Mini-Map for ELA.EE.RI.6.5

Subject: ELA
Reading Informational Text
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.6.5 Determine how the title fits the structure of the text.	**ELA.RI.6.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can move appropriately to demonstrate an understanding of action words spoken by adults in a familiar routine.	The student can identify concrete details, such as individuals, events, or ideas, in a familiar informational text.	Given a text with a clear structure, the student can determine whether the text tells about an event, gives directions, or provides information on a topic.	The student can understand how the title of an informational text reflects the structure, content, and purpose of the text.	The student can identify that events or facts may be tied together in a sequence in order to communicate steps or the need for a linear process.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining how the title fits the structure of a text requires that students understand relationships between two or more things. Students at the Initial Precursor level can work on understanding early relationships by identifying action words that accompany familiar routines. Teachers can help students develop this understanding through repeated shared reading of texts like the DLM Familiar Texts that align with this linkage level. During these repeated shared readings, teachers can highlight the routines in the book and name and/or act out actions that go with the routines.

How is the Distal Precursor related to the Target?

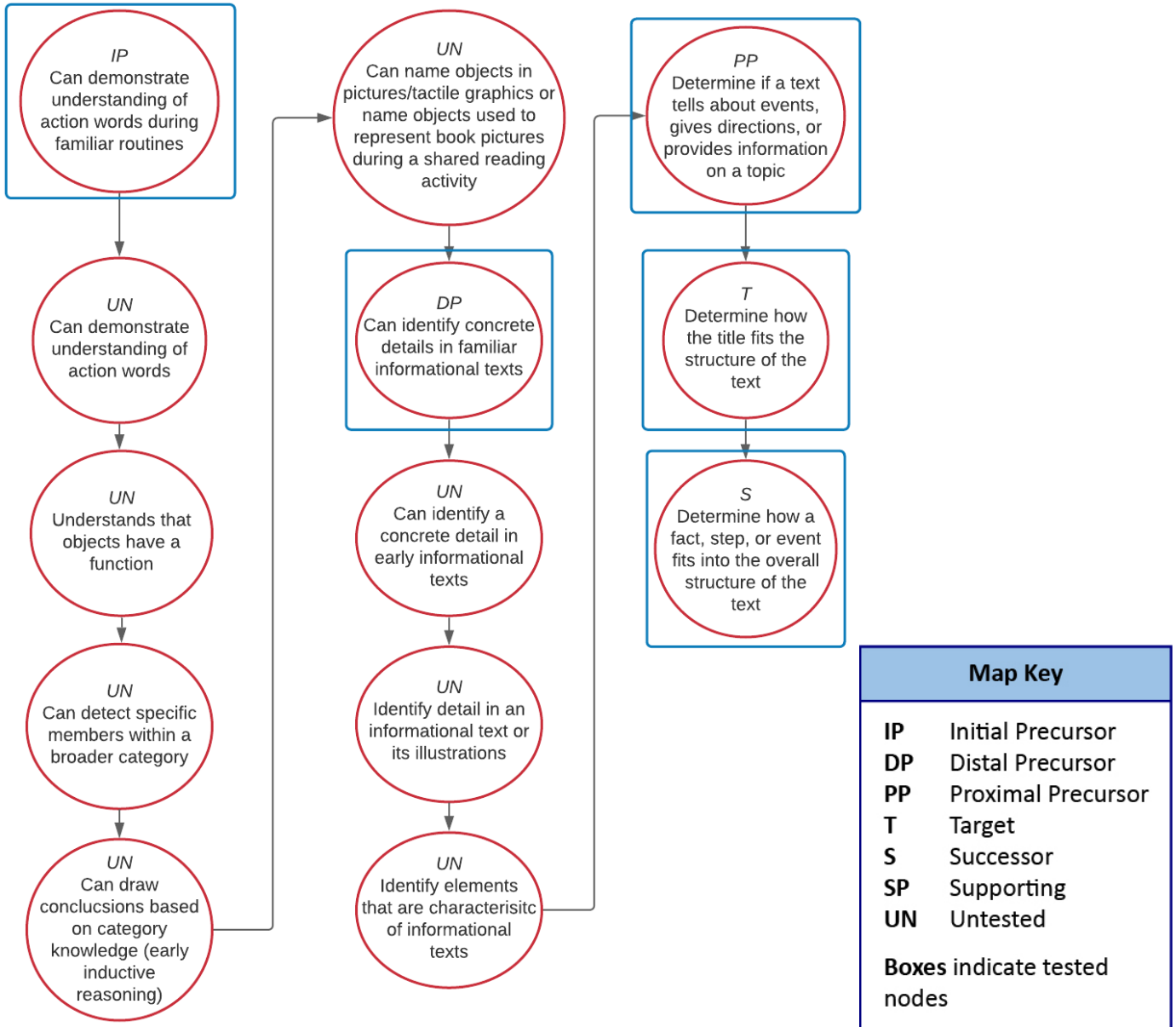
Determining how the title fits the structure of a text requires students to be able to identify details in the text that ultimately define the structure. Teachers can help students working at the Distal Precursor linkage level learn to identify the concrete details in familiar texts through repeated shared readings. Using texts like the DLM Familiar Texts that align with this linkage level, teachers can build student familiarity with the details in the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	How to Write a Story Cafeteria Lunches Writing Letters Making Friends Ready for Bed Exploring Nature Is Fun School Days Packing a Bag Visiting an Island
Distal Precursor	How to Write a Story Pigs All Around
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 6.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RI.6.5 Determine how the title fits the structure of the text.



Mini-Map for ELA.EE.RL.6.1

Subject: ELA
Reading Literature
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.6.1 Determine what a text says explicitly as well as what simple inferences must be drawn.	**ELA.RL.6.1** Cite 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 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 recognize and identify information that is directly stated in a story.	The student can identify details in a story that answer a question about explicit information and can analyze the story to determine both what it says explicitly and where inferences need to be drawn to acquire a full understanding of the story's meaning.	The student can analyze a story to identify where information is explicitly stated and where inferences should be drawn to acquire a full understanding of the story's meaning.

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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 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?

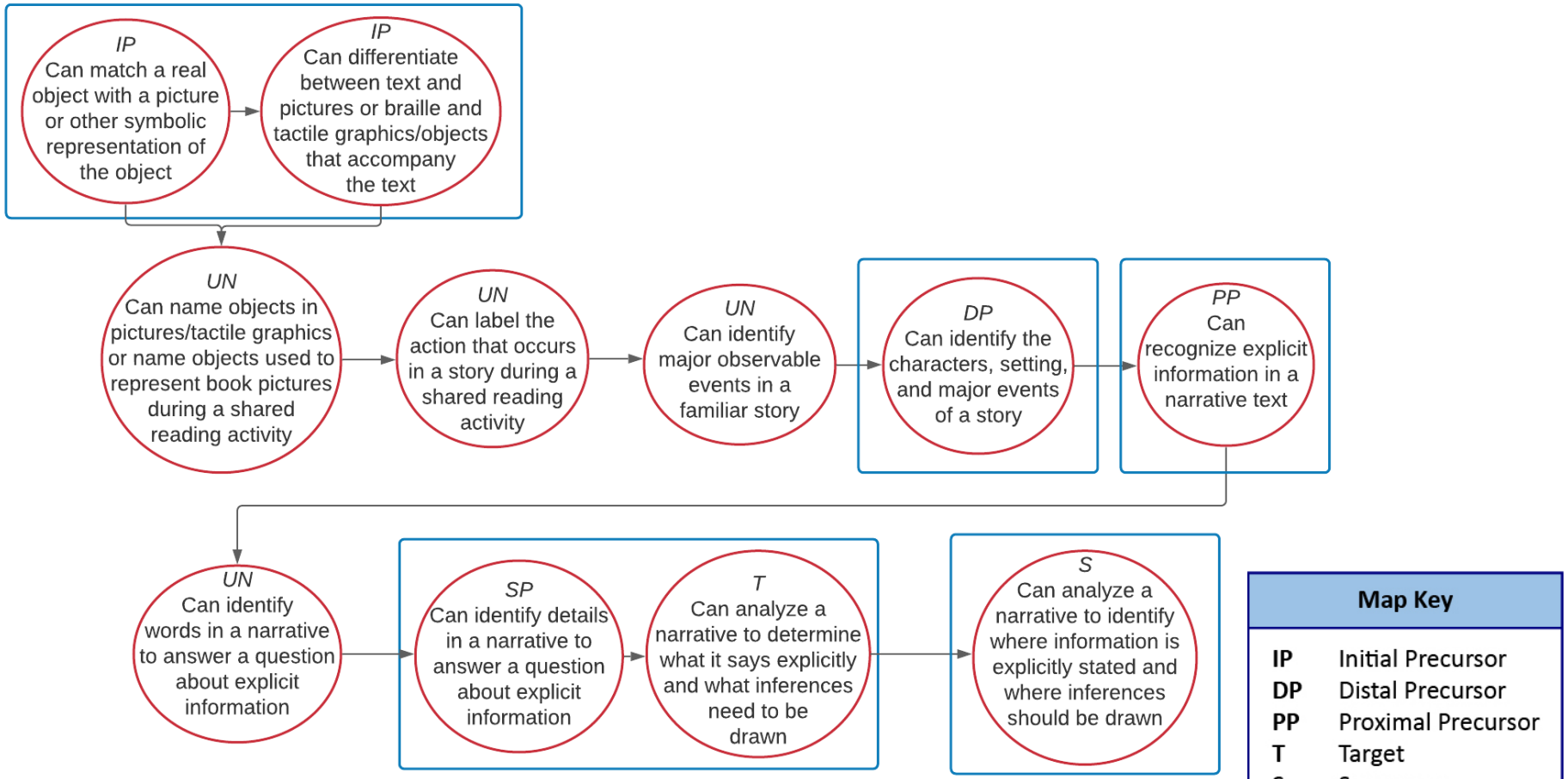
Learning to determine what a text says explicitly and making simple inferences about a text requires students to identify the key elements or details. Students working at the Distal Precursor linkage level can work on this during repeated shared readings of DLM Familiar Texts aligned with this linkage 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	Jo's Book Living at Camp Green Lake* Anne Anne's Best Friend
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	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 Familiar Text Information – Grade 6.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

Link to Text-Only Map

ELA.EE.RL.6.1 Determine what a text says explicitly as well as what simple inferences must be drawn.



Mini-Map for ELA.EE.RL.6.2

Subject: ELA
Reading Literature
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.6.2 Identify details in a text that are related to the theme or central idea.	**ELA.RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When provided with a picture of an object, or other symbolic representation of that object, the student can correctly match the picture with the real object.	The student can identify concrete details in a familiar story, including characters and objects.	After reading or hearing a single episode from a story, the student can identify the overall goal or main idea of the episode.	The student can identify details that relate to and support the theme of a story.	The student can identify the theme of a story and identify the events that directly relate to the overall theme.

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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 that is presented in a text. Students working at the Initial Precursor 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 match pictures or objects with the words or other symbols they represent.

How is the Distal Precursor related to the Target?

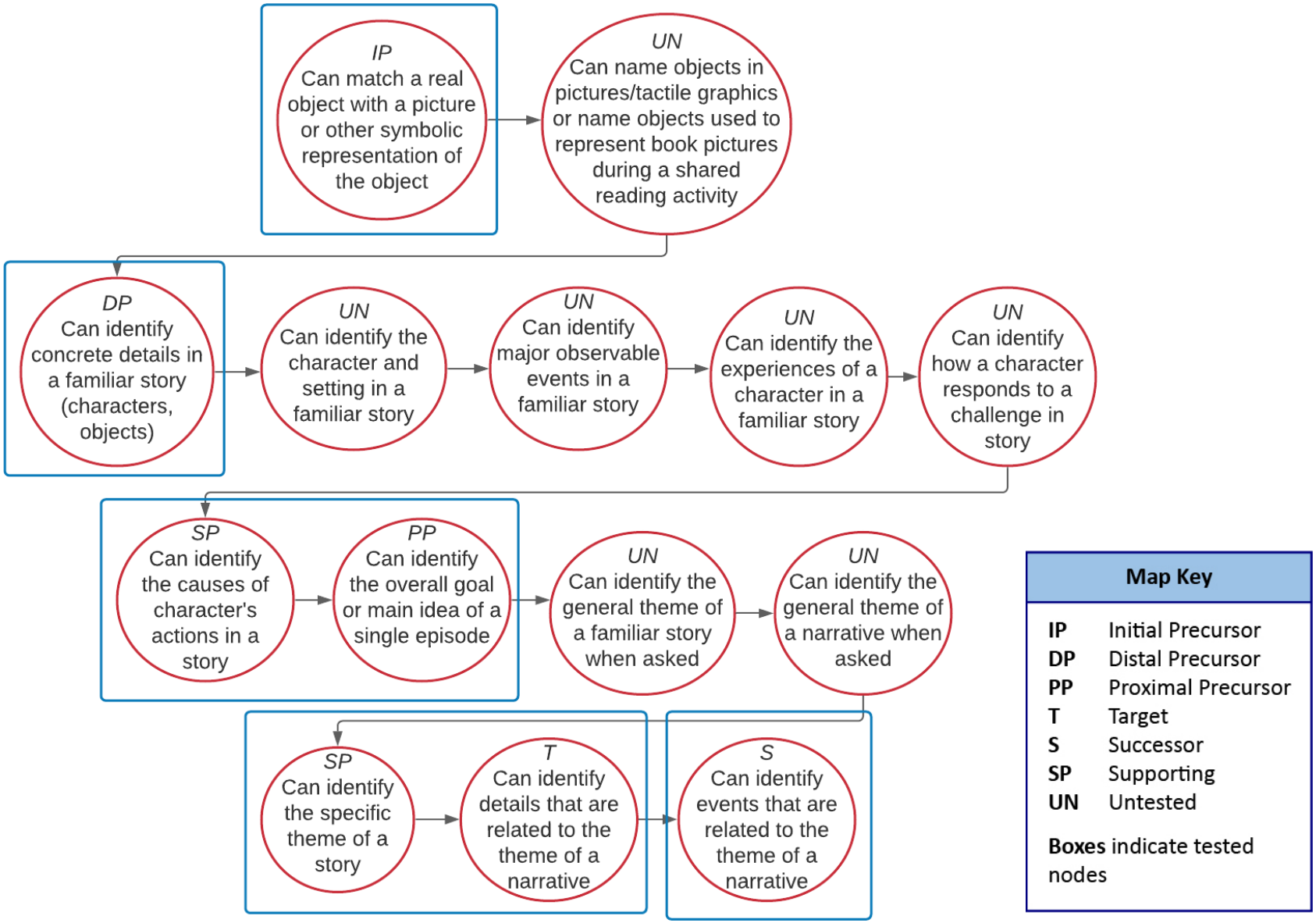
Identifying details in a story that relate to the theme or central idea requires readers to identify the details. Students working at the Distal Precursor linkage level can learn to identify the details or elements of stories during repeated shared readings of DLM Familiar Texts aligned with this linkage level. These texts are written with clearly identified story elements (e.g., characters, settings, events) that students can learn to identify over time.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Jo Living at Camp Green Lake* Anne The Concert Anne's Best Friend Visiting Diana
Distal Precursor	Jo A Pig Goes Up and Down* Anne
Proximal Precursor	N/A
Target	N/A
Successor	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 Familiar Text Information – Grade 6.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RL.6.2 Identify details in a text that are related to the theme or central idea.



Mini-Map for ELA.EE.RL.6.4

Subject: ELA
Reading Literature
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.6.4 Determine how word choice changes the meaning in a text.	**ELA.RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify an object by its descriptor or provide a descriptor for the object.	The student can identify differences in meaning when provided with opposite-meaning words.	The student can determine multiple meanings of a word relative to different contexts in which that word is used.	Given a sentence from a narrative, the student can identify how the overall meaning of the story is influenced by the author's choice of words.	The student can use embedded textual strategies like restatement, examples, and cause/effect to determine the meaning of a word in context and can also identify how word choice changes the meaning of the story.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining how word choice changes the meaning of text requires students to learn many different words and the way they are used in different contexts. Students working at the Initial Precursor linkage level can work toward this by learning about words that describe things. Teachers can help students work on this through repeated shared reading of DLM Familiar Texts aligned with this linkage level. These texts include words that describe the settings, people, and events. Teachers can encourage students to identify the settings, people, and events that are associated with the describing words as they are encountered during each reading.

How is the Distal Precursor related to the Target?

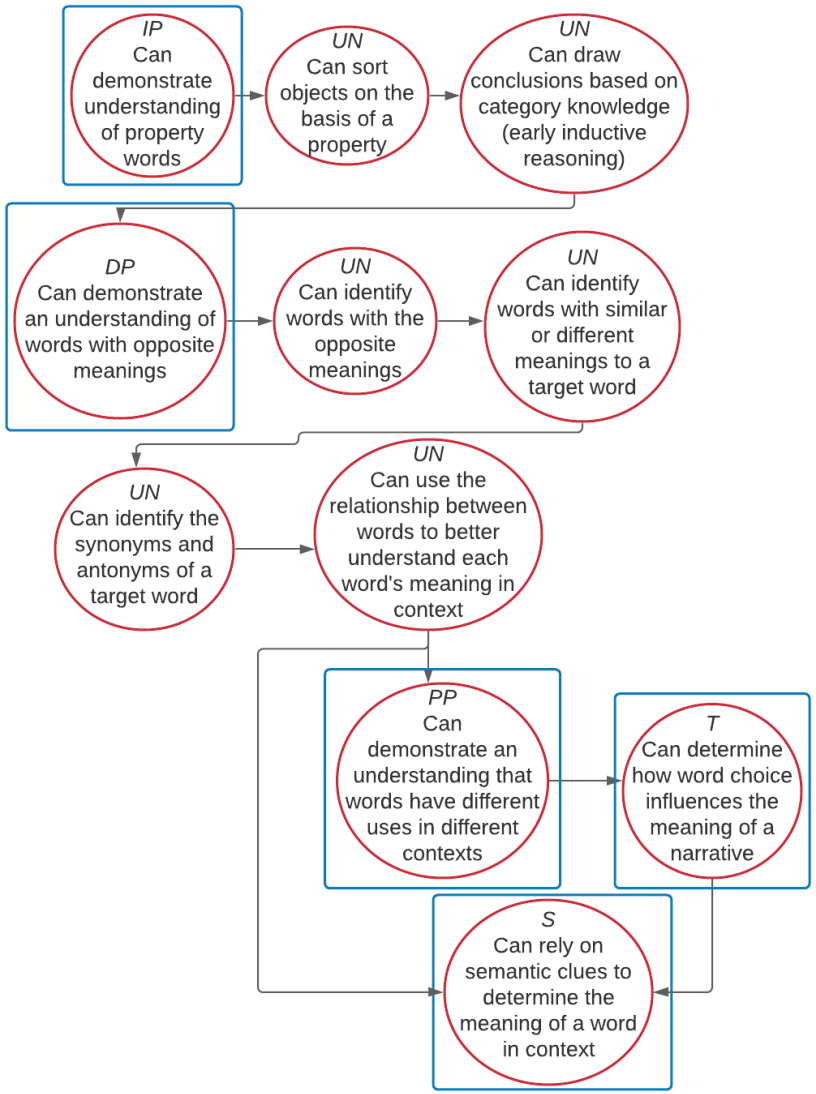
Determining how word choice changes the meaning of text requires students to learn many different words and the way they are used in different contexts. One example is learning to recognize words that have opposite meanings. Teachers can help students learn to recognize these words through repeated shared readings of DLM Familiar Texts aligned with this linkage level. These texts intentionally include pairs of words that are opposites that students can learn to identify over time.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Jo's Stories A Pig Goes up the Mountain* Anne and Diana*
Distal Precursor	Jo's Haircut* A Pig Goes Up and Down* Anne and Diana* The Concert Visiting Diana
Proximal Precursor	N/A
Target	N/A
Successor	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 Familiar Text Information – Grade 6.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RL.6.4 Determine how word choice changes the meaning in a text.



Map Key	
IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
SP	Supporting
UN	Untested

Boxes indicate tested nodes

Mini-Map for ELA.EE.RL.6.6

Subject: ELA
Reading Literature
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.6.6 Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.	**ELA.RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a 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.	The student can identify the feelings and desires of characters and relate those feelings or desires to their actions within a story.	When reading a story, the student is able to identify the narrator of the story.	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.	The student is able to identify similarities between the points of view of two or more characters or narrators.

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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 how characters and narrators think and feel, they have to learn to recognize the familiar people, objects, places, and events that make them think and feel in different ways. Teachers can help students work toward those understandings during repeated shared reading of DLM Familiar Texts aligned with this linkage level. 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.

How is the Distal Precursor related to the Target?

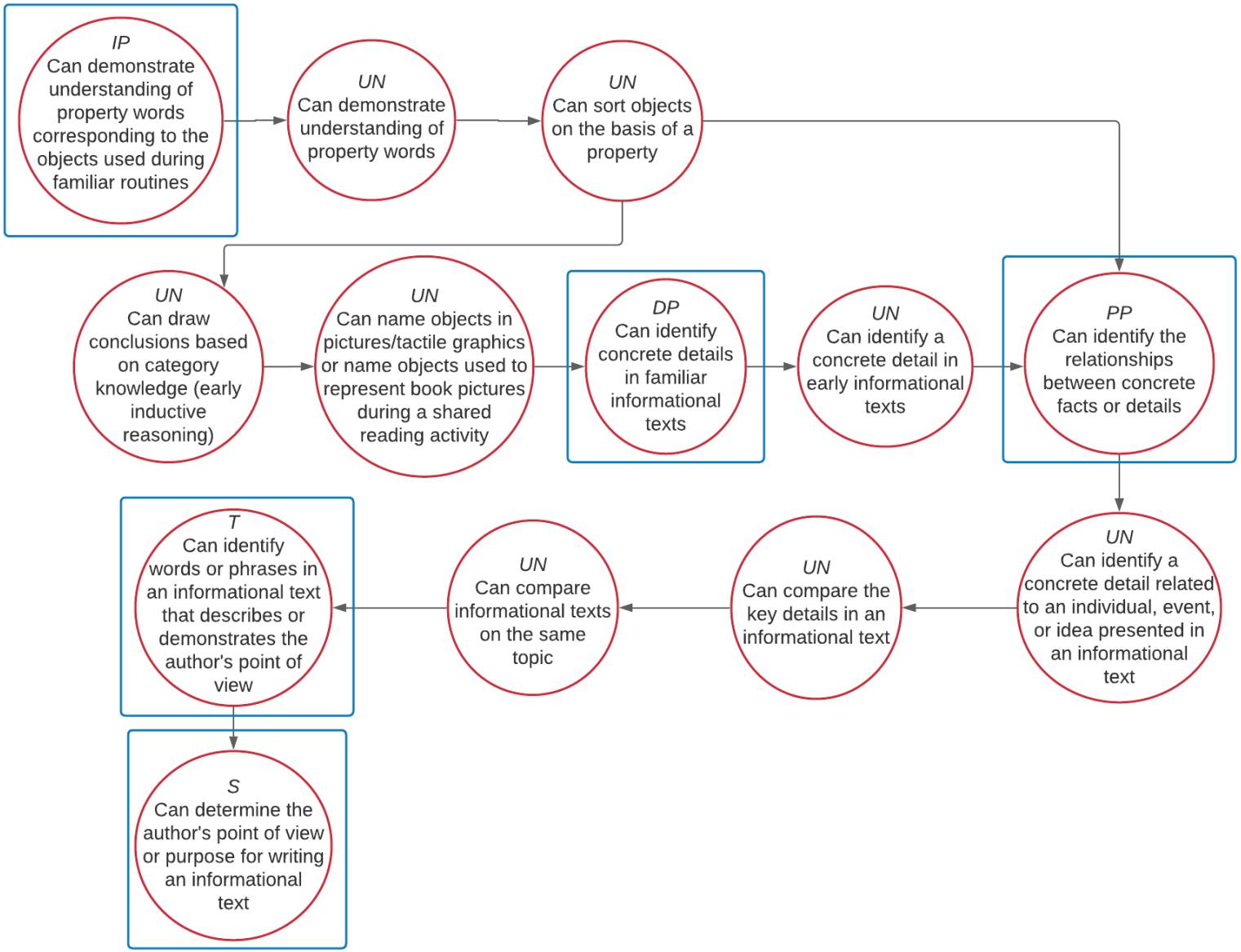
Identifying words that describe or show what the narrator or speaker is thinking or feeling requires students to be able to identify when the feelings of characters are referenced specifically in a text. Teachers can help students learn this using DLM Familiar Texts aligned with the Distal Precursor linkage level. These stories refer explicitly to the ways characters are feeling and give teachers a repeated opportunity to ask students to listen for specific words that tell how a specific character is feeling.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Living at Camp Green Lake* The Concert Visiting Diana
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	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 Familiar Text Information – Grade 6.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RL.6.6 Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.



Map Key	
IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
SP	Supporting
UN	Untested

Boxes indicate tested nodes

Mini-Map for ELA.EE.RI.6.1

Subject: ELA
Reading Informational Text
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.6.1 Analyze a text to determine what it says explicitly as well as what inferences should be drawn.	**ELA.RI.6.1** Cite 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 and distinguish between the words and pictures on a page in text, braille, or tactile object/graphic.	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 an informational text, the student can identify explicit details that are key to the information in the text.	When reading a text, the student can distinguish between information that was provided explicitly and where an inference must be drawn.	The student can recognize when information is stated explicitly and when they must draw inferences to identify the meaning of the text or statement.

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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 begin to attend to the specific words and illustrations or tactual information that is 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?

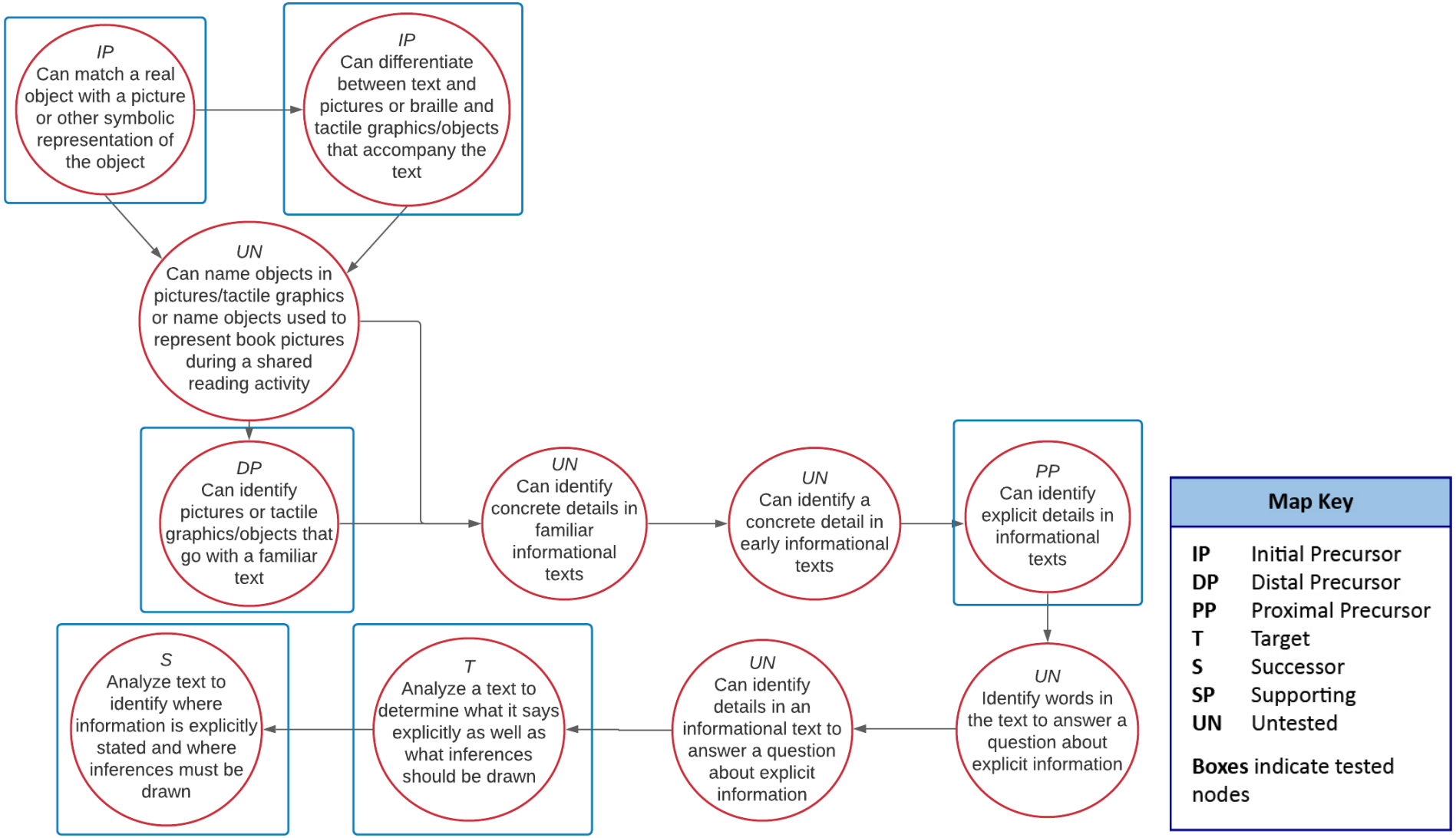
Understanding the inferences that are needed to comprehend a text requires students to understand the ways specific words and illustrations or tactual information are related. Students working at the Distal Precursor linkage level can work to develop these understandings during repeated shared readings of DLM Familiar Texts aligned with this linkage level. These texts include illustrations or tactile graphics/objects that are associated with the content of the text. During repeated shared reading of these texts, teachers can work with students to begin identifying the illustrations or tactile graphics/objects that match different portions of the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	How to Write a Story Learning to Read School Days Packing a Bag Visiting an Island
Distal Precursor	How to Write a Story Cafeteria Lunches Making Friends Ready for Bed Packing a Bag Visiting an Island
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 6.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

Link to Text-Only Map

ELA.EE.RI.6.1 Analyze a text to determine what it says explicitly as well as what inferences should be drawn.



Mini-Map for ELA.EE.RI.6.2

Subject: ELA
Reading Informational Text
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.6.2 Determine the main idea of a passage and details or facts related to it.	**ELA.RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify familiar objects by using descriptive words, either by identifying the object or the descriptive word when asked.	The student can identify concrete details in a familiar informational text, such as people, events, or ideas.	After hearing or reading an informational text, the student can identify the key details in a paragraph of the text.	After hearing or reading an informational text, the student can identify the main idea of a paragraph and the essential key details that support the main idea.	After hearing or reading an informational text, the student can identify the main ideas of the text and the key details that support them.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining the details that contribute to the main idea of a text requires students to develop early understandings of the relationship between words and their use. Students at the Initial Precursor level can work on understanding early relationships by identifying objects based on description or property words used to describe them. Teachers can help students develop this understanding through repeated shared reading of texts like the DLM Familiar Texts that align with this linkage level and feature familiar routines. During these repeated shared readings, teachers can highlight the routines in the book and the objects that are used in the routines while helping students distinguish among items based on descriptive or property words that describe them.

How is the Distal Precursor related to the Target?

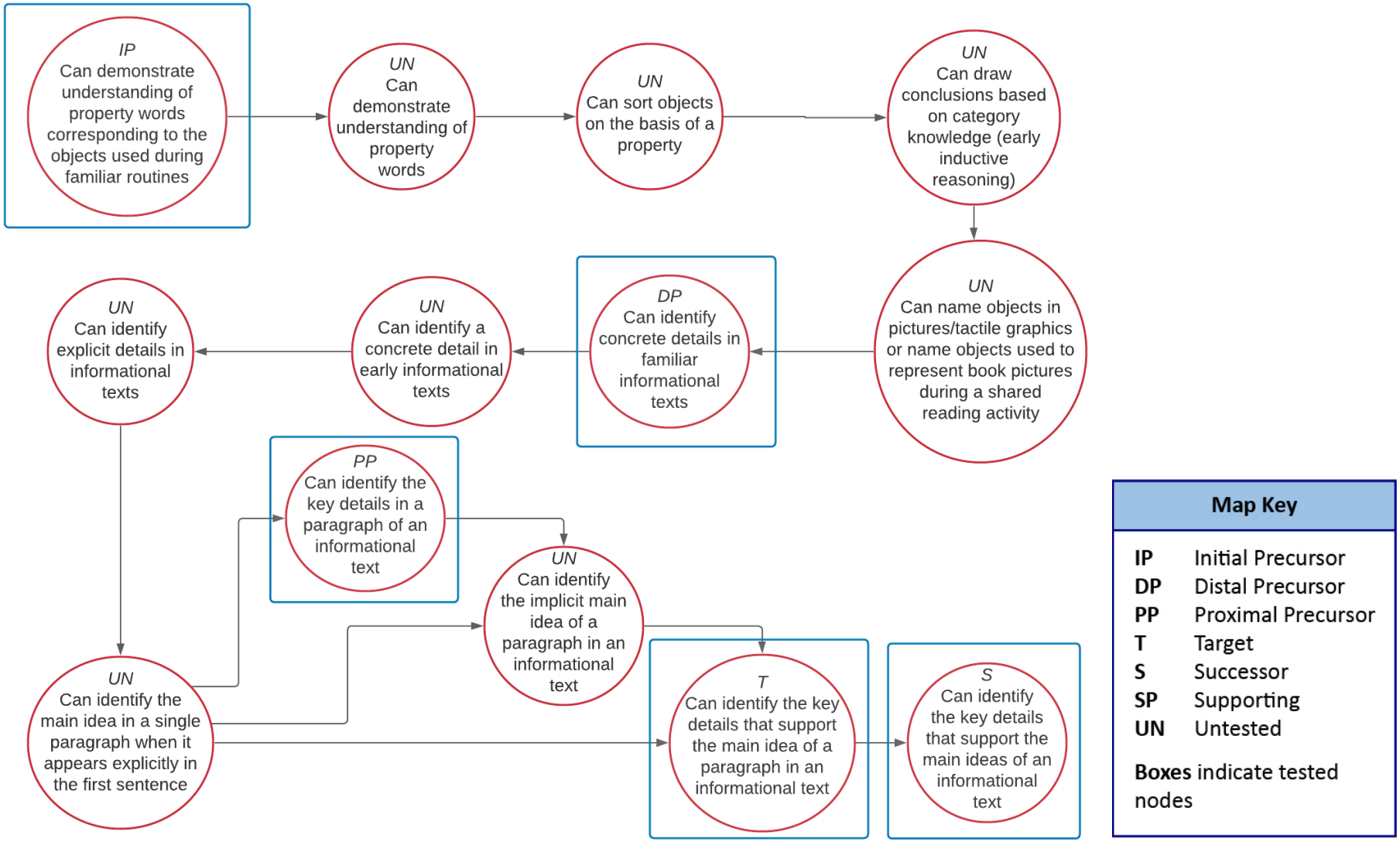
Determining the details that contribute to the main idea of a text requires students to identify and remember the details in a text. Teachers can help students learn to identify the concrete details in texts by starting with repeated shared readings that help students become familiar with books. Using texts like the DLM Familiar Texts that align with this linkage level, teachers can help students learn to identify the details in a familiar text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Writing a Story Learning to Read Exploring Nature Is Fun Hard Work
Distal Precursor	How to Write a Story Pigs All Around
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 6.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RI.6.2 Determine the main idea of a passage and details or facts related to it.



Mini-Map for ELA.EE.RI.6.4

Subject: ELA
Reading Informational Text
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.6.4 Determine how word choice changes the meaning of a text.	**ELA.RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify familiar objects by using descriptive words, either by identifying the object or the descriptive word when asked.	The student can identify differences in meaning when provided with opposite-meaning words.	The student can determine multiple meanings of a word relative to different contexts in which that word is used.	The student can identify how a text changes when given the same excerpt from the text but with a single word changed.	The student can recognize that word choices can be used to persuade or inform the reader. After reading or hearing an informational text, the student can determine how word choice is used to persuade or inform the reader.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining how word choice changes the meaning of text requires students to learn many different words and the way they are used in different contexts. Students working at the Initial Precursor linkage level can work toward this by learning about words that describe things. Teachers can help students work on this through repeated shared reading of DLM Familiar Texts aligned with this linkage level. These texts include words that describe the routines, objects, and contexts of the texts. Teachers can encourage students to identify when they hear these words during shared reading.

How is the Distal Precursor related to the Target?

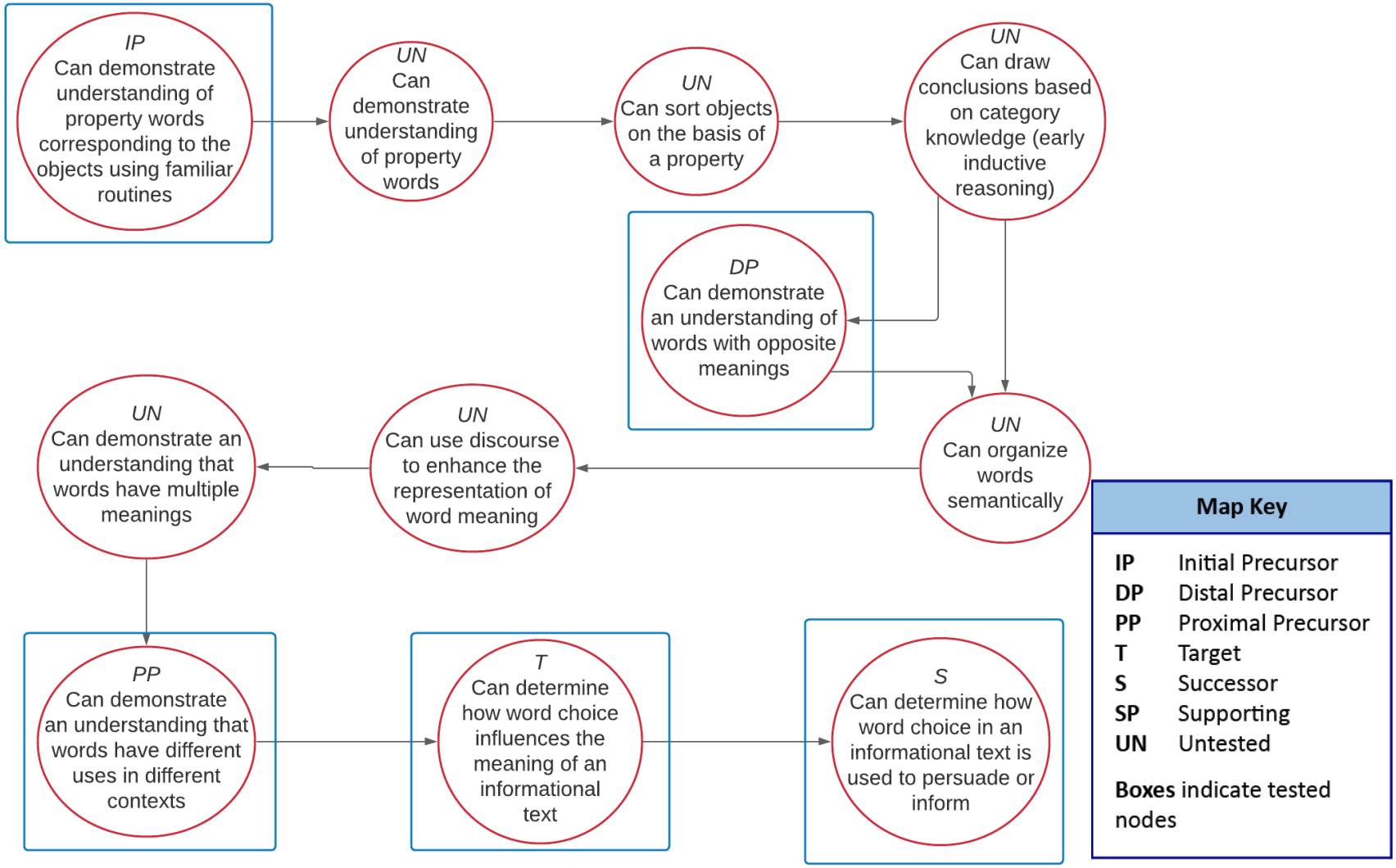
Determining how word choice changes the meaning of text requires students to learn many different words and the way they are used in different contexts. One example is learning to recognize words that have opposite meanings. Teachers can help students learn to recognize these words through repeated shared readings of DLM Familiar Texts aligned with this linkage level. These texts intentionally include pairs of words that are opposites that students can learn to identify over time.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Take Care of Your Hair Music Class Cafeteria Lunches Making Friends Ready for Bed School Days
Distal Precursor	Hair Is Fun Pigs All Around Exploring Nature Is Fun
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 6.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RI.6.4 Determine how word choice changes the meaning of a text.



Mini-Map for ELA.EE.RI.6.6

Subject: ELA
Reading Informational Text
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.6.6 Identify words or phrases in the text that describe or show the author's point of view.	**ELA.RI.6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify familiar objects by using descriptive words, either by identifying the object or the descriptive word when asked.	The student can identify concrete details, such as individuals, events, or ideas, in a familiar informational text.	The student can identify the relationships between multiple concrete facts or details.	After reading an informational text, the student can identify words or phrases that show the author's point of view on a topic.	After reading an informational text, the student can identify the author's point of view and the reason they wrote it.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying words or phrases that describe the author's point of view requires students to learn many different words and the way they are used in different contexts. Students working at the Initial Precursor linkage level can work toward this by learning about words that describe things. Teachers can help students work on this through repeated shared reading of DLM Familiar Texts aligned with this linkage level. These texts include words that describe the routines, objects, and contexts of the texts. Teachers can encourage students to identify when they hear these words during shared reading.

How is the Distal Precursor related to the Target?

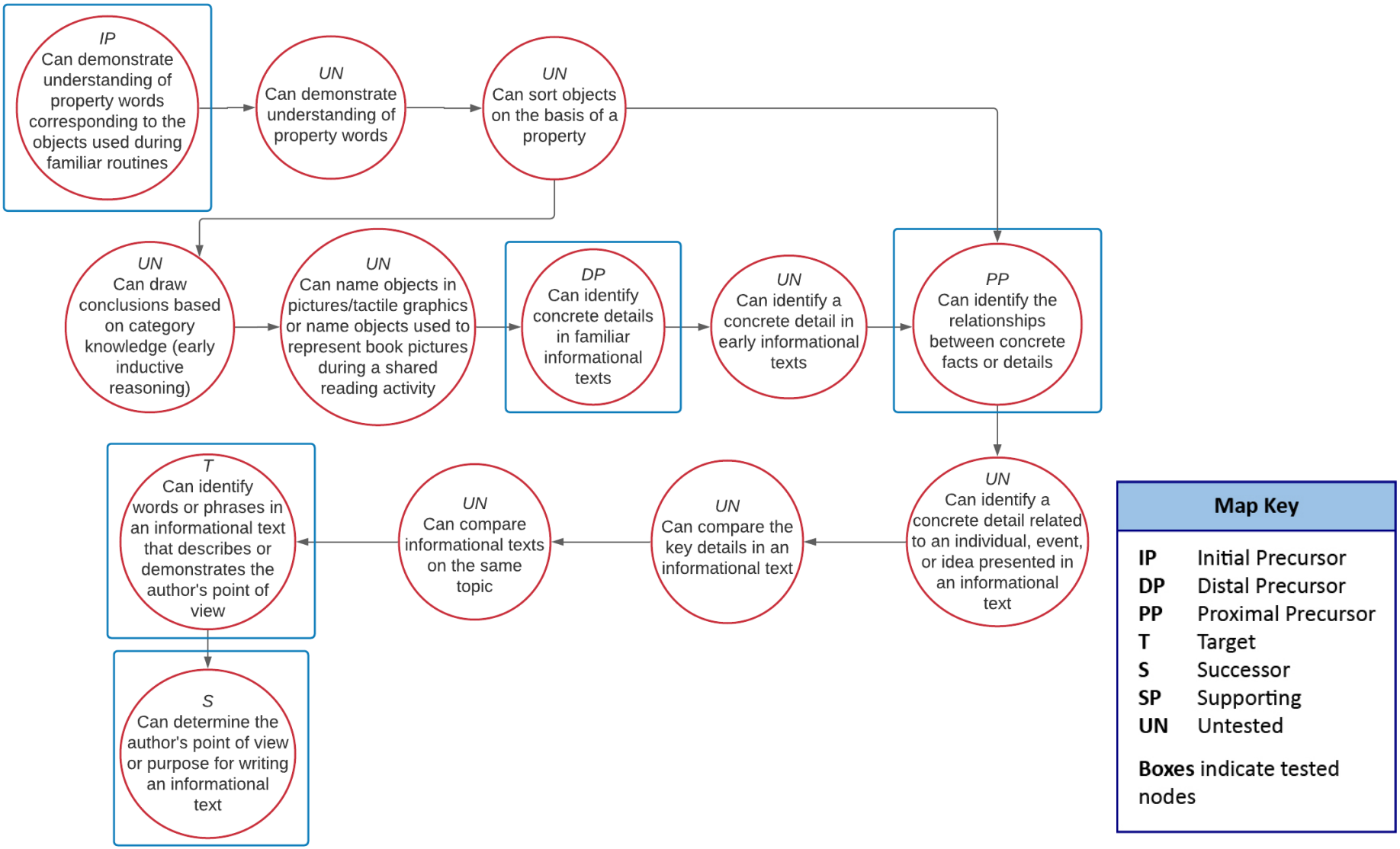
As students work toward identifying words or phrases that describe the author's point of view, they have to learn to identify the concrete details in a text that will eventually support their understanding of the author's point of view. Teachers can work on this during repeated shared reading of DLM Familiar Texts aligned with this linkage level. These texts are about familiar contexts and specifically identify concrete details related to the contexts. Teachers can help students learn to identify these details as they engage with students in reading and discussing the DLM Familiar Texts.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Writing Letters Packing a Bag Visiting an Island
Distal Precursor	Libraries
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 6.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RI.6.6 Identify words or phrases in the text that describe or show the author's point of view.



Mini-Map for ELA.EE.RI.6.8

Subject: ELA
Reading Informational Text
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.6.8 Distinguish claims in a text supported by reason.	**ELA.RI.6.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can determine similarities or differences between objects based on physical characteristics.	After reading a paragraph in an informational text, the student can see that some details are more relevant to the overall topic of the text than others.	The student is able to see that the author presented certain details in order to support a claim made by the text.	The student is able to distinguish between claims made in the text supported by details and claims made in the text that are not supported by details.	The student is able to identify specific points in the text that support a claim made by the author.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Distinguishing claims that are and are not supported in a text requires students to understand things that are and are not related to one another. Students working at the Initial Precursor linkage level can work toward this understanding by learning to identify descriptive words that do and do not describe objects and to use the descriptions of two or more objects to decide if they are the same or different. Teachers can support this through repeated shared reading of DLM Familiar Texts aligned with this linkage level. These texts feature familiar contexts and describe the people, objects, places, and events in ways that highlight their similarities and differences.

How is the Distal Precursor related to the Target?

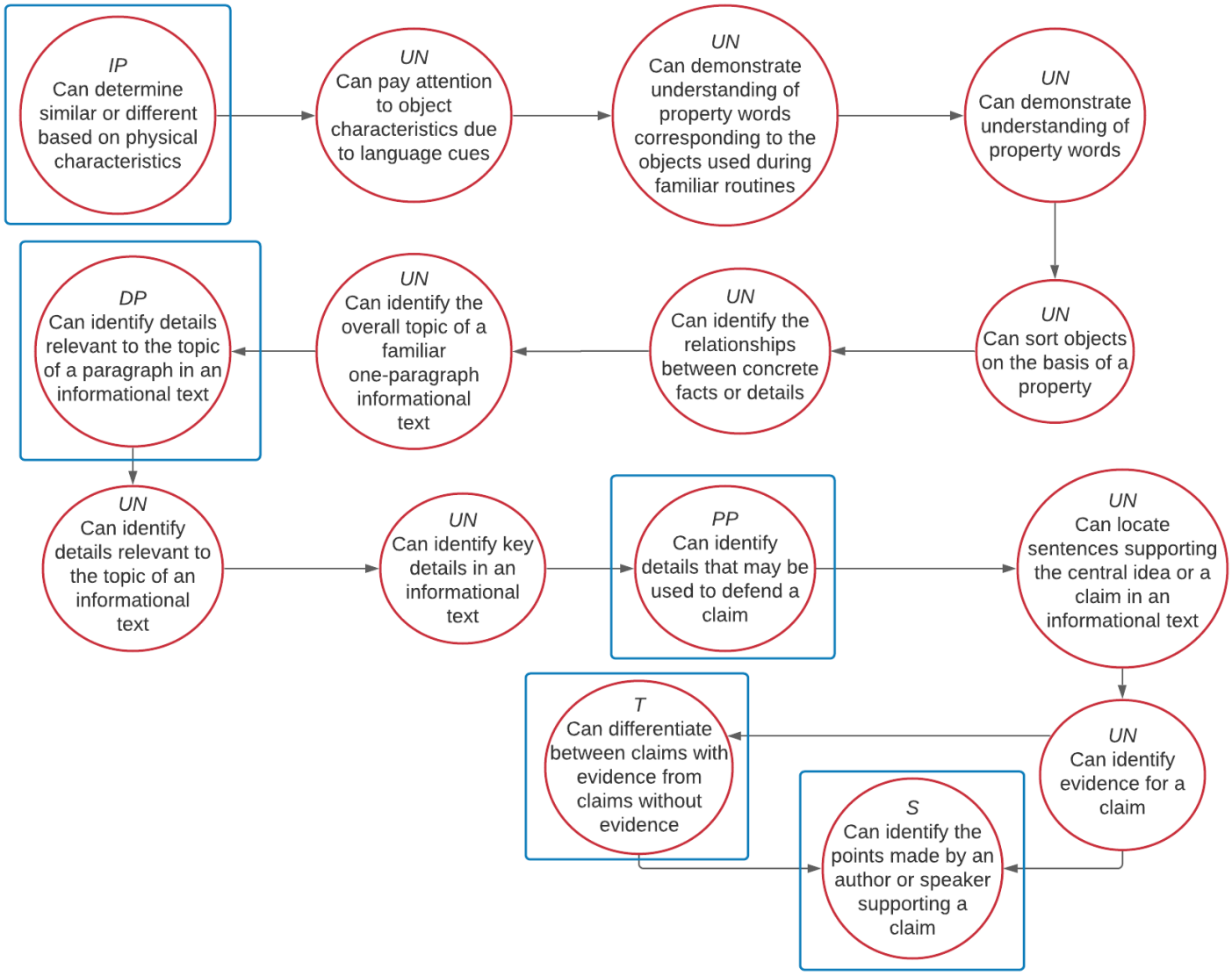
Distinguishing claims that are and are not supported in a text requires students to be able to identify the details in the text that are related to a claim. As students work toward this, they can be supported in learning to identify details that are related to the topic of a text. Teachers can help students learn to do this during shared reading or reading comprehension by identifying the topic of the text and asking students to read or listen to identify the details that relate to that topic.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Hobbies Take Care of Your Hair Music Class Pigs All Around Ready for Bed
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 6.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RI.6.8 Distinguish claims in a text supported by reason.



Map Key

IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
SP	Supporting
UN	Untested

Boxes indicate tested nodes

Mini-Map for ELA.EE.L.6.5.a

Subject: ELA
Language
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.6.5.a Identify the meaning of simple similes (e.g., the man was as big as a tree.).	**ELA.L.6.5.a** Interpret figures of speech (e.g., personification) in context.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify an object by its descriptor or provide a descriptor for the object.	When given a sentence from the text with a missing word, the student can provide a word from the text or a similar-meaning word to complete the sentence. When given an unfamiliar word that has only one meaning, the student can use textual and contextual clues in order to determine the word's meaning.	The student can provide more than one meaning, or an atypical meaning, for a multi-meaning word by using contextual and textual clues.	After reading a text, the student is able to understand that similes and metaphors are not literal.	When given a sentence that includes multiple meanings of words or figures of speech, the student is able to identify the meanings of these words.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Understanding similies requires students to understand language in an abstract way. Working toward this understanding requires students to move beyond words that represent concrete objects and actions. One way to do this is to focus on adjectives or words that describe the objects and actions. In the context of repeated shared reading, teachers can use texts, including DLM Familiar Texts, that feature familiar settings and explicitly describe people, objects, and events associated with the settings. As teachers read the text with students, they might gather objects that match those from the book or use the illustrations to support students in understanding the describing words that are used.

How is the Distal Precursor related to the Target?

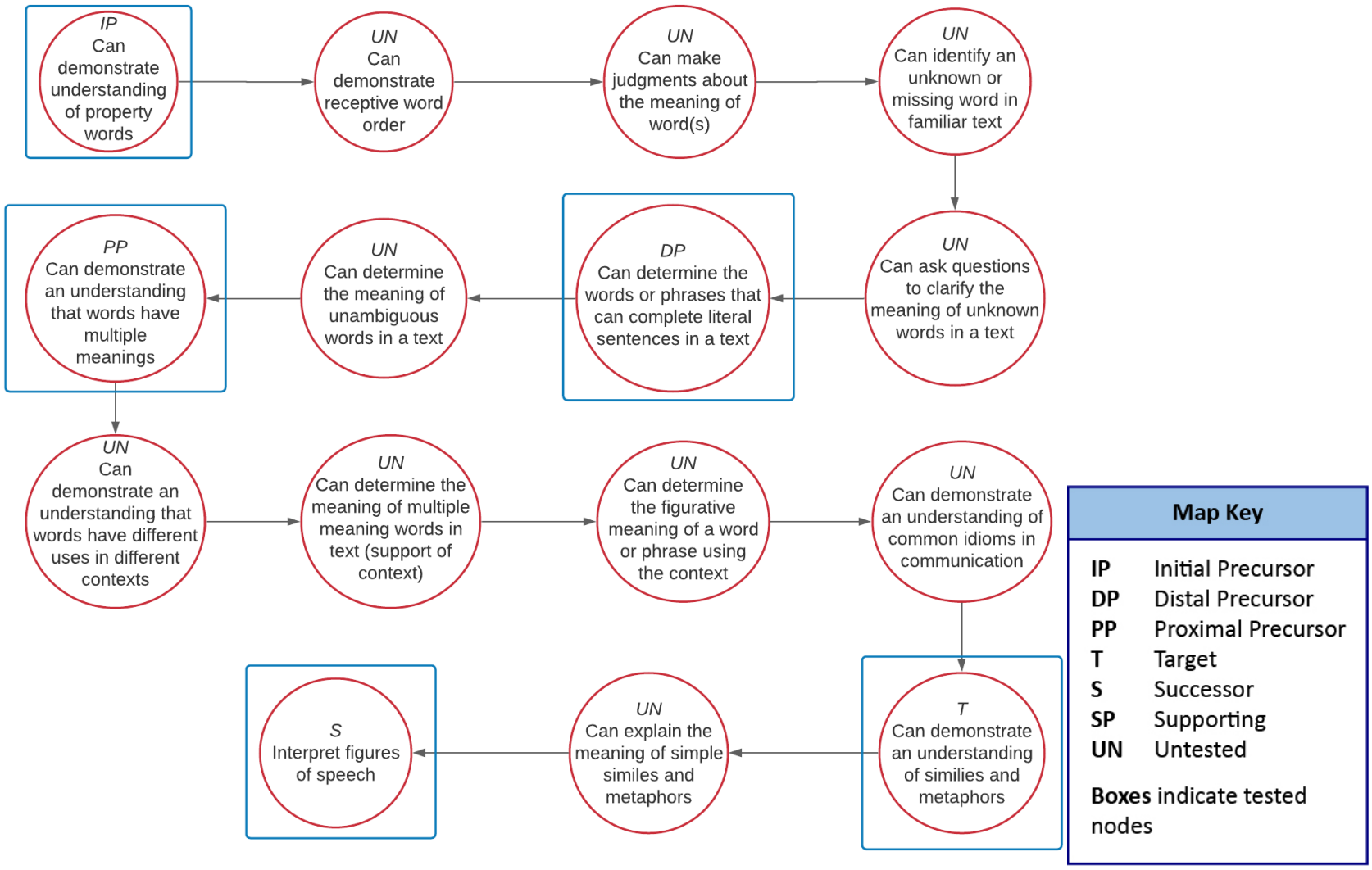
Understanding similes and metaphors requires students to understand abstract language beyond the single word level. Working toward this requires students first to understand literal language at the phrase or sentence level. During shared reading, teachers can work toward this by asking students to identify words or phrases that complete sentences in the texts they are repeatedly reading. This can begin with simple repeated lines in texts but should advance to identifying words or phrases that are skipped or masked/covered in the middle of sentences that are not repeated over and over in the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	The Concert (RL) Hard Work (RI) Anne's Best Friend (RL)
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 6.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

Link to Text-Only Map

ELA.EE.L.6.5.a Identify the meaning of simple similes (e.g., the man was as big as a tree.).



Mini-Map for ELA.EE.L.6.5.b

Subject: ELA
Language
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.6.5.b Demonstrate understanding of words by identifying other words with similar and different meanings.	**ELA.L.6.5.b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can use knowledge of a category to draw conclusions about the characteristics of objects that are part of that category.	The student can identify differences in meaning when provided with opposite-meaning words.	When presented with a word and then a list of other words, the student is able to identify the word that has the opposite meaning of the target word.	After reading a sentence, the student can identify other words that are related to (i.e., synonyms or antonyms) a target word to understand the meaning of the target word.	When presented with a word, the student is able to identify a word with the same or opposite meaning.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Learning to identify subtle differences between words with similar meetings requires students to begin to understand relationships between words in general. Categorical knowledge is one way to help students begin to understand these similarities and differences between words. In the context of repeated shared reading, teachers can work on developing student ability to use categorical knowledge by stating a category and asking students to identify objects in the book (or real objects that have been paired with the book) that belong to the category. The DLM Familiar Texts aligned with this Essential Element and linkage level highlight the objects that are used in familiar routines and the broader categories for the objects to support this instruction.

How is the Distal Precursor related to the Target?

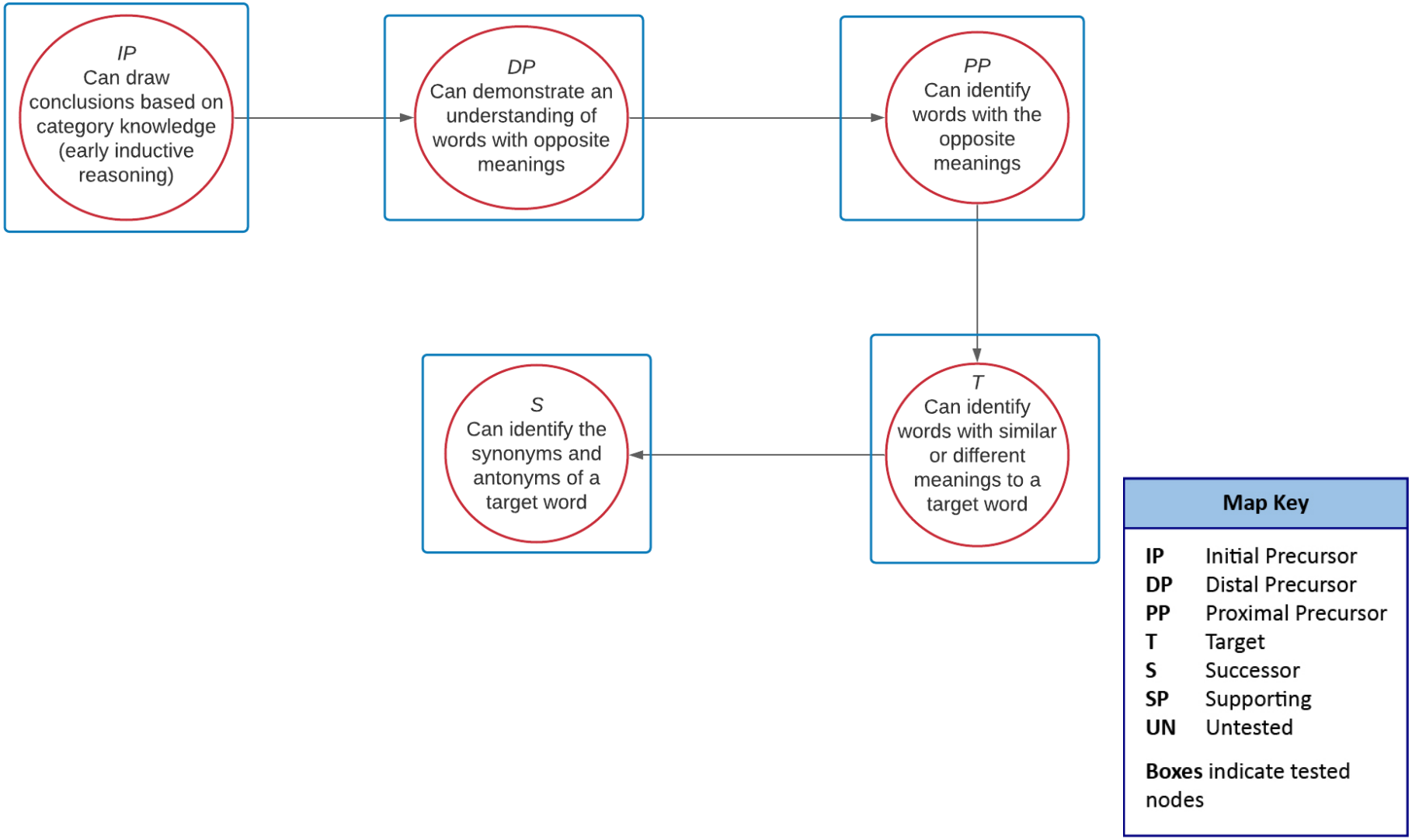
Learning to identify subtle differences between words with similar meanings at the Target linkage level requires students to begin to understand relationships between words in general. One way to work towards this is to focus on words with opposite meanings. Teachers can help students learn to recognize these words through repeated shared readings of DLM Familiar Texts aligned with this linkage level. These texts intentionally include pairs of words that are opposites that students can learn to identify over time.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Living at Camp Green Lake* (RL) Packing a Bag (RI) Visiting an Island (RI)
Distal Precursor	A Pig Goes up the Mountain* (RL) Hard Work (RI)
Proximal Precursor	N/A
Target	N/A
Successor	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 Familiar Text Information – Grade 6.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.L.6.5.b Demonstrate understanding of words by identifying other words with similar and different meanings.



Mini-Map for ELA.EE.RL.6.3

Subject: ELA
Reading Literature
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.6.3 Can identify how a character responds to a challenge in a story.	**ELA.RL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When the student is presented with familiar objects and given a prompt to complete an action, the student is able to complete the action using the appropriate object.	After reading or hearing a story, the student can identify explicitly stated actions of characters in the story.	The student can identify how a character's feelings lead to their actions OR how their actions make them feel.	After reading a story, the student can recognize a challenge a character faced and how the character responded to that challenge.	After reading a story, the student can identify and recall how characters' actions affect the consequences that occurred later in the story and relate it to that character's action(s) earlier in the story.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Understanding the actions a character takes or the way a character responds to a challenge requires students to understand actions. At the Initial Precursor level, students are working to demonstrate their understanding of basic action words that appear in texts. During repeated shared readings, teachers can help students interact with objects that relate to the book and perform actions with those objects. For example, the DLM Familiar Texts that are aligned with this linkage level are situated in familiar settings (e.g., home, school, neighborhood) and include clearly described objects and actions. Teachers can gather the objects named in the book and use them during repeated shared readings to help students begin to understand the actions of characters in the story.

How is the Distal Precursor related to the Target?

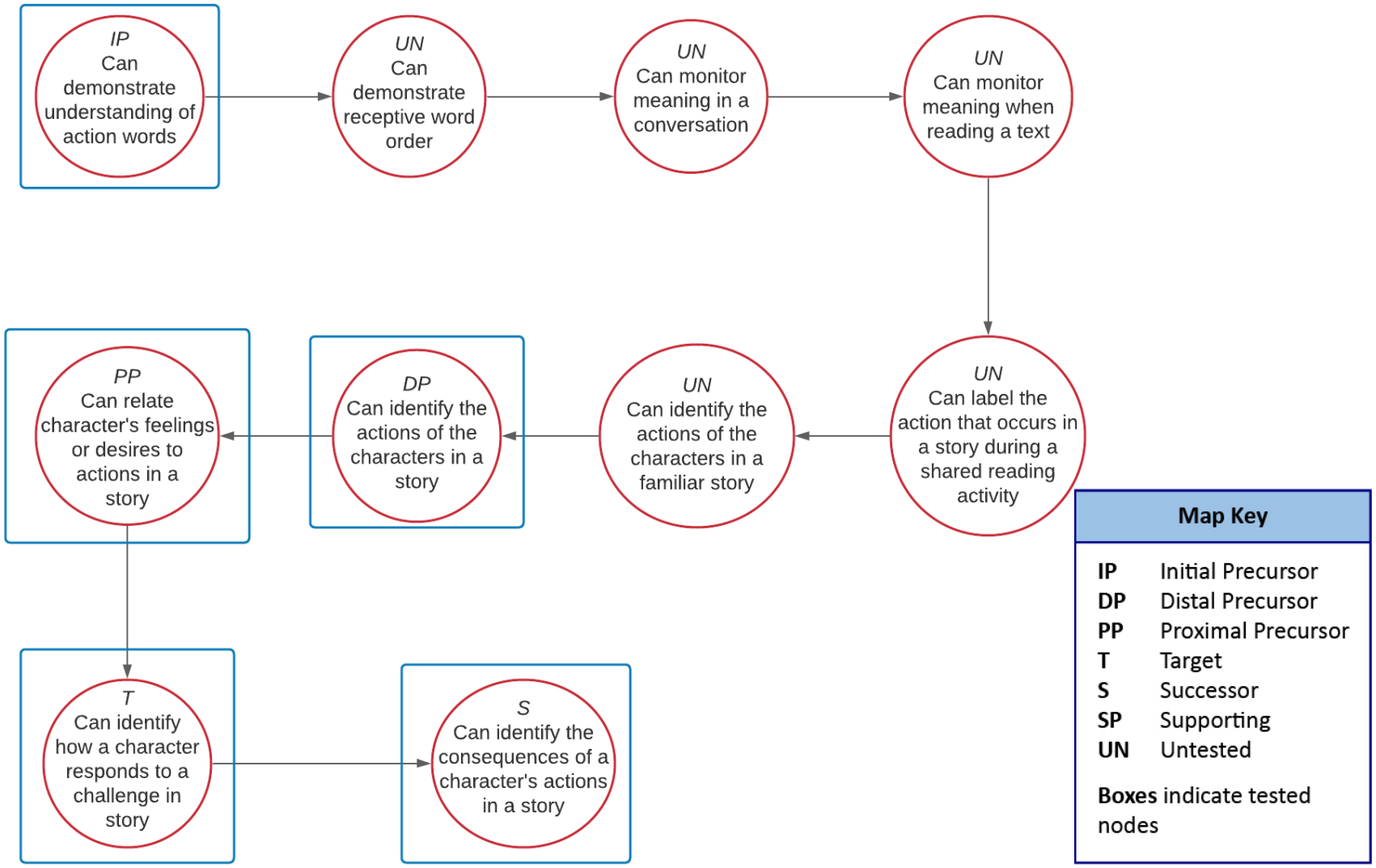
Understanding the way a character responds to a challenge that is presented in a story requires students to identify the actions of characters. Students working at the Distal Precursor linkage level are working to identify the actions of characters that are explicitly stated and often illustrated in familiar stories. The DLM Familiar Texts aligned with this Essential Element and linkage level highlight characters and the actions they perform. Teachers can use these and other books in repeated shared reading to help students become familiar with the story, the characters, and the actions characters perform. Teachers might support students in acting out the things characters do or might show them what the actions look like as they occur in the book.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Jo's Book The Concert Anne's Best Friend Visiting Diana
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 6.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RL.6.3 Can identify how a character responds to a challenge in a story.



Mini-Map for ELA.EE.RL.6.5

Subject: ELA
Reading Literature
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.6.5 Determine the structure of a text (e.g., story, poem, or drama).	**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.

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.	The student can identify concrete details in a familiar story, including characters and objects.	When reading a story with a clear linear structure, the student is able to identify events which take place in the beginning, middle, and end of a 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.	After reading two texts (story, poem, drama), the student can identify similarities between the structures, such as story elements, text features, and organizational patterns.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

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.

How is the Distal Precursor related to the Target?

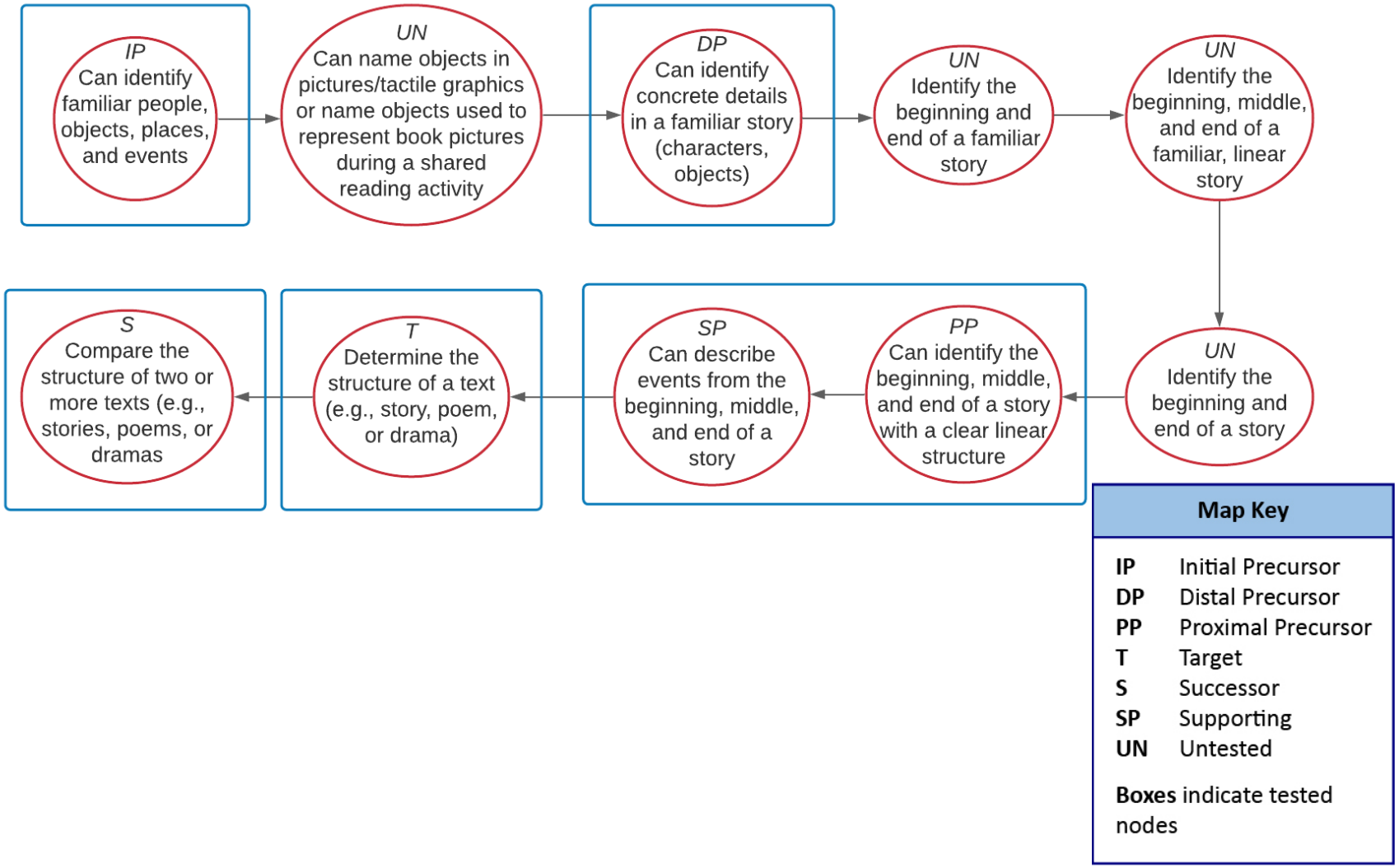
All text comprehension begins with being able to identify details in the text. Readers then use these details to support more complex understandings. Students working at the Distal Precursor linkage level are working on identifying the elements in stories, poems, dramas, and other texts they read with teachers. During shared reading interactions, teachers can ask students to indicate when a specific character or other text element appears in the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Jo's Book A Pig Goes Up and Down* Anne Anne and Diana*
Distal Precursor	Jo A Pig Goes Up and Down* Anne
Proximal Precursor	N/A
Target	N/A
Successor	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 Familiar Text Information – Grade 6.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RL.6.5 Determine the structure of a text (e.g., story, poem, or drama).



Mini-Map for ELA.EE.RI.6.3

Subject: ELA
Reading Informational Text
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.6.3 Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.	**ELA.RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify relevant words for describing familiar people, places, things, or events.	When given a descriptive or familiar word, the student can demonstrate prior knowledge of the word.	When provided with main details of an informational text, the student can correctly recall the detail relating to an individual, event, or idea.	The student is able to recognize that details in an informational text can relate and elaborate on one another.	The student is able to identify details that are directly related to the main idea of the text.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining which details elaborate on other details in a text requires students to understand that some words describe or elaborate on others. Students working at the Initial Precursor level can work toward this understanding by identifying words that describe people, places, things, or events in familiar texts. Teachers can support this through repeated shared readings of books like the DLM Familiar Texts. The DLM Familiar Texts aligned with this linkage level focus on familiar contexts and include descriptions of the people, objects, places, and events associated with the context.

How is the Distal Precursor related to the Target?

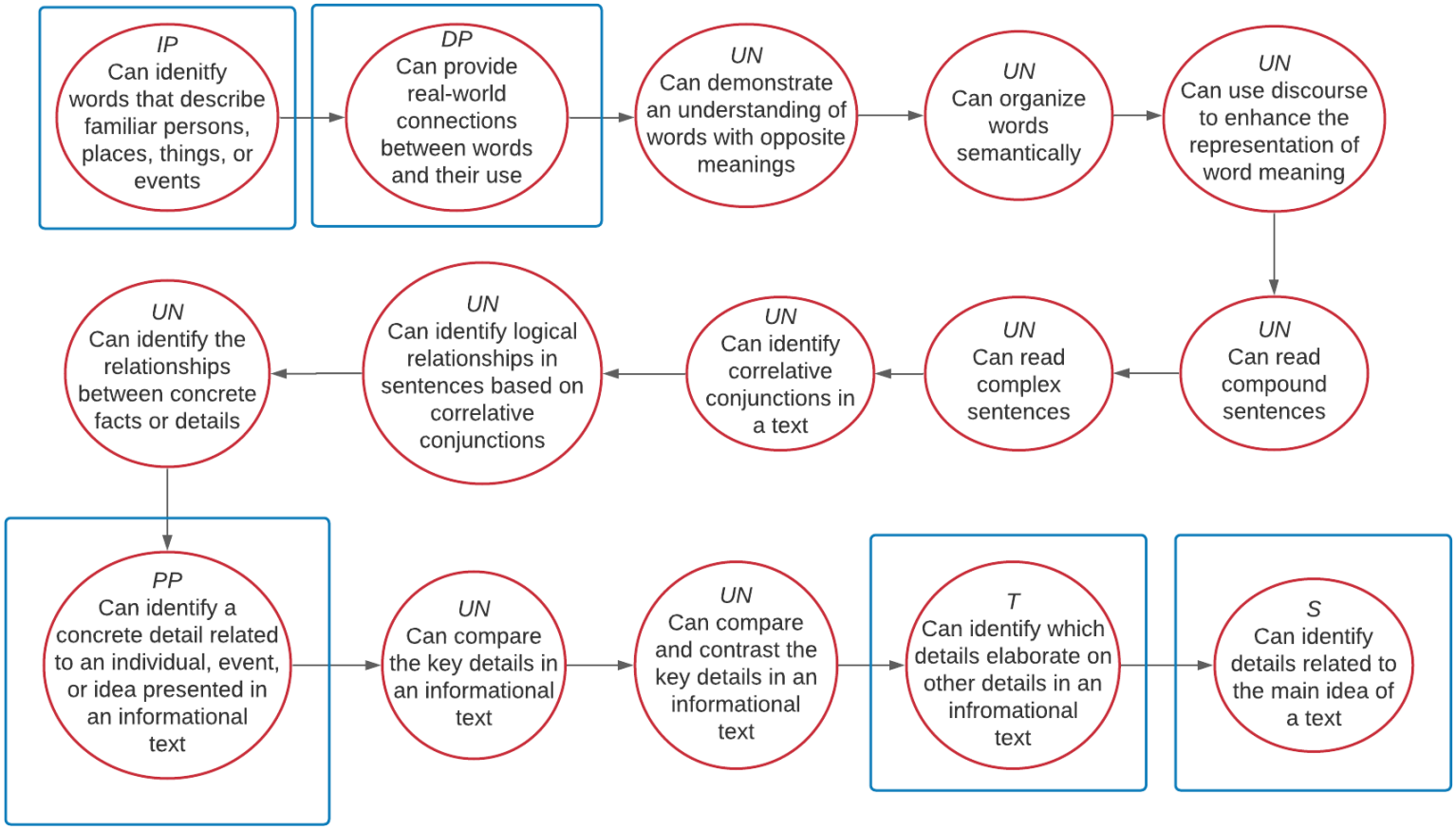
As students learn to identify words that describe the people, places, things, or events that appear in familiar texts, they can work toward extending that understanding to the ways words can be used to describe things in everyday life. Teachers can support this through shared reading of texts about topics that use familiar words to describe people, places, things, or events in the story. During these shared readings, teachers can help students connect the words in the text to their real-life experiences.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Inventors Hard Work
Distal Precursor	Hobbies Hard Work
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 6.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RI.6.3 Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.



Map Key

IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
SP	Supporting
UN	Untested

Boxes indicate tested nodes

Mini-Map for ELA.EE.RI.6.9

Subject: ELA
Reading Informational Text
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.6.9 Compare and contrast how two texts describe the same event.	**ELA.RI.6.9** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify actions that are associated with familiar routines (e.g., routines observed, participated in).	The student can identify events that occur in a familiar informational text.	The student can identify temporal information or events using clues in the context (e.g., first, next, then, last, night, day) in an informational text.	After reading two informational texts, the student is able to identify that the texts may have two different perspectives on the same event and can identify the similarities and differences between the two.	The student can demonstrate understanding that two informational texts on the same topic can present information differently and can identify how these similarities and differences affect the details of the text.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Comparing and contrasting the same event as it is described in two texts requires students to be able to identify events in individual texts. Students working at the Initial Precursor linkage level can work toward this by learning to identify actions that are associated with the every events or routines in their lives. DLM Familiar Texts aligned with this Essential Element and linkage level feature everyday routines that most students have experienced (e.g., getting ready for school). Teachers can use these books during repeated shared reading to help students identify the actions that are associated with the familiar routines as described in the texts. Students might perform the actions, point to illustrations depicting them, or identify objects that the teacher has paired with the book to help students connect the actions and routines (e.g., a hair brush as part of a book about getting ready for school).

How is the Distal Precursor related to the Target?

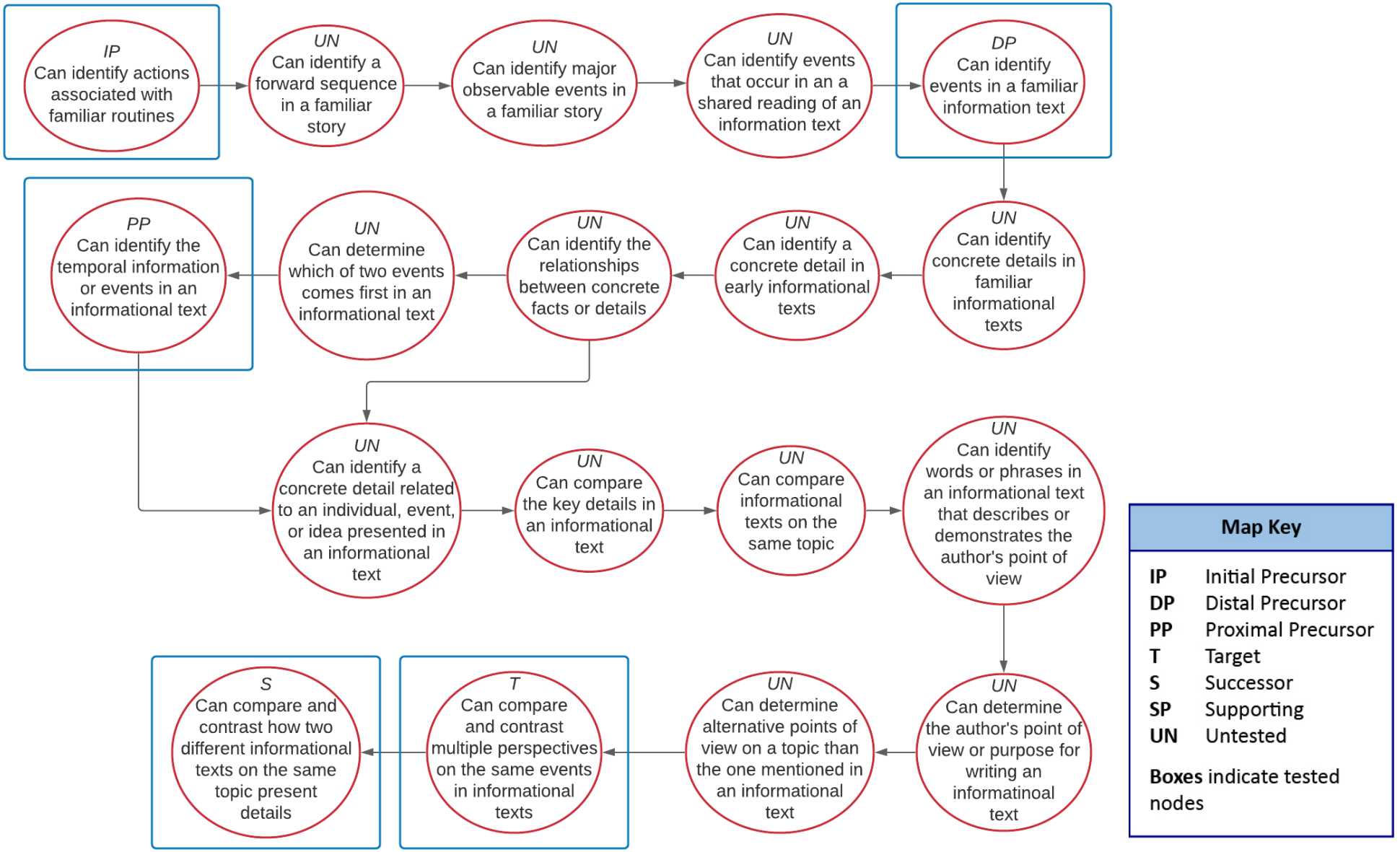
Comparing and contrasting the same event as it is described in two texts requires students to identify the events in individual texts. Students working at the Distal Precursor linkage level can work on this by engaging in repeated shared reading of texts that include two or more events that are explicitly named (e.g., party, going on a trip). DLM Familiar Texts aligned with this Essential Element and linkage levels have been written to feature specific events that are explicitly named to support this instruction.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Archaeologists School Days Hard Work
Distal Precursor	Libraries
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 6.	
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction.	

[Link to Text-Only Map]

ELA.EE.RI.6.9 Compare and contrast how two texts describe the same event.



Mini-Map for ELA.EE.L.6.2.b

Subject: ELA
Writing
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.6.2.b Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.	**ELA.EE.L.6.2.b** Spell correctly.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can recognize the sound of the initial letter in their first name in words they hear and see and can correctly represent this letter when spelling words that start with the same letter.	The student can produce a string of letters by combining random letters.	The student can use spelling patterns in familiar, single-syllable words to spell new words when given a limited list of initial consonants (e.g., -l,-m,-r) and rimes (e.g., -og, -at, -im).	The student can spell words phonetically using their knowledge of letter-sound relationships and common spelling patterns.	The student can orally spell, fingerspell, or write words with inflectional endings (e.g., walked, eats, sleeping).

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 6 with two other Essential Elements: ELA.EE.W.6.2.a and ELA.EE.W.6.2.b. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 6 with two other Essential Elements: ELA.EE.W.6.2.a and ELA.EE.W.6.2.b.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Research suggests that the first letter most children learn to recognize is the first letter of their first name. Over time, they learn to identify and use more letters and eventually associate those letters with sounds in decoding and spelling. Teachers can work on the Initial Precursor skill by asking students to sign their name to their writing each time they write.

How is the Distal Precursor related to the Target?

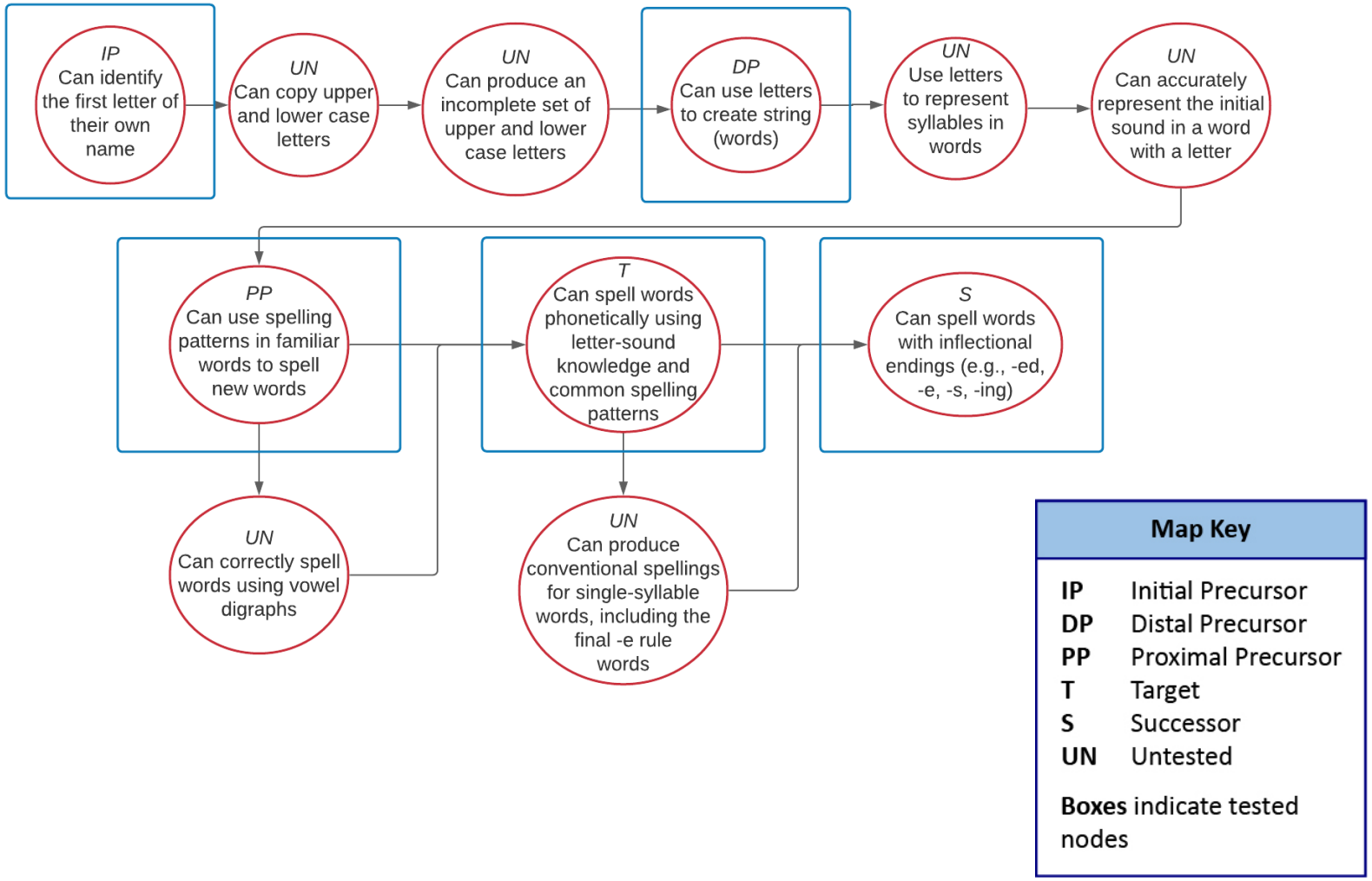
As students learn more about selecting topics, generating ideas, and using the alphabet to write, they begin to string together letters into word-like strings. They are not yet demonstrating understanding of letter-sound relationships, but they consistently write or select strings of letters when asked to write about the topics they choose.

Instructional Resources

Writing Testlet FAQs
Instructionally Embedded Assessment
Year-End Assessment
Released Testlets
See the Guide to Practice Activities and Released Testlets.
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction.

Link to Text-Only Map

ELA.EE.L.6.2.b Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.



Mini-Map for ELA.EE.W.6.2.a

Subject: ELA
Writing
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.6.2.a Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.	**ELA.EE.W.6.2.a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), 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 select a topic and write about it using relevant tactile, visual, and multimedia information.	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.	The student can produce an informative text in which the topic is clearly introduced and the details about the topic, which may be visual, tactual, or multimedia, are presented within a clear organizational structure.

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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 6 with one other Essential Element: ELA.EE.W.6.2.b. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 6 with one other Essential Element: ELA.EE.L.6.2.b.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Selecting 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?

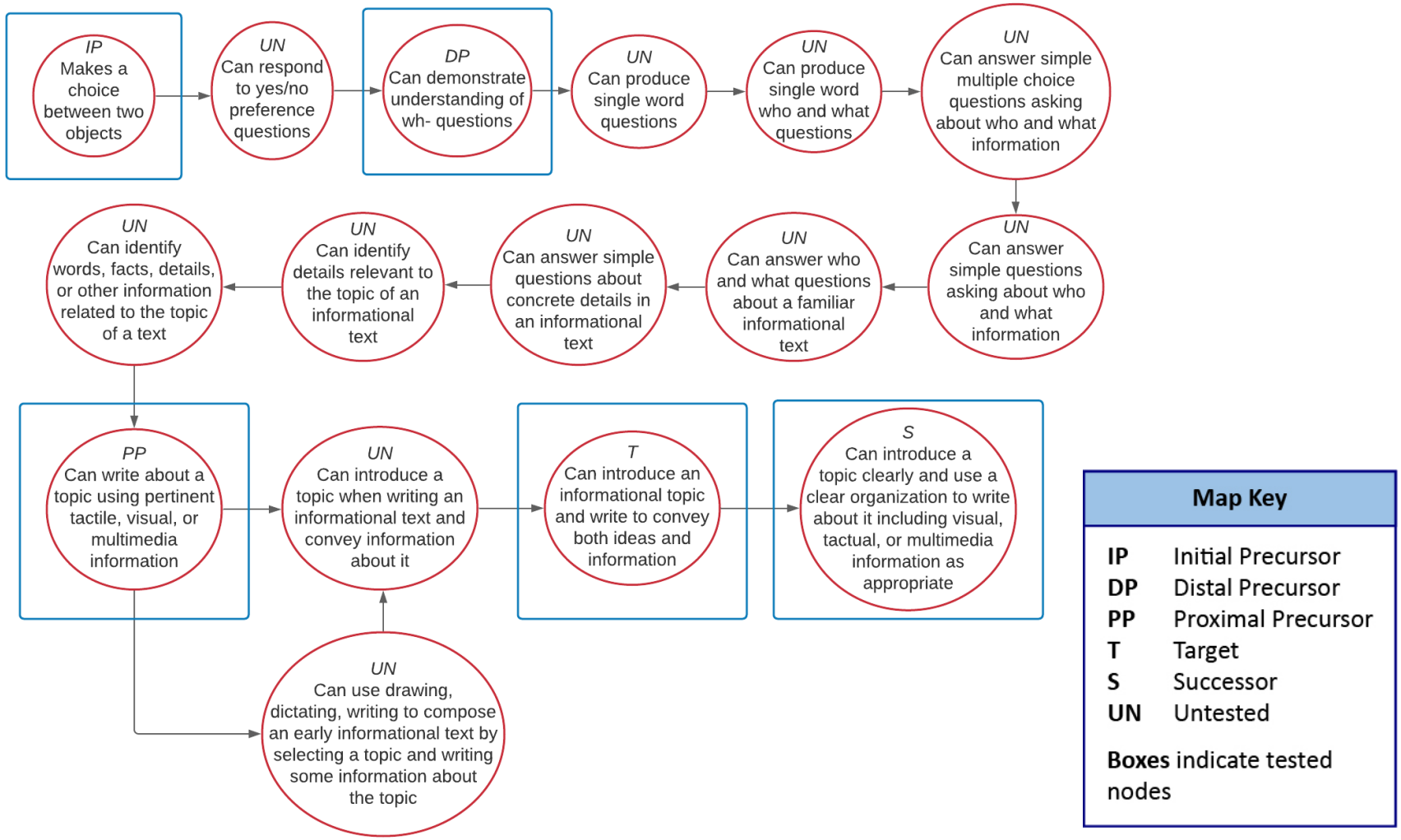
One way to help students learn to write an informational text is to help them brainstorm ideas about the topics they select. Teachers can work on this by asking students to select a topic for writing and then ask them basic questions about the topic. These questions might begin with yes/no personal preference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

Instructional Resources

Writing Testlet FAQs
Instructionally Embedded Assessment
Year-End Assessment
Released Testlets
See the Guide to Practice Activities and Released Testlets.
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction.

[Link to Text-Only Map]

ELA.EE.W.6.2.a Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.



Mini-Map for ELA.EE.W.6.2.b

Subject: ELA
Writing
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.6.2.b Provide facts, details, or other information related to the topic.	**ELA.W.6.2.b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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 relevant descriptive words that describe familiar people, objects, places, and events.	The student can identify a personally relevant photograph or object from a set of personally relevant and irrelevant photographs or objects and can provide a specific detail about it.	The student can select a topic and use drawing, dictating, or writing to compose a message about it with at least one relevant fact or detail.	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 6 with one other Essential Element: ELA.EE.W.6.2.a. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 6 with one other Essential Element: ELA.EE.L.6.2.b.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Successful writing requires writers 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.

How is the Distal Precursor related to the Target?

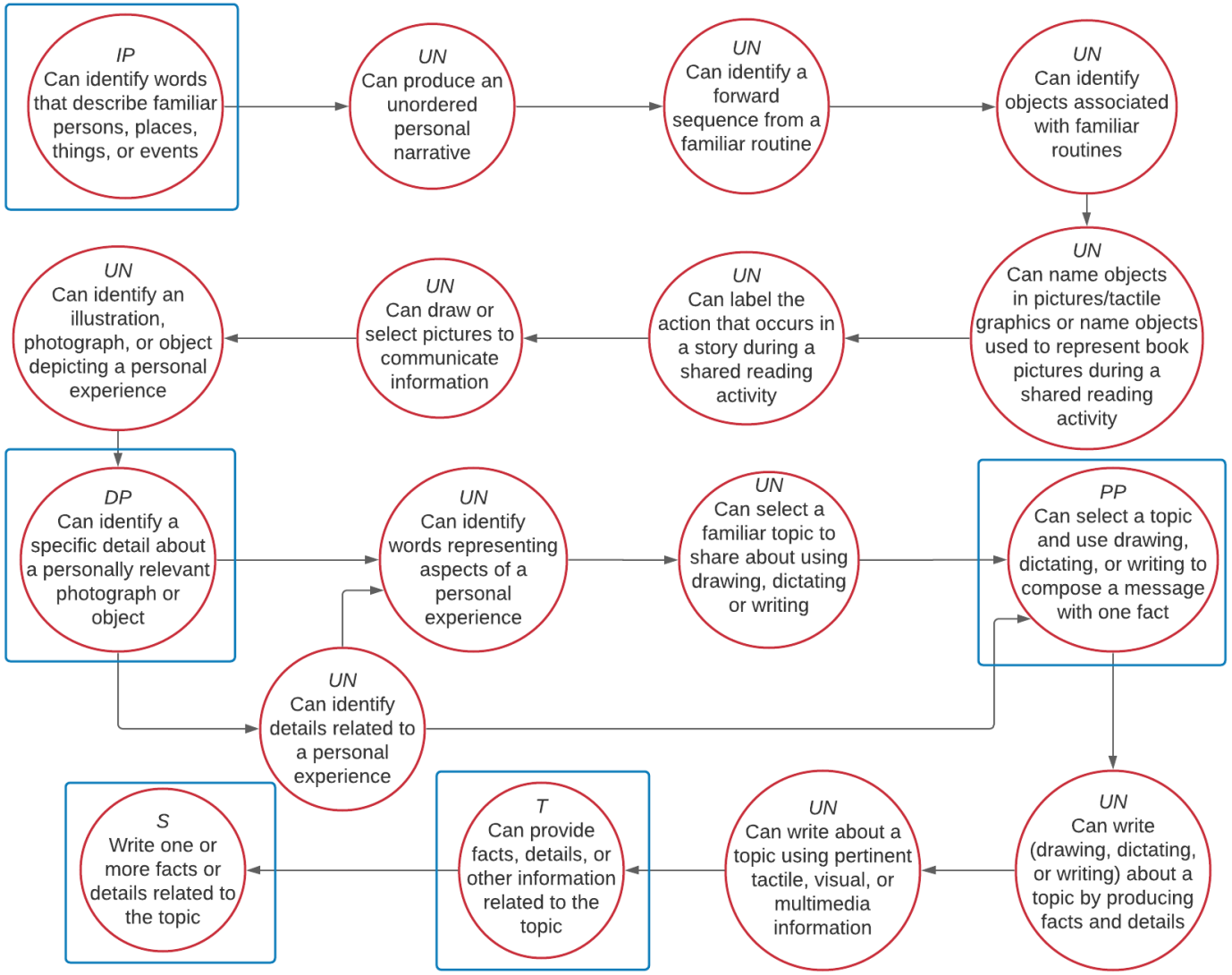
Students can work toward being able to identify facts and details that are relevant to a topic and write about them by selecting familiar, personally relevant photographs or objects and identifying details that relate to them. In the context of writing, students at the Distal Precursor level can select from an array of personally relevant pictures or objects when choosing a topic to write about. Then they can determine details about the topic to write about.

Instructional Resources

Writing Testlet FAQs
Instructionally Embedded Assessment
Year-End Assessment
Released Testlets
See the Guide to Practice Activities and Released Testlets.
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction.

[Link to Text-Only Map]

ELA.EE.W.6.2.b Provide facts, details, or other information related to the topic.



Map Key

IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
UN	Untested

Boxes indicate tested nodes