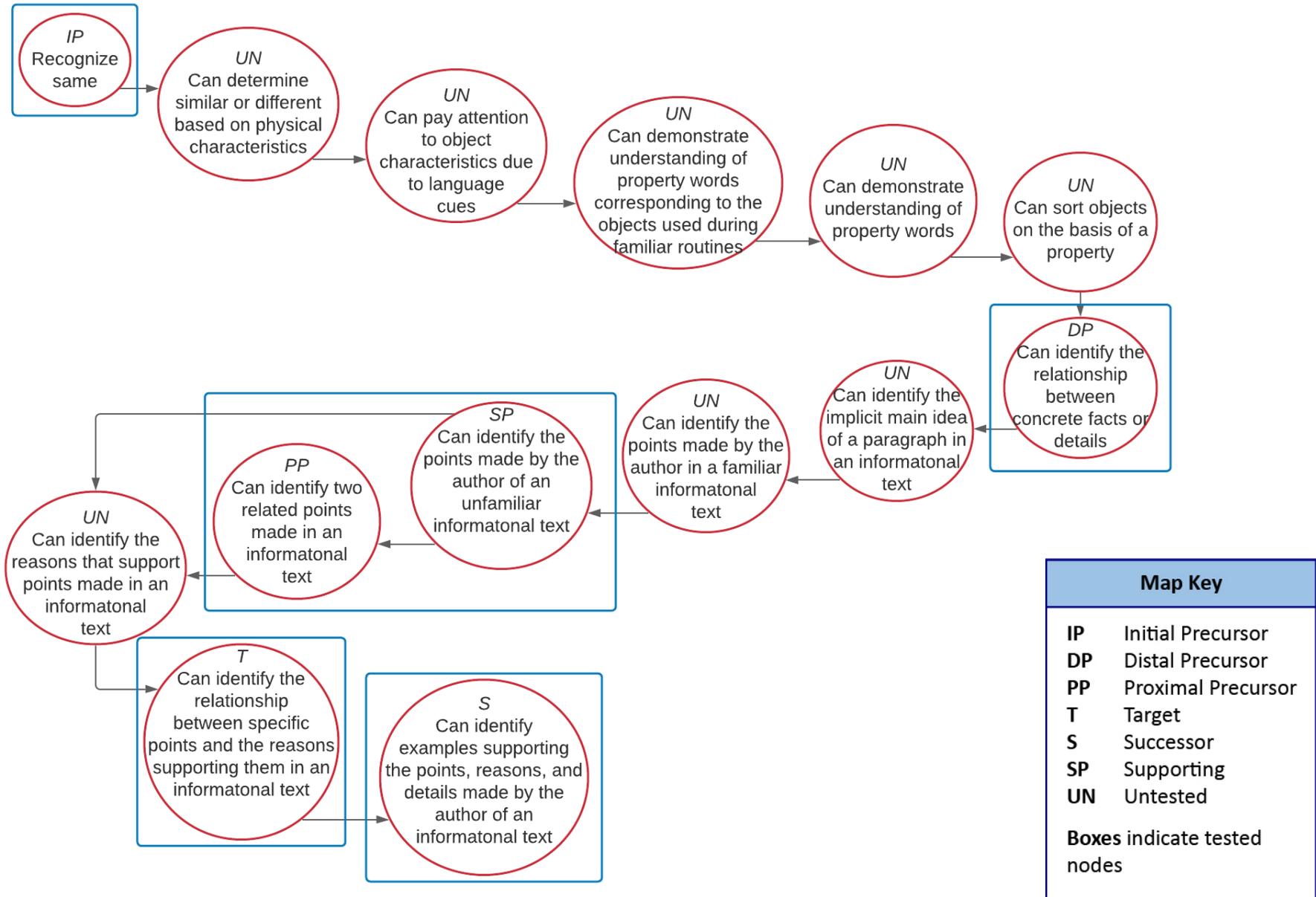
As students work toward understanding the relationship between points and supporting reasons in a text, they have to begin recognizing the relationships between concrete facts or details in a story. These early understandings of relationships help students work toward understanding more complex relationships. Teachers can help students begin to identify the relationships between concrete facts or details in informational texts using the DLM Familiar Texts aligned with this linkage level. During shared reading, they can call out one or more facts and ask students to identify another that is related. They might also ask students to identify two words that are related because they describe the same object or explain the same routine.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Kinds of Gardens</a> <a href="#">Growing</a> <a href="#">Weather Is Amazing</a>
<b>Distal Precursor</b>	<a href="#">Families</a> <a href="#">Toads</a> <a href="#">Goats</a>
<b>Proximal Precursor</b>	<a href="#">Be Polite*</a> <a href="#">Toads</a> <a href="#">Goats</a>
<b>Target</b>	N/A
<b>Successor</b>	N/A
*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> .	
<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.RI.5.8** Identify the relationship between a specific point and supporting reasons in an informational text.





## Mini-Map for ELA.EE.L.5.4.a

Subject: ELA

Language

Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<p><b>ELA.EE.L.5.4.a</b> Use sentence level context to determine which word is missing from a content area text.</p>	<p><b>ELA.L.5.4.a</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>When presented with familiar objects the student encounters during familiar routines, the student is able to identify the correct object when presented with a list of object names.</p>	<p>The student can make judgments about pairs of words with similar or different meanings.</p>	<p>After reading a sentence with clearly defined words, the student is able to recall the stated definition to identify the correct definition of the word when presented with options.</p>	<p>When presented with a sentence with a missing word, the student is able to identify the correct word which completes the sentence, based on the surrounding context of the sentence.</p>	<p>When presented with a sentence with a missing word, the student is able to identify the correct word which completes the sentence, based on the overall context of the whole text.</p>

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

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

As students work toward understanding the meaning of words in the context of sentences, they must begin to understand words and the things they represent. Teachers can help students working at the Initial Precursor linkage level learn words associated with objects during repeated shared reading of texts like the DLM Familiar Texts aligned with this linkage level. The texts feature generally familiar settings and the people, objects, and events that are associated with those settings. While reading with students, teachers can encourage them to identify objects when their names are used as part of the routines in the texts.

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

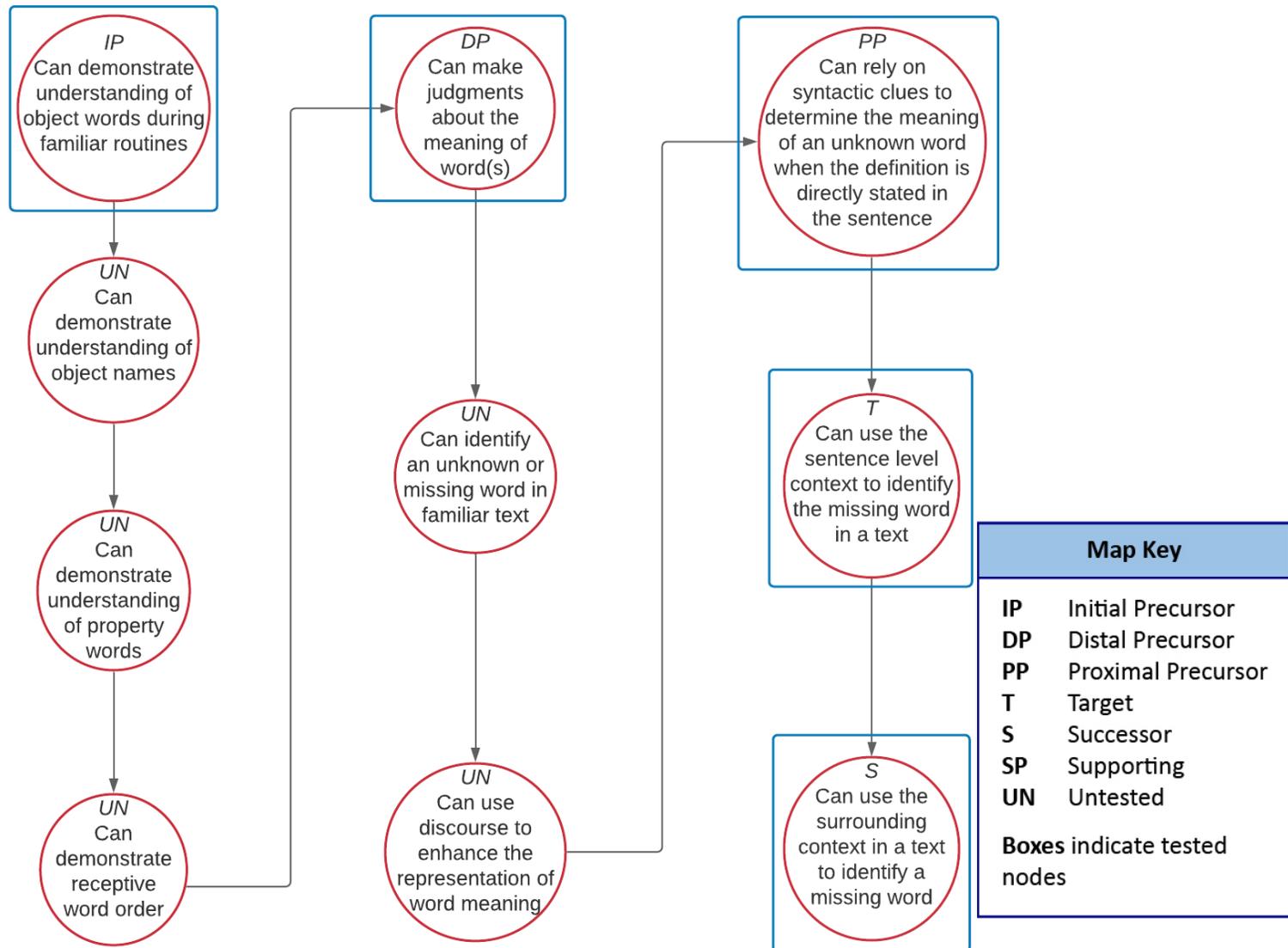
As students work toward understanding the meaning of words in the context of sentences and increase their ability to identify words in general, they can begin to recognize words that have meanings that are the same or different. Teachers can work on this using the DLM Familiar Texts aligned with this linkage level. These texts intentionally use words that have similar and different meanings so teachers can work with students to begin to identify them.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Arts and Crafts (RI)</a> <a href="#">Breakfast on the Mountain* (RL)</a>
<b>Distal Precursor</b>	<a href="#">Arts and Crafts (RI)</a> <a href="#">Weather Is Amazing (RI)</a> <a href="#">Moving (RI)</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.L.5.4.a** Use sentence level context to determine which word is missing from a content area text.





## Mini-Map for ELA.EE.L.5.5.c

Subject: ELA

Language

Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<p><b>ELA.EE.L.5.5.c</b> Demonstrate understanding of words that have similar meanings.</p>	<p><b>ELA.L.5.5.c</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.</p>	<p>The student can identify relevant words for describing familiar people, places, things, or events.</p>	<p>The student can identify differences in meaning when provided with opposite-meaning words.</p>	<p>The students can demonstrate an understanding that different words can refer to the same concept or idea.</p>	<p>When presented with words within a given context, the student is able to recognize that different words can be used to convey the same meaning.</p>

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

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

Determining when words have similar meanings requires students to know many words and recognize when they encounter two with similar meanings. Students working at the Initial Precursor linkage level can work toward this by recognizing when they encounter a person, object, place, or even that is familiar. Teachers can work on this during shared reading using the DLM Familiar Texts aligned with this linkage level. These texts are about daily routines that include people, objects, places, and/or events that should be in the experience of most children and provide teachers with a way to engage students in purposefully remembering and recognizing these familiar things when they appear in the story.

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

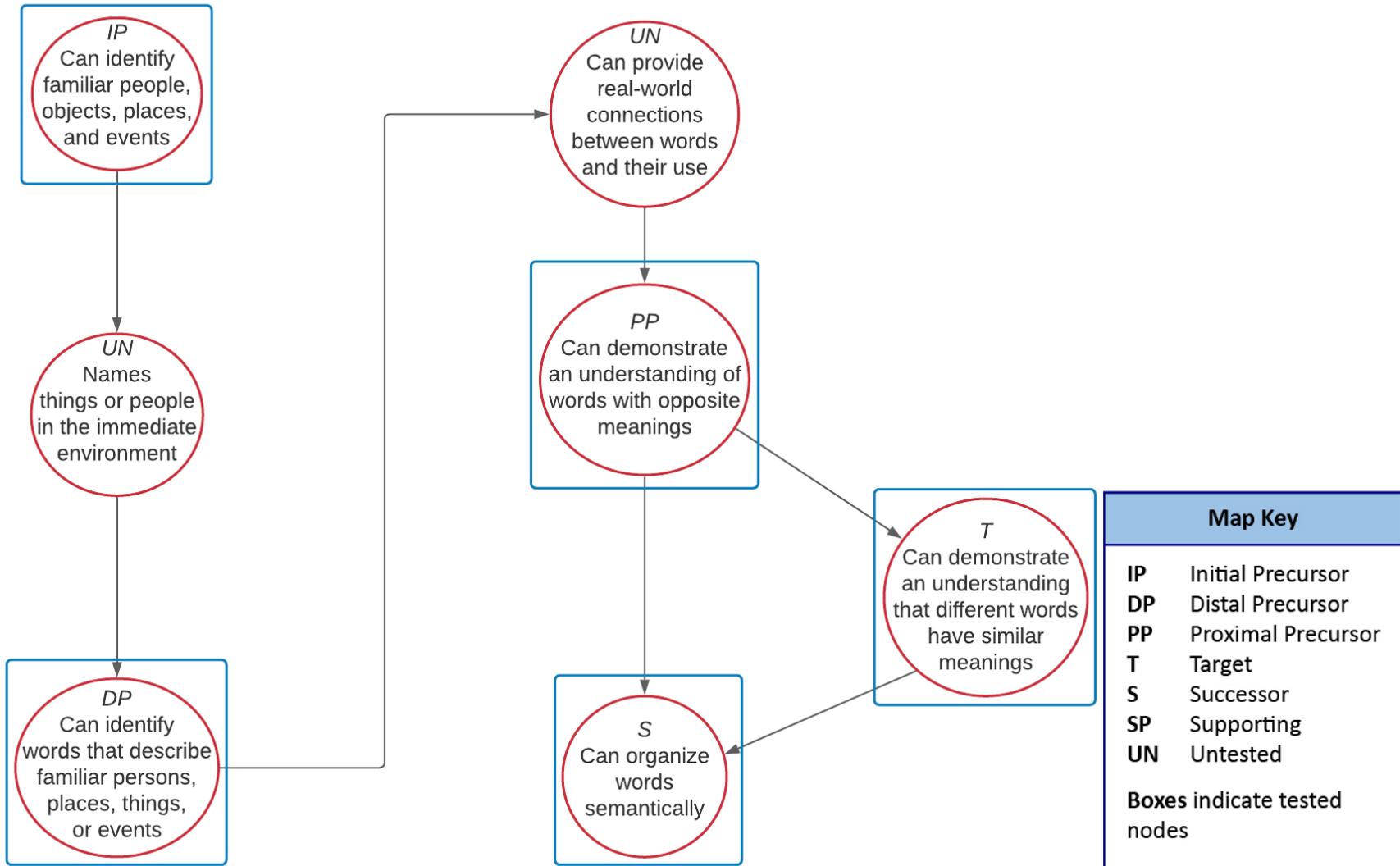
Determining when words have similar meanings requires students to know many words and recognize how words are used to convey different meanings. One example is learning how words are used to describe. During repeated shared reading of the DLM Familiar Text aligned with this linkage level, teachers can help students learn to identify words that describe the familiar people, places, things, and events that appear in the books.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Heidi Goes Home (RL)</a> <a href="#">Moving (RI)</a> <a href="#">Grandfather Helps His Neighbors (RL)</a>
<b>Distal Precursor</b>	<a href="#">Arts and Crafts (RI)</a> <a href="#">Moving (RI)</a>
<b>Proximal Precursor</b>	<a href="#">Mary Goes Exploring* (RL)</a> <a href="#">Winnie Goes Exploring (RL)</a> <a href="#">Weather Is Amazing (RI)</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>	
Released Testlets	
<p>See the <a href="#">Guide to Practice Activities and Released Testlets</a>.</p>	
Using Supporting (SP) and Untested (UN) Nodes	
<p>See the document <a href="#">Using Mini-Maps to Plan Instruction</a>.</p>	

[Link to Text-Only Map](#)

**ELA.EE.L.5.5.c** Demonstrate understanding of words that have similar meanings.





## Mini-Map for ELA.EE.RL.5.3

Subject: ELA  
 Reading Literature  
 Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RL.5.3</b> Compare two characters in a familiar story.	<b>ELA.RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

### 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.	When reading a familiar story, the student is able to identify the main character(s) and setting of the story.	After reading a story, the student is able to use details from the text to describe the characters, settings, or major events in the story.	When reading a familiar story, the student is able to identify similarities between characters.	When reading a familiar story, the student can use details from the text to identify differences between characters.

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

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

Comparing characters in familiar stories requires students to understand words that describe the characters, their actions, and other characteristics that make them the same. Students working at the Initial Precursor linkage level can work toward this by building their understanding of words that label objects. Teachers can support this through repeated shared reading of DLM Familiar Texts aligned with this Essential Element and linkage level. These texts feature mostly familiar settings (e.g., home, school, or neighborhood) and include the people and objects that are commonly associated with those settings. Teachers can gather the common objects and, during repeated shared reading, ask students to identify the objects when they are named in the text.

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

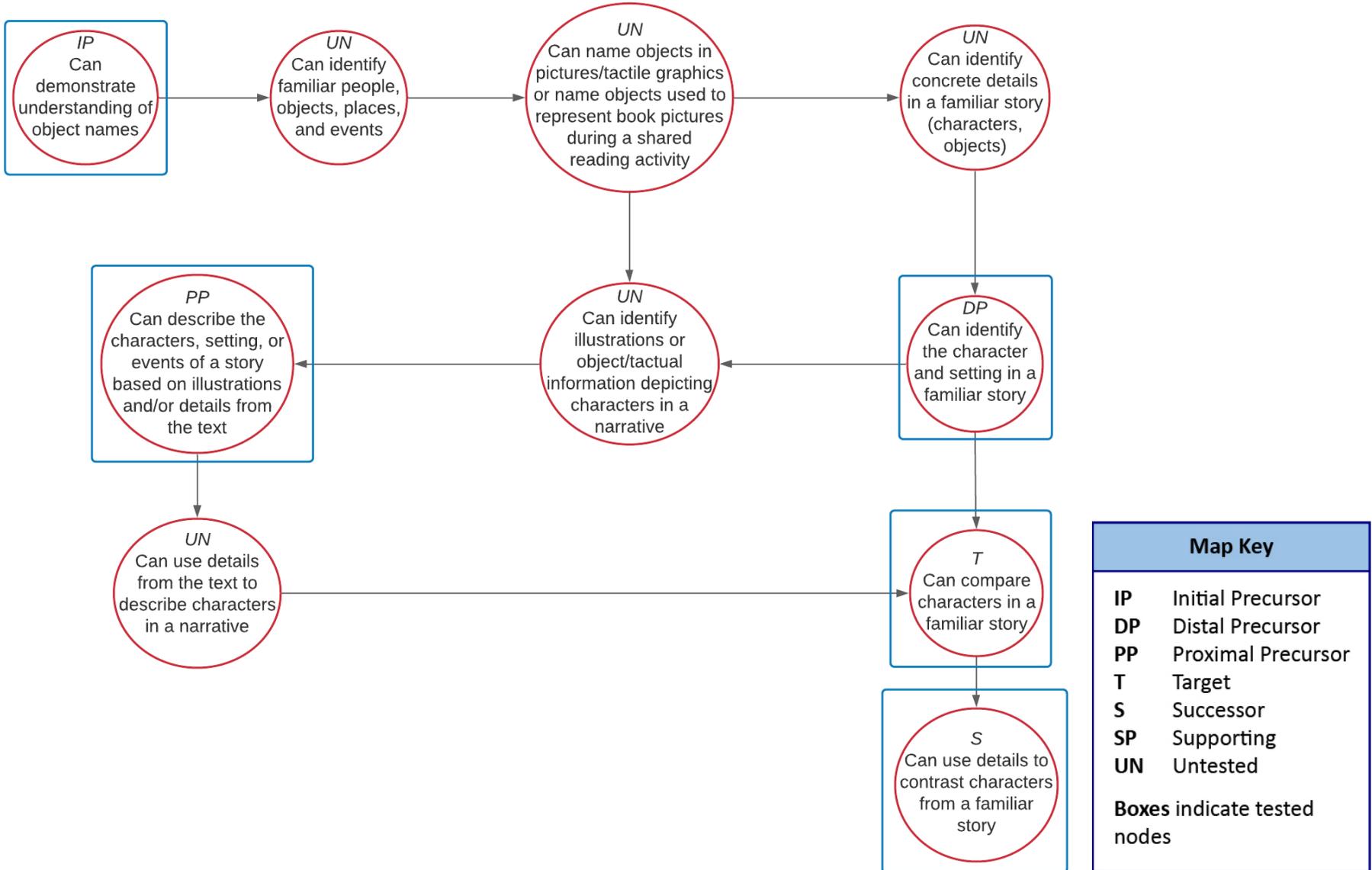
Comparing characters in a story requires readers to first identify the characters. Students working at the Distal Precursor linkage level are not expected to compare characters, but they are expected to learn to identify the characters. This linkage level also requires students to identify the setting to help them learn the difference between these two important text features. Teachers can work on helping students identify the characters and settings in familiar texts through repeated shared reading of DLM Familiar Texts aligned with this Essential Element and linkage level. These texts feature mostly familiar settings (e.g., home, school, or neighborhood) and include characters who are people typically found in those settings (e.g., parents, teachers, friends).

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Mary and Colin*</a> <a href="#">The Spring*</a> <a href="#">On the Mountain</a> <a href="#">Breakfast on the Mountain*</a> <a href="#">Visiting Friends</a>
<b>Distal Precursor</b>	<a href="#">Visiting Clara</a>
<b>Proximal Precursor</b>	N/A
<b>Target</b>	<a href="#">Mary and Colin*</a> <a href="#">Visiting Clara</a>
<b>Successor</b>	<a href="#">Mary and Colin*</a> <a href="#">Visiting Clara</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.5.3** Compare two characters in a familiar story.





## Mini-Map for ELA.EE.RL.5.5

Subject: ELA  
 Reading Literature  
 Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RL.5.5</b> Identify a story element that undergoes change from beginning to end.	<b>ELA.RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

### 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.	When provided with illustrations that are related and unrelated to a familiar text, the student can identify the illustrations that relate to aspects of the familiar text, such as people, places, things, and ideas.	The student can identify main characteristics of the text (such as characters, events, and setting) and recognize how events are initiated and resolved.	After reading the story, the student can identify how the characters, events, or settings change over the course of the story.	When presented with a text, the student is able to identify whether the text is a story, poem, or drama based on the structure and characteristics of the text.

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

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

Identifying when a story element changes during the course of a story requires students to first be able to identify those elements. Students working at the Initial Precursor linkage level can start working toward this by identifying objects when they are named in the text. The DLM Familiar Texts aligned with this Essential Element and linkage level specifically name objects that are used during the familiar routines that are features in the stories.

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

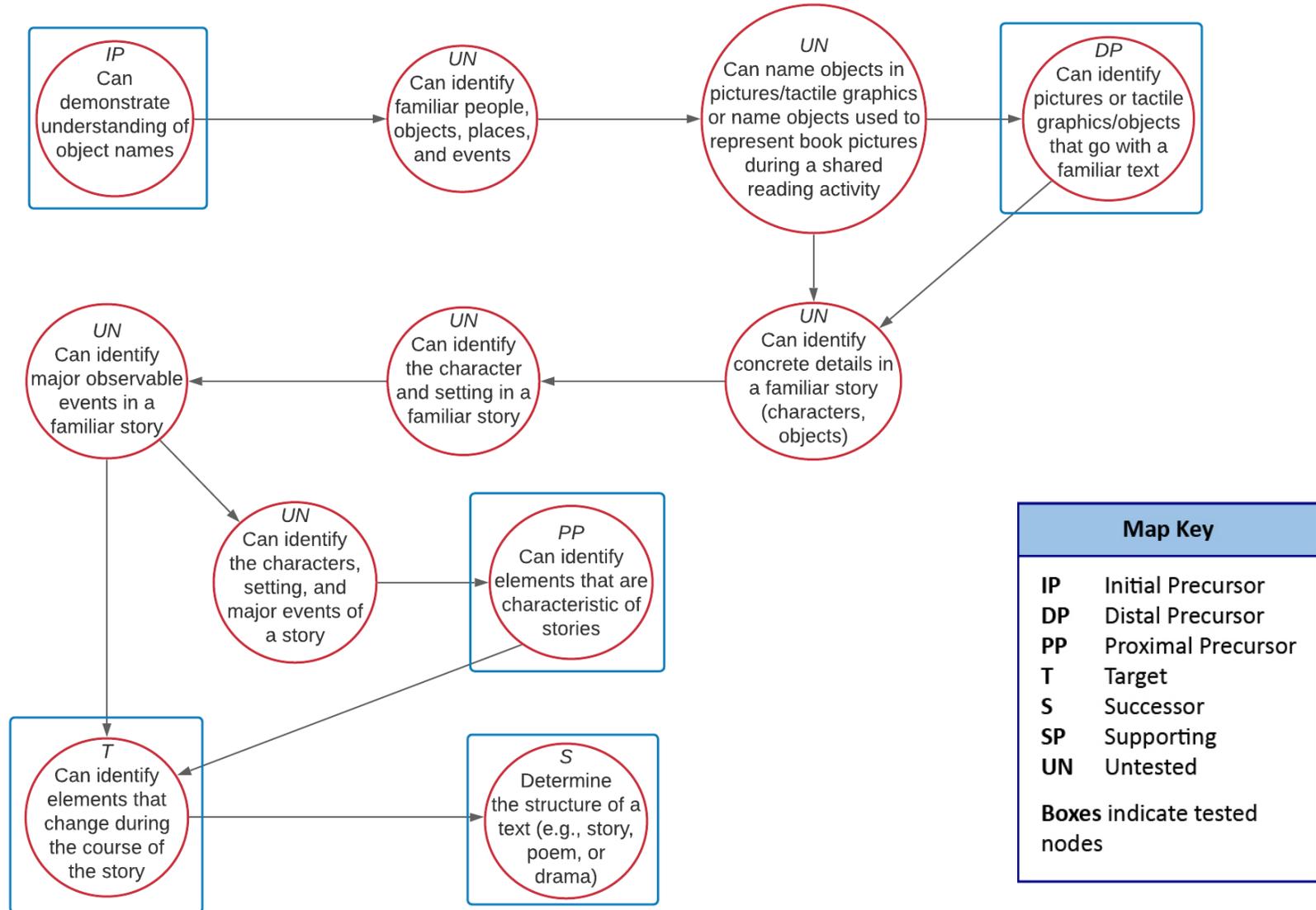
Identifying when a story element changes during the course of a story requires students to first be able to identify those elements. Students can work on identifying illustrations, tactile graphics, or objects that are related to story elements during shared reading. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level to work on this because those texts contain story elements that are explicitly called out in the text and illustrated in pictures/tactile graphics.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Mary Goes Exploring*</a> <a href="#">Winnie Goes Exploring</a> <a href="#">Heidi in the City*</a>
<b>Distal Precursor</b>	<a href="#">Mary and Colin*</a> <a href="#">The Spring*</a> <a href="#">Visiting Clara</a> <a href="#">Heidi Goes Home</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.5.5** Identify a story element that undergoes change from beginning to end.





## Mini-Map for ELA.EE.RL.5.9

Subject: ELA  
 Reading Literature  
 Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RL.5.9</b> Compare stories, myths, or texts with similar topics or themes.	<b>ELA.RL.5.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### 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 an object by its descriptor or provide a descriptor for the object.	The student can identify a character's actions in a familiar story and recall the consequences of those actions.	The student can compare and contrast two narratives about the same topic and identify similarities, differences, and the purpose for needing more than one narrative about a given topic (topic complexity).	After reading two texts on the same topic, the student can identify similarities and differences between the different elements of the text.

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

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

As students work toward determining how two stories are similar to one another, they have to pay attention to the details in stories. This can start during shared reading as students learn to identify objects in the story when they are named.

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

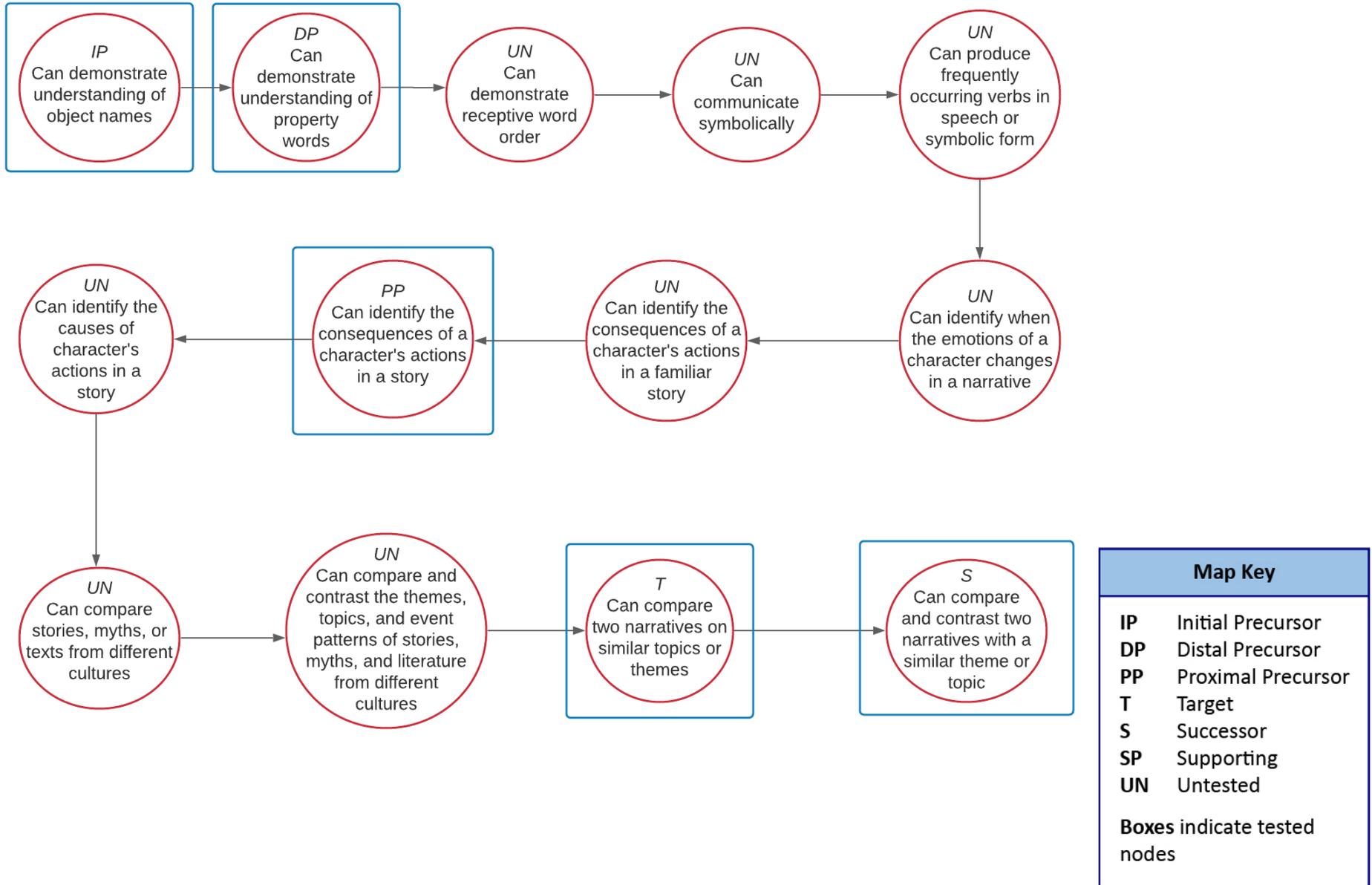
As students work toward determining how two stories are similar to one another, they have to pay attention to the details in stories and understand the specific descriptors used. Students working at the Distal Precursor linkage level can work on understanding descriptive words during shared reading. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level during shared reading because those books include descriptions (e.g., color, size, shape, texture) of context, people, and events.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Winnie Goes Exploring</a> <a href="#">Heidi Goes Home</a> <a href="#">Grandfather Helps His Neighbors</a>
<b>Distal Precursor</b>	<a href="#">Gifts from Grandma</a> <a href="#">Dinner with the Tucks</a> <a href="#">Grandfather Helps His Neighbors</a>
<b>Proximal Precursor</b>	<a href="#">Gifts from Grandma</a> <a href="#">Grandfather Helps His Neighbors</a>
<b>Target</b>	N/A
<b>Successor</b>	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 5</a> .	
<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.5.9** Compare stories, myths, or texts with similar topics or themes.





## Mini-Map for ELA.EE.RI.5.3

Subject: ELA

Reading Informational Text

Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<p><b>ELA.EE.RI.5.3</b> Compare two individuals, events, or ideas in a text.</p>	<p><b>ELA.RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>The student can demonstrate an understanding of object names by correctly identifying an object or person.</p>	<p>The student can identify an object by its descriptor or provide a descriptor for the object.</p>	<p>After hearing or reading a beginner-level informational text, the student can identify a concrete detail in the text.</p>	<p>The student can recognize key details in the text (such as the individuals, events, or ideas) and compare how these details are similar or different.</p>	<p>After reading the informational text, the student can identify the similarities and differences between key details of the text.</p>

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

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

Understanding how details in a text are the same and different requires the ability to identify those details and understand the words used to describe them. Students working at the Initial Precursor linkage level work toward this by learning to identify objects in stories when they are named. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level to help students learn to identify objects that appear in the text based on their name.

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

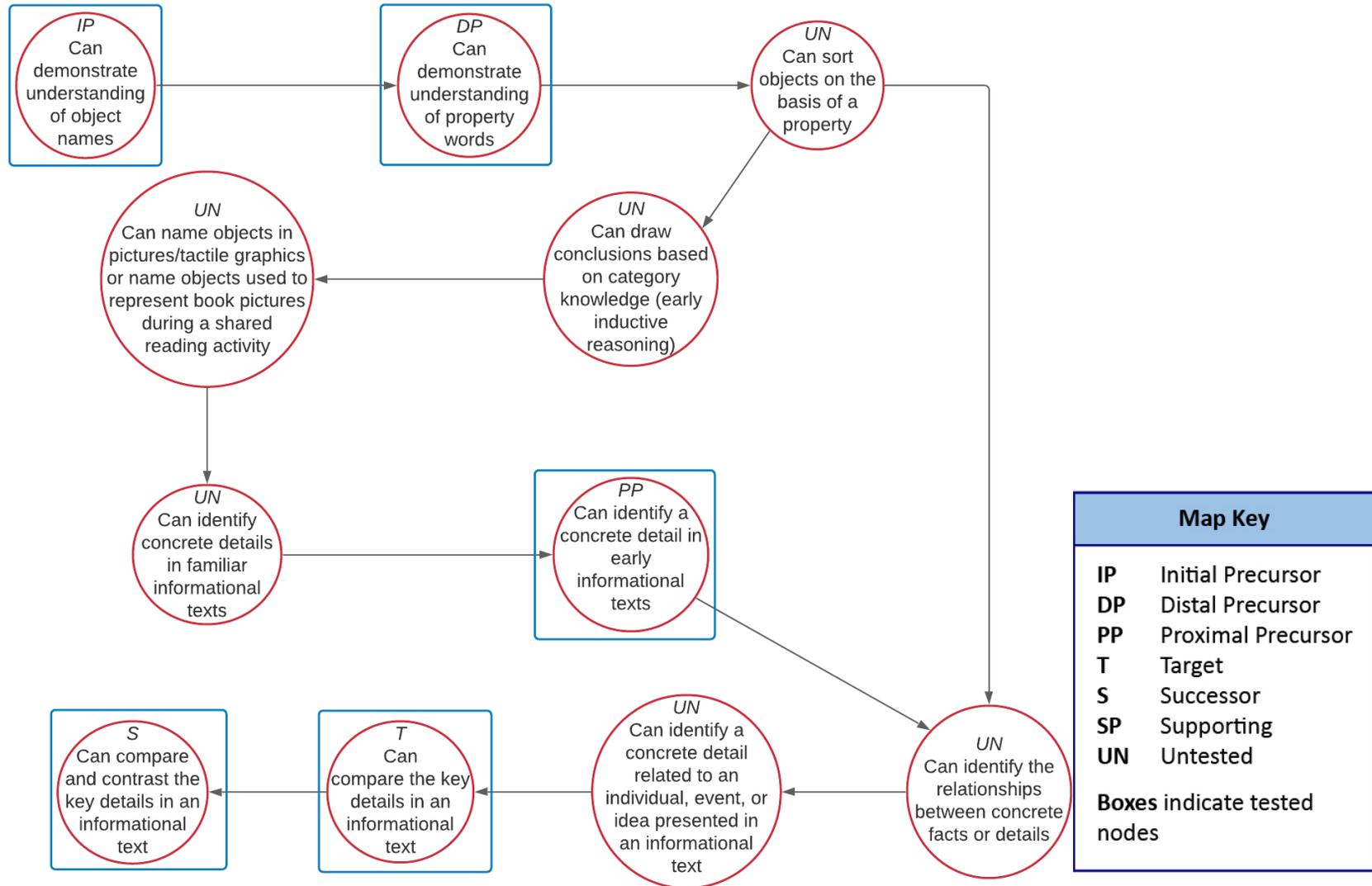
Understanding how details in a text are the same and different requires the ability to identify those details and understand the words used to describe them. Students working at the Distal Precursor linkage level can work toward this by demonstrating understanding of the adjectives used to describe details in texts. During shared reading, teachers can use DLM Familiar Texts aligned with this Essential Element and linkage level to help students distinguish between the objects in the books based on the adjectives that are used to describe them.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Arts and Crafts</a> <a href="#">Living on the Mountain</a> <a href="#">Weather Is Amazing</a>
<b>Distal Precursor</b>	<a href="#">Arts and Crafts</a> <a href="#">Weather Is Amazing</a> <a href="#">Moving</a>
<b>Proximal Precursor</b>	N/A
<b>Target</b>	N/A
<b>Successor</b>	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 5</a> .	
<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.RI.5.3** Compare two individuals, events, or ideas in a text.





## Mini-Map for ELA.EE.RI.5.5

Subject: ELA

Reading Informational Text

Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.5.5</b> Determine if a text tells about events, gives directions, or provides information on a topic.	<b>ELA.RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When provided with language cues, the student can pay attention to the entire object, a characteristic of the object, or an action the object can perform.	When provided with illustrations that are related and unrelated to a familiar text, the student can identify the illustrations that relate to aspects of the familiar text, such as people, places, things, and ideas.	While reading a text, the student is able to identify and understand how illustrations or graphics that accompany the text provide additional details.	The student can identify that the structure of a text can determine if its purpose is to give more information about an event, directions, or information on a topic.	The student is able to understand how the title from an informational text provides information about the content of the text.

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

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

Determining if an informational text is telling about events, giving directions, or providing information about a topic requires a reader to attend to and remember the whole text. Students working at the Initial Precursor linkage level can work toward that by learning to attend to objects and actions that relate to their names or labels. The DLM Familiar Texts aligned with this Essential Element and linkage level are about common routines that employ everyday objects that are labeled or named in the text. During repeated shared reading of these texts, teachers can help students learn to associate labels with the common objects and actions.

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

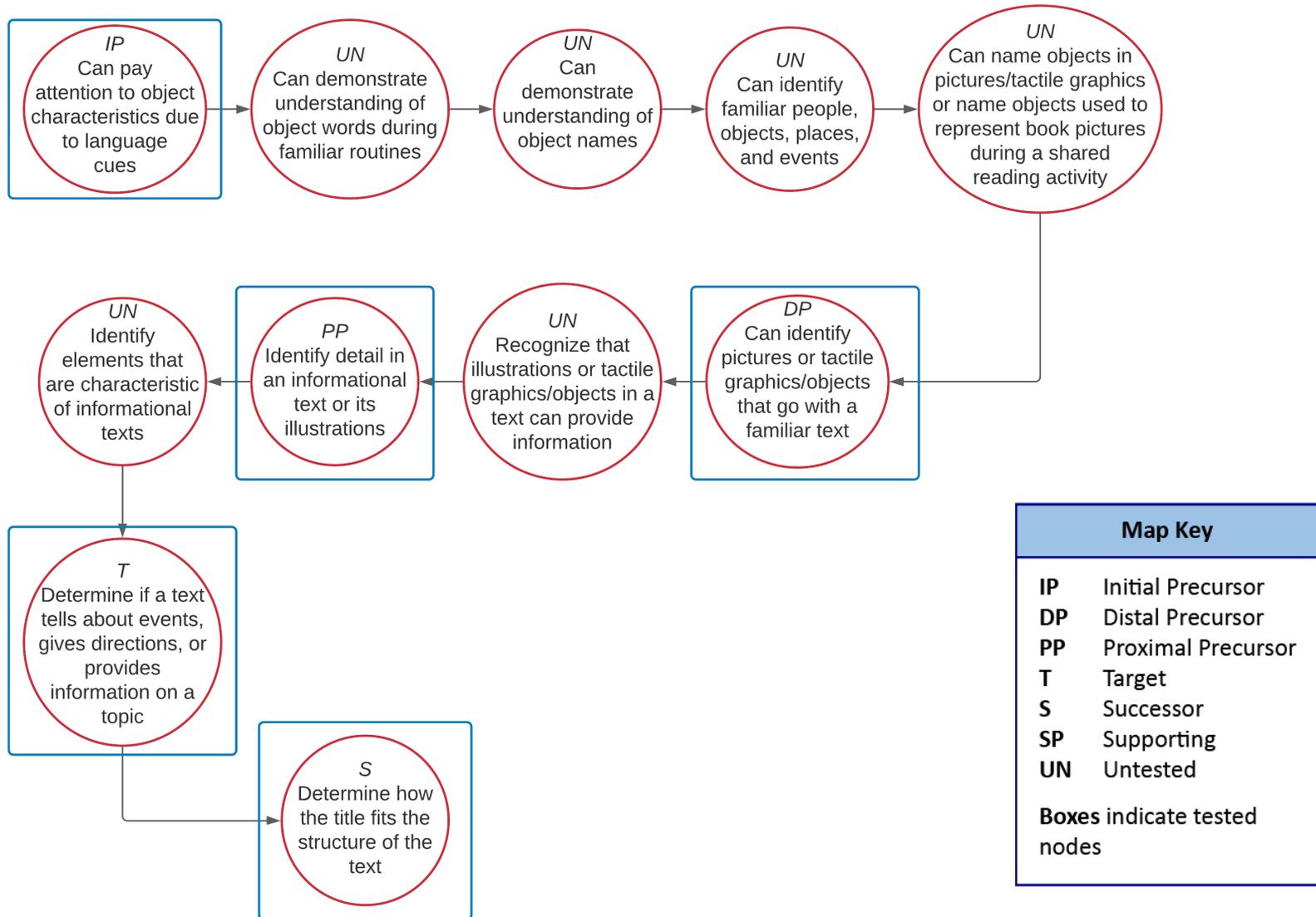
Determining if an informational text is telling about events, giving directions, or providing information about a topic requires a reader to attend to and remember the whole text. Students working at the Distal Precursor linkage level can work toward this by identifying the people, places, ideas, and objects that appear in informational text and then identifying illustrations, tactile graphics, or objects that are related to them. Teachers can support this through repeated shared reading of DLM Familiar Texts that align with this Essential Element and linkage level. These texts include mostly familiar contexts (e.g., home, school, or neighborhood), and the people, objects, and events are depicted in pictures or represented with tactile graphics. For example, a text about home includes family members and home-based routines, like getting ready in the morning or helping with dinner.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Moving</a> <a href="#">Weather Is Amazing</a>
Distal Precursor	<a href="#">Families Everywhere</a> <a href="#">Choices</a> <a href="#">Arts and Crafts</a> <a href="#">Weather Is Amazing</a>
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 5</a> .	
<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.RI.5.5** Determine if a text tells about events, gives directions, or provides information on a topic.





## Mini-Map for ELA.EE.RI.5.9

Subject: ELA

Reading Informational Text

Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<p><b>ELA.EE.RI.5.9</b> Compare and contrast details gained from two texts on the same topic.</p>	<p><b>ELA.RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>The student can demonstrate an understanding of object names by correctly identifying an object or person.</p>	<p>The student can use knowledge of a category to draw conclusions about the characteristics of objects that are part of that category.</p>	<p>The student can identify the similarities between two informational texts that are written on the same topic.</p>	<p>After reading two informational texts, the student can recognize similarities and differences between them (facts, points, claims) and how these differences alter the purpose and information in the text.</p>	<p>After reading two informational texts on the same topic, the student can identify similarities and differences between the main points presented in the two texts.</p>

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

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

As students work toward identifying, comparing, and contrasting details from texts, they have to develop an understanding of words and the ways they are used to name and describe things. Students working at the Initial Precursor linkage level are working to learn names associated with objects, people, and events. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level (and other books like them) that include nouns that can be easily represented by objects. Then, during repeated shared reading, teachers can help students begin to identify the objects each time they are named in the story.

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

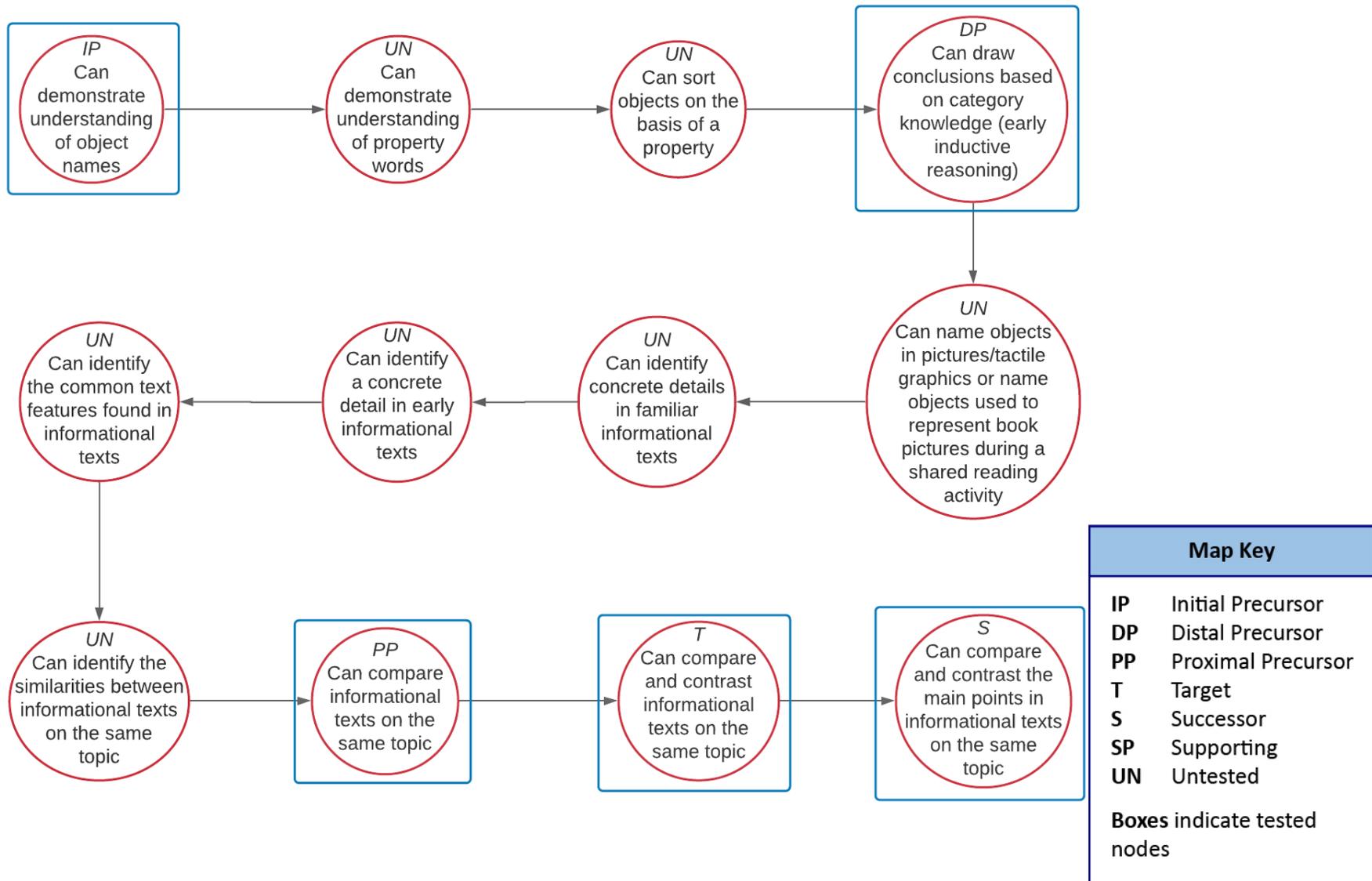
Comparing and contrasting details from two texts on the same topic requires students to identify details in a text and understand how they are related. Students working at the Distal Precursor linkage level can work toward this by identifying when two or more individuals, events, or ideas belong to the same category. For example, the DLM Familiar Texts aligned with this Essential Element and linkage level are aligned with focus on objects that fit in categories (e.g., things you need to learn). Teachers can use these texts during shared reading to help students identify the objects in the story that fit into each category.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Carpenters</a> <a href="#">Moving</a>
Distal Precursor	<a href="#">Choices</a> <a href="#">Living on the Mountain</a> <a href="#">Moving</a>
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 5</a> .	
<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.RI.5.9** Compare and contrast details gained from two texts on the same topic.





## Mini-Map for ELA.EE.W.5.2.b

Subject: ELA

Writing

Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.W.5.2.b</b> Provide facts, details, or other information related to the topic.	<b>ELA.W.5.2.b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

### Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can identify familiar people, objects, places, and events when presented with both unfamiliar and familiar people, objects, places, and events.	The student can identify relevant descriptive words that describe familiar people, objects, places, and events.	The student can identify relevant details, such as the people, places, things, and events, related to specific personal experiences.	The student can provide facts, details, and other information related to a topic when writing about it.	The student can include one or more facts or details related to a topic when writing about it.

### Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 5 with one other Essential Element: ELA.EE.W.5.2.a. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 5 with one other Essential Element: ELA.EE.W.5.2.a.

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

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

Successful writing requires the writer to know something about the topic. As such, it is important for students to move beyond knowing object names to recognizing when people, objects, places, and events are and are not familiar. In writing, students should be encouraged to select topics that are familiar. Teachers can support this by gathering photos, objects, and artifacts that are familiar to students and using these things as choices when students select topics for writing. Teachers can build on this understanding and reach toward the Target by helping students identify people, objects, places, and events that are related to the familiar topic they select.

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

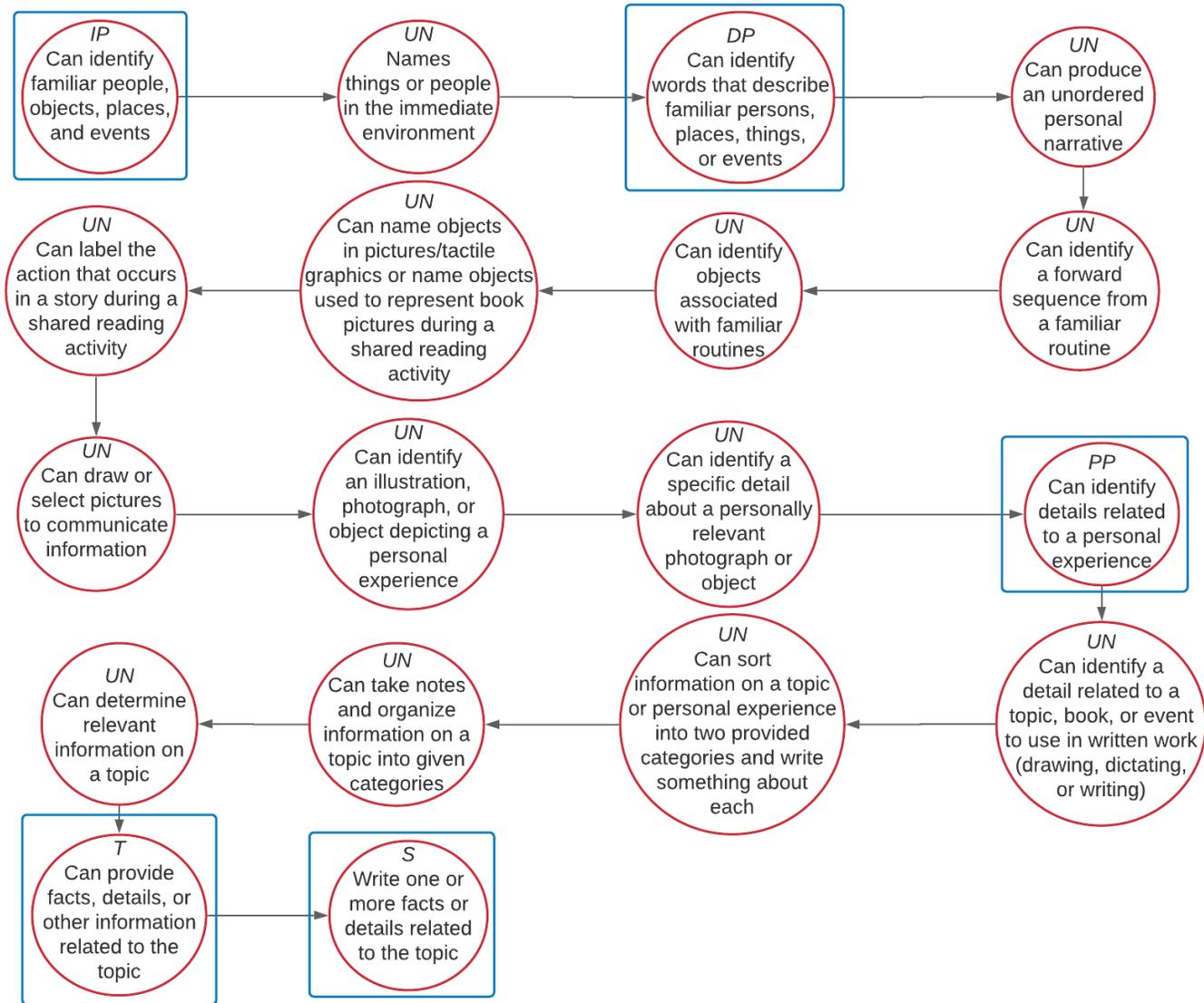
Successful writing requires the writer to know something about the topic. When students are familiar with the topics they chose, they can begin working to use words that describe the people, places, things or events that relate to the topic. In the context of writing, teachers can work with students to select from a range of familiar topics and then determine words that could be used to describe the people, places, things, or events they might write about.

## Instructional Resources

<b>Writing Testlet FAQs</b>
<a href="#">Instructionally Embedded Assessment</a>
<a href="#">Year-End Assessment</a>
<b>Released Testlets</b>
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .
<b>Using Untested (UN) Nodes</b>
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .

[Link to Text-Only Map](#)

**ELA.EE.W.5.2.b** Provide facts, details, or other information related to the topic.





## Mini-Map for ELA.EE.W.5.2.a

Subject: ELA

Writing

Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.W.5.2.a</b> Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.	<b>ELA.EE.W.5.2.a</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

### Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can indicate a choice between two objects through eye gaze, physical movement, gesture, or vocalization.	The student can produce appropriate responses to wh-questions concerning free play, storybooks, snack time, sequence cards, and puppet play or semantically appropriate responses to comprehension questions intermittently asked throughout the reading of a story.	The student can write about a specific topic using facts and details to describe the topic.	The student can introduce a topic and convey relevant information about it, including visual, tactual, and multimedia information, as appropriate.	The student can produce an informative text that introduces the topic and presents information and ideas about the topic using visual, tactile, and multimedia information, as appropriate.

## **Emergent and Conventional Writing Testlets**

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 5 with one other Essential Element: ELA.EE.W.5.2.b. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 5 with one other Essential Element: ELA.EE.W.5.2.b.

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

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

Introducing and writing about a topic requires students to successfully communicate a choice of topics. In the context of emergent writing, students at the Initial Precursor level can work on clearly communicating a choice between two familiar, preferred objects as a topic for writing. The key here is to practice communicating a choice before writing about the choice rather than communicating a choice during an activity unrelated to writing.

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

One way to help students learn to write an informational text is to help them brainstorm ideas about the topics they select. Teachers can work on this by asking students to select a topic for writing and then ask them basic questions about the topic. These questions might begin with yes/no personal preference questions, but as students grow more successful, can include the wh-questions that are the focus of this linkage level.

## Instructional Resources

<b>Writing Testlet FAQs</b>
<a href="#">Instructionally Embedded Assessment</a>
<a href="#">Year-End Assessment</a>
<b>Released Testlets</b>
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .
<b>Using Untested (UN) Nodes</b>
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .

[Link to Text-Only Map](#)

**ELA.EE.W.5.2.a** Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.

