Using Mini-Maps to Plan Instruction
Instructional Resource

What is a Dynamic Learning Maps® (DLM®) Mini-Map, and How Can It Support Instruction?

Mini-Map for ELA.EE.RI.11-12.1
Subject: ELA
Reading Informational Text
Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.	ELA.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify concrete details, such as individuals, events, or ideas, in a familiar informational text.	After reading an informational text, the student can identify details from the text to answer questions about explicit information stated within the text.	After reading an informational text, the student can identify explicit details that imply unstated information and make correct inferences from the detail(s).	The student can identify both the implicit and explicit meaning of an informational text by identifying specific details and citations within the text which support the meaning.	After reading an informational text, the student is able to provide strong contextual evidence when citing an informational text.

Learning Outcome

Review the Essential Element and the grade-level standard to understand the expectation for students with the most significant cognitive disabilities.

Linkage Levels

Use the linkage levels to find knowledge, skills and understandings related to the Essential Elements that are a good match for instruction. Pick a level that is accessible and will also challenge your student to learn. Understand how the linkage levels are related so you can help your students work toward more complex linkage levels during the year.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Analyzing a text to determine its meaning requires students to identify the details in a text. Students working at the Initial Precursor linkage level can work toward this by learning to identify concrete details during repeated shared reading of a text. Teachers can support this by reading texts that clearly name individuals or feature familiar events or ideas. The DLM Familiar Texts that align with this Essential Element and linkage level include information about familiar contexts and routines. They also include information about people, objects, and events that are associated with these contexts and routines. Teachers can use these texts during repeated shared reading to help students learn to identify the concrete details when the text is familiar.

How is the Distal Precursor related to the Target?

Analyzing a text to determine its meaning requires students to identify the details in a text. One way to determine if students are able to identify details in a text is to ask questions that require them to use the details. Teachers can work on this by helping students understand when questions are asking for information that is specifically stated in the text and how to locate the information needed to respond to the questions that are based on information that is explicitly stated in the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Making a Dress Invitations Musicians
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 11-12.	
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.	

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

If you have a student working at the Initial Precursor or Distal Precursor level, use this additional information to help you plan instruction that includes a focus on academic learning.

Instructional Resources

When available, use additional recommended resources to help you align instruction to the Essential Element and linkage levels. You can also find more resources for DLM professional development here: https://www.dlmpd.com/

ELA.EE.RI.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.
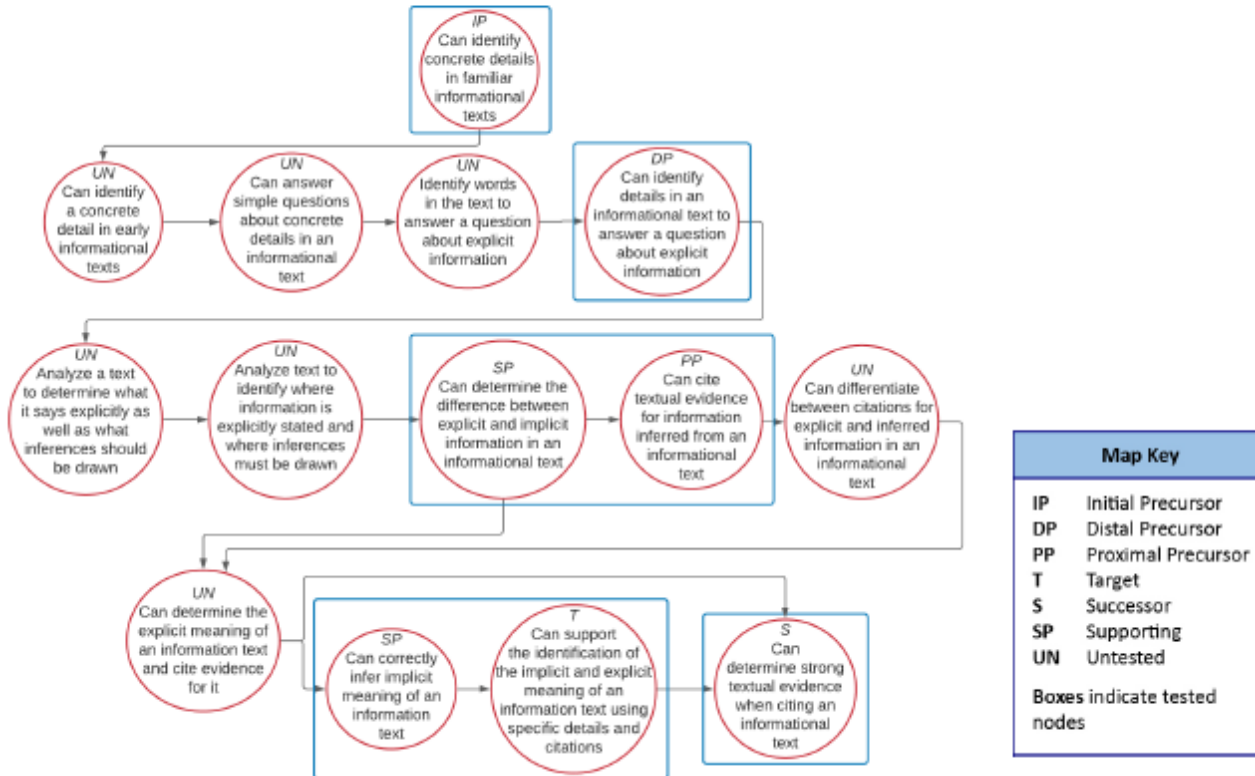
Map Graphic

The DLM mini-maps show knowledge, skills, and understandings for small parts of the larger DLM maps. These knowledge, skills, and understandings are called nodes.

- Use the circles with boxes to see how the content assessed at each linkage level is related to other linkage levels.
- Use untested and/or supporting nodes to understand how closely-related knowledge, skills, and understandings can support learning at different linkage levels.

Map Key

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

Boxes indicate tested nodes

Note:
Mini-maps only show *some* knowledge, skills, and understandings. There can be other steps in a student's learning between and around the nodes in the mini-map. Teachers can use their own background knowledge and other resources to fill in gaps in planning instruction. Good instruction gives students opportunities to learn multiple skills that are connected to one another in authentic ways. Nodes should **not** be viewed as prerequisites that have to be mastered one at a time, in a sequence based on the arrows, or in the way that the knowledge, skills, and understandings (node contents) are arranged on the page. Look across mini-maps for multiple Essential Elements when designing instruction, no matter if designing for one student or many students. Mini-maps can support instruction that is differentiated for learners in a group who are working at different levels.