

## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 5

### ELA.EE.RL.5.1

| Grade-Level Standard   | DLM Essential Element  | Linkage Levels   |
|--|--|--|
| <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 | <b>ELA.EE.RL.5.1</b><br>Identify words in the text to answer a question about explicit information | <b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can indicate an object when it is referred to by name</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the major events of a familiar story</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the key elements in a story, including the main characters, setting, and the major events</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can produce responses to questions asking about explicit information contained in a narrative by determining specific words related to or comprising of information</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can find specific details in a narrative to answer questions asking about information explicitly stated in the narrative</li> </ul> |

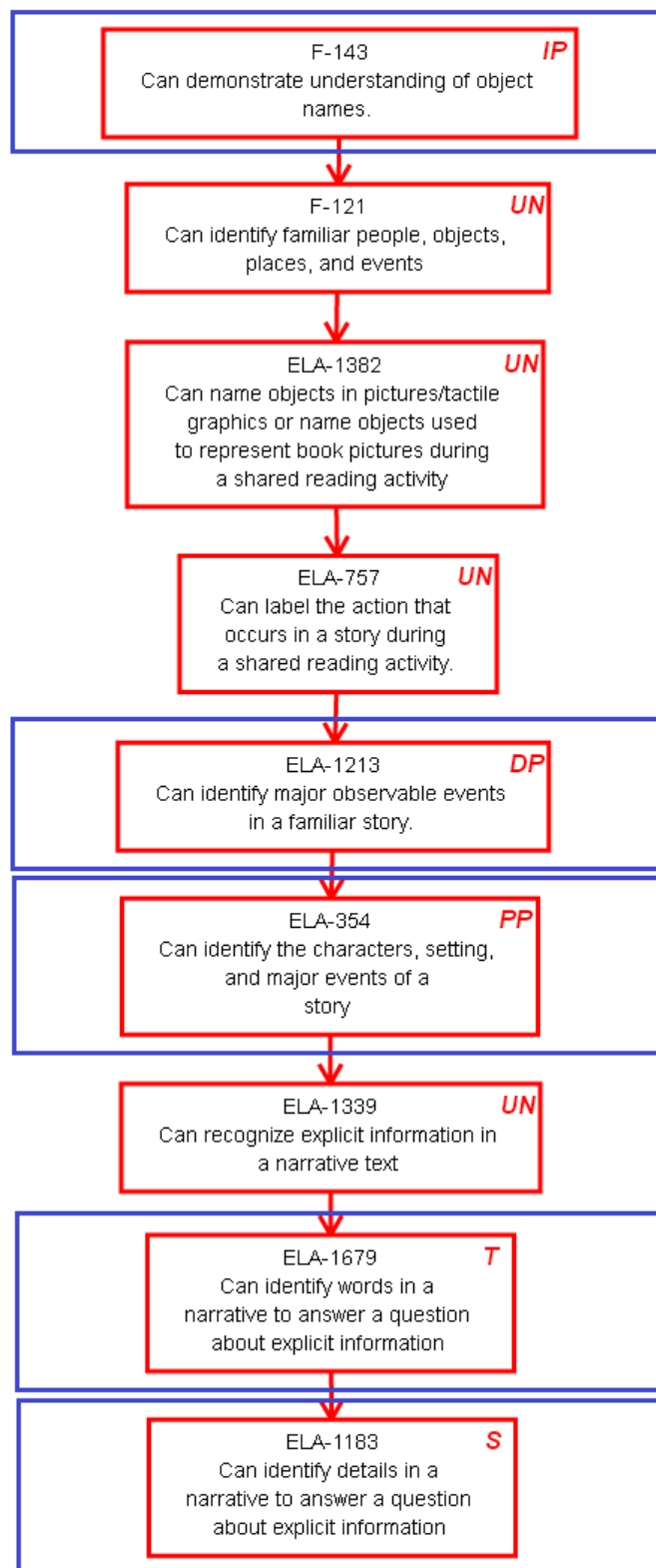
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A diagram showing the relationship of nodes in the mini-map appears below.

Key to map codes in upper right corner of node boxes:

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

**ELA.EE.RL.5.1 - Identify words in the text to answer a question about explicit information.**



## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 5

### ELA.EE.RI.5.1

| Grade-Level Standard   | DLM Essential Element   | Linkage Levels   |
|--|---|--|
| <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 | <b>ELA.EE.RI.5.1</b> Identify words in the text to answer a question about explicit information | <p><b>Initial Precursor:</b></p> <ul style="list-style-type: none"> <li>Can demonstrate an understanding that he or she can communicate their preference for an object (like, dislike) through either verbal or nonverbal means when asked yes/no questions about their preferences</li> </ul> <p><b>Distal Precursor:</b></p> <ul style="list-style-type: none"> <li>Can understand a familiar text read aloud or through oral or other media by answering questions posed by others</li> </ul> <p><b>Proximal Precursor:</b></p> <ul style="list-style-type: none"> <li>Can answer questions posed by others regarding the concrete details of an informational text</li> </ul> <p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Can identify words or details to answer a question about explicit information presented in the text</li> </ul> <p><b>Successor:</b></p> <ul style="list-style-type: none"> <li>Can find specific details in an informational text to answer questions asking about information explicitly stated in the text</li> </ul> |

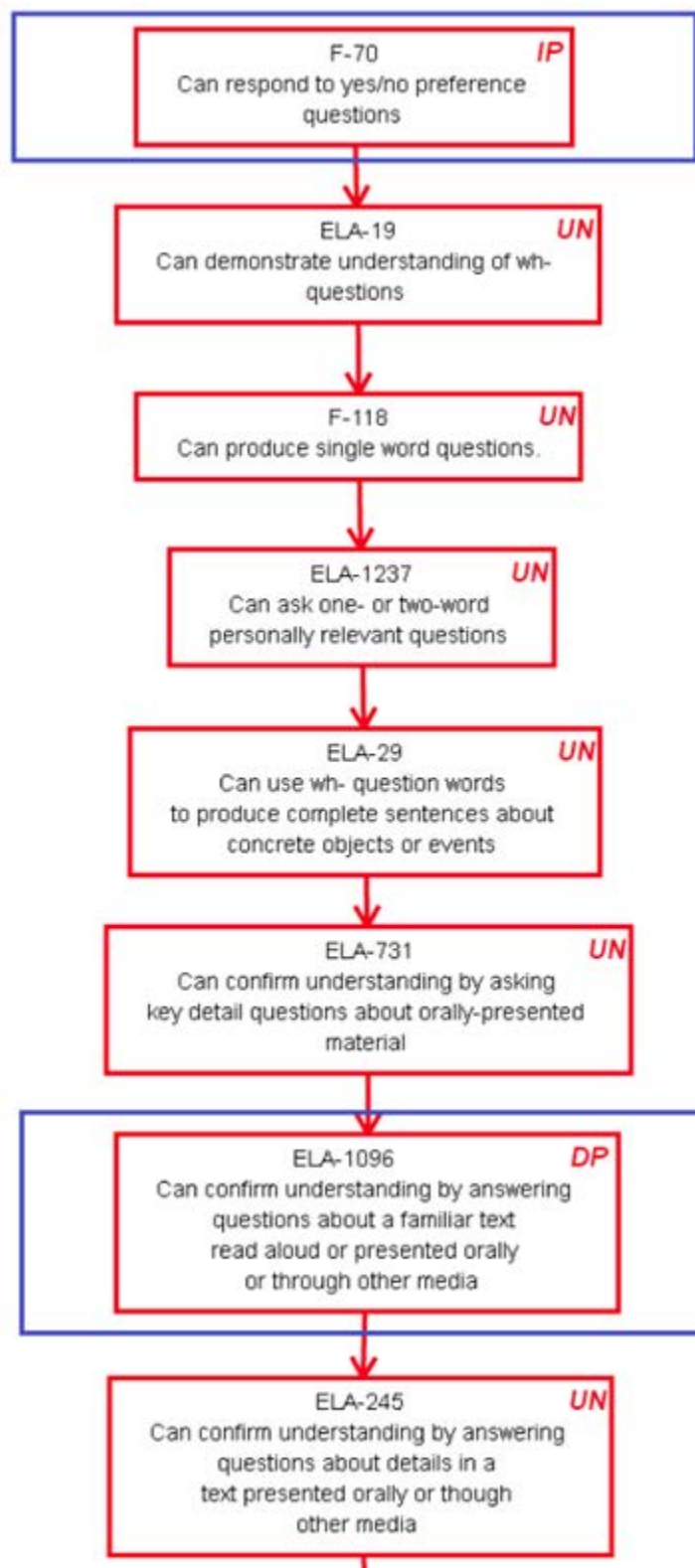
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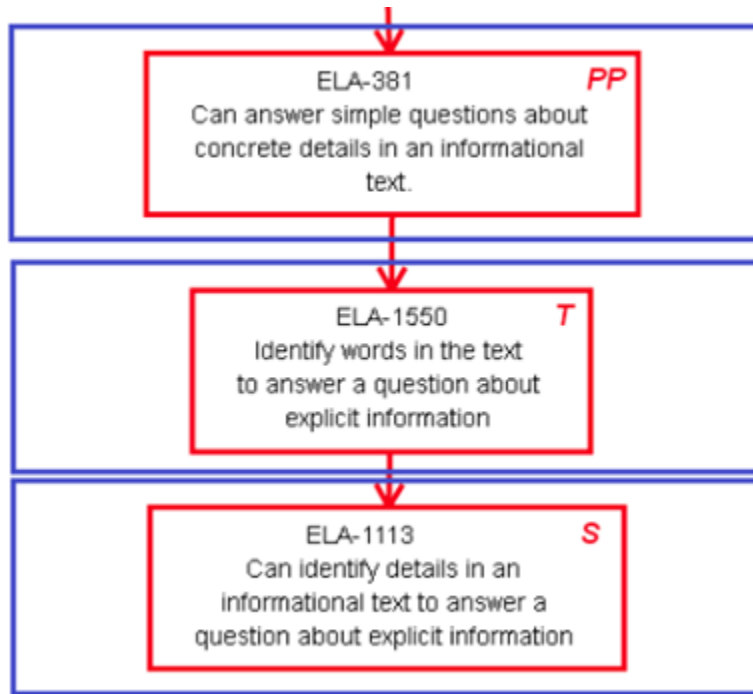
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**ELA.EE.RI.5.1** - Identify words in the text to answer a question about explicit information.





## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 5

### ELA.EE.RI.5.5

| Grade-Level Standard  | DLM Essential Element  | Linkage Levels   |
|---|--|--|
| <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 | <b>ELA.EE.RI.5.5</b><br>Determine if a text tells about events, gives directions, or provides information on a topic | <p><b>Initial Precursor:</b></p> <ul style="list-style-type: none"> <li>Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it</li> </ul> <p><b>Distal Precursor:</b></p> <ul style="list-style-type: none"> <li>Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text</li> </ul> <p><b>Proximal Precursor:</b></p> <ul style="list-style-type: none"> <li>Can identify a detail in an informational text from either the text itself or the illustration provided with the text (the goal here is to promote the understanding the structurally informational texts often contain images that support the text and provide information)</li> </ul> <p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Can determine if an informational text is providing information about events, giving directions, or providing information on a topic</li> </ul> <p><b>Successor:</b></p> <ul style="list-style-type: none"> <li>Can understand how the title indicates information about or fits the structure of an informational text</li> </ul> |

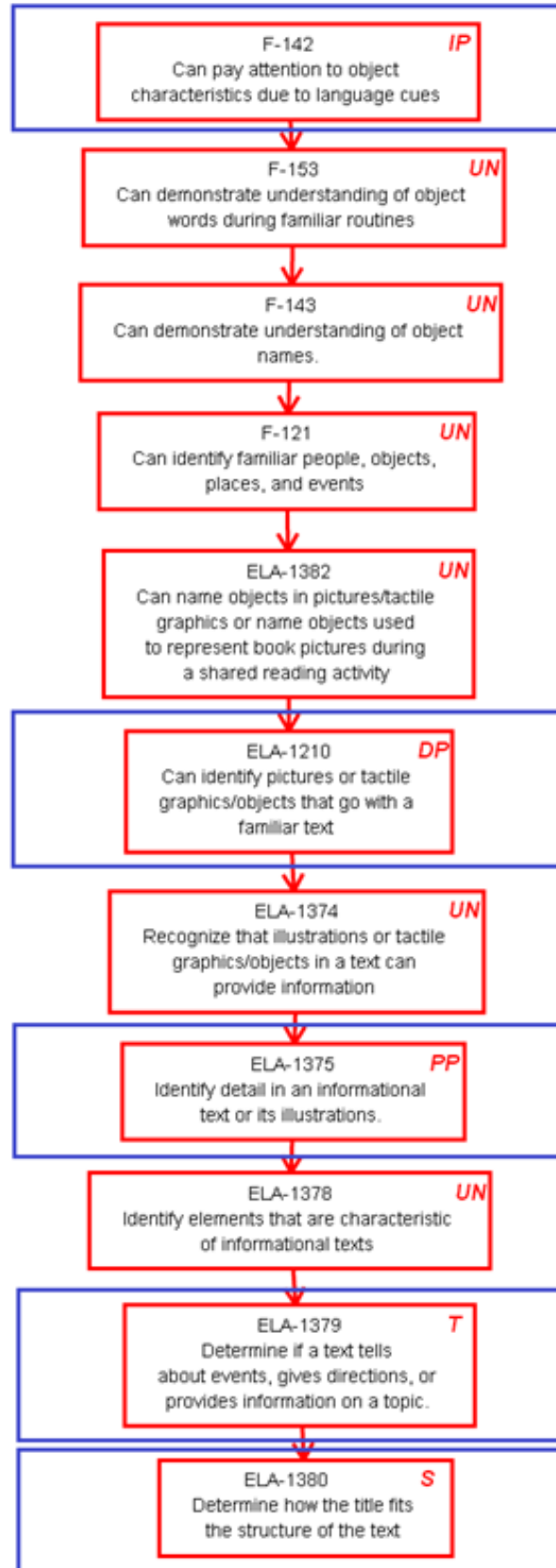
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**ELA.EE.RI.5.5** - Determine if a text tells about events, gives directions, or provides information on a topic.





## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 5

### ELA.EE.RI.5.7

| Grade-Level Standard  | DLM Essential Element  | Linkage Levels  |
|---|--|---|
| <b>ELA.RI.5.7</b> 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 | <b>ELA.EE.RI.5.7</b><br>Locate information in print or digital sources | <p><b>Initial Precursor:</b></p> <ul style="list-style-type: none"> <li>Comprehends that all objects have some function or action typically associated with it (object action)</li> </ul> <p><b>Distal Precursor:</b></p> <ul style="list-style-type: none"> <li>Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text</li> </ul> <p><b>Proximal Precursor:</b></p> <ul style="list-style-type: none"> <li>Can identify a detail in an informational text from either the text itself or the illustration provided with the text (the goal here is to promote the understanding the structurally informational texts often contain images that support the text and provide information)</li> </ul> <p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Can locate information within an informational text by using the text features including bold, italics, and underlined text, headings, captions, icons, graphics or illustrations, text boxes, table of contents, and glossaries</li> </ul> <p><b>Successor:</b></p> <ul style="list-style-type: none"> <li>Can locate information in a text by using the specific text features, which can include bold print, captions, and subheadings</li> </ul> |

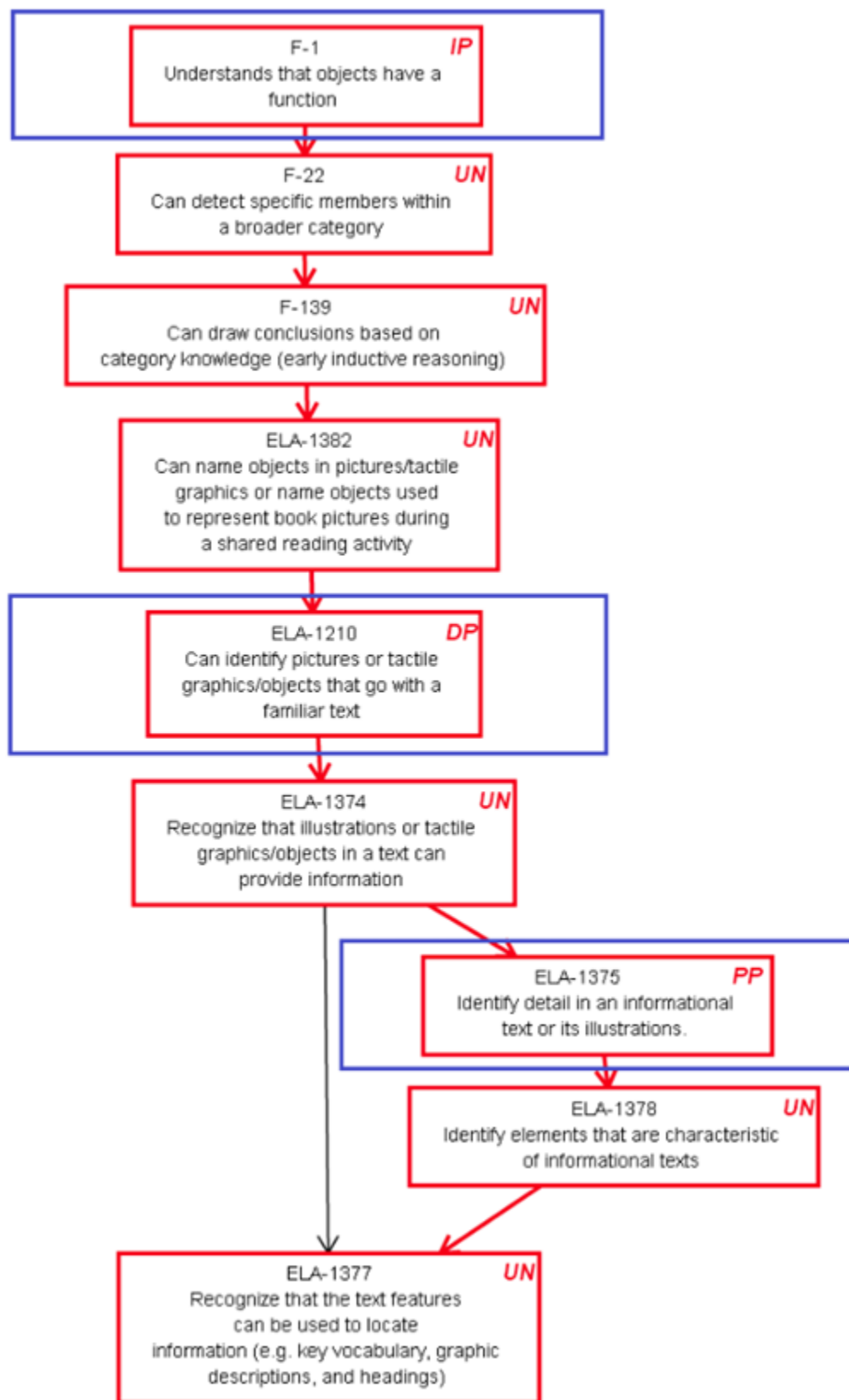
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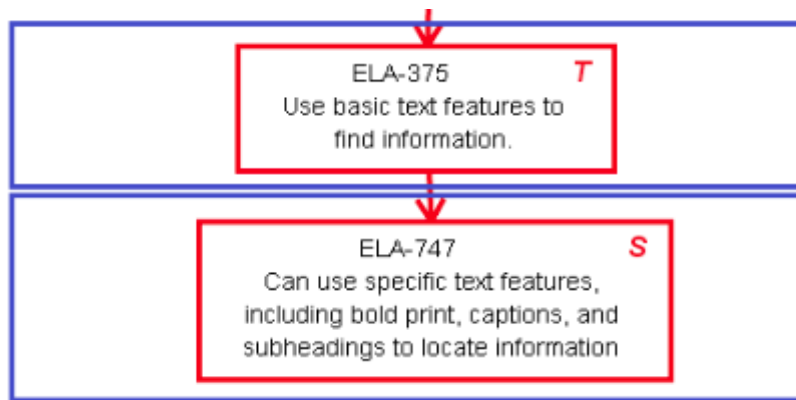
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ELA.EE.RI.5.7 - Locate information in print or digital sources.





## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 5

### ELA.EE.RL.5.2

| Grade-Level Standard  | DLM Essential Element  | Linkage Levels   |
|---|--|--|
| <b>ELA.RL.5.2</b><br>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 | <b>ELA.EE.RL.5.2</b><br>Identify the central idea or theme of a story, drama or poem | <b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can recognize when he or she encounters familiar people, objects, places, and events</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the behavior and actions of specific characters in a familiar story</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify and recall how characters' actions affect the consequences that occur in the story afterwards</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can identify the theme of a story, which includes a short, concise sentence about the overall meaning of the narrative</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can determine the details that provide for the foundation of the theme in a narrative</li> </ul> |

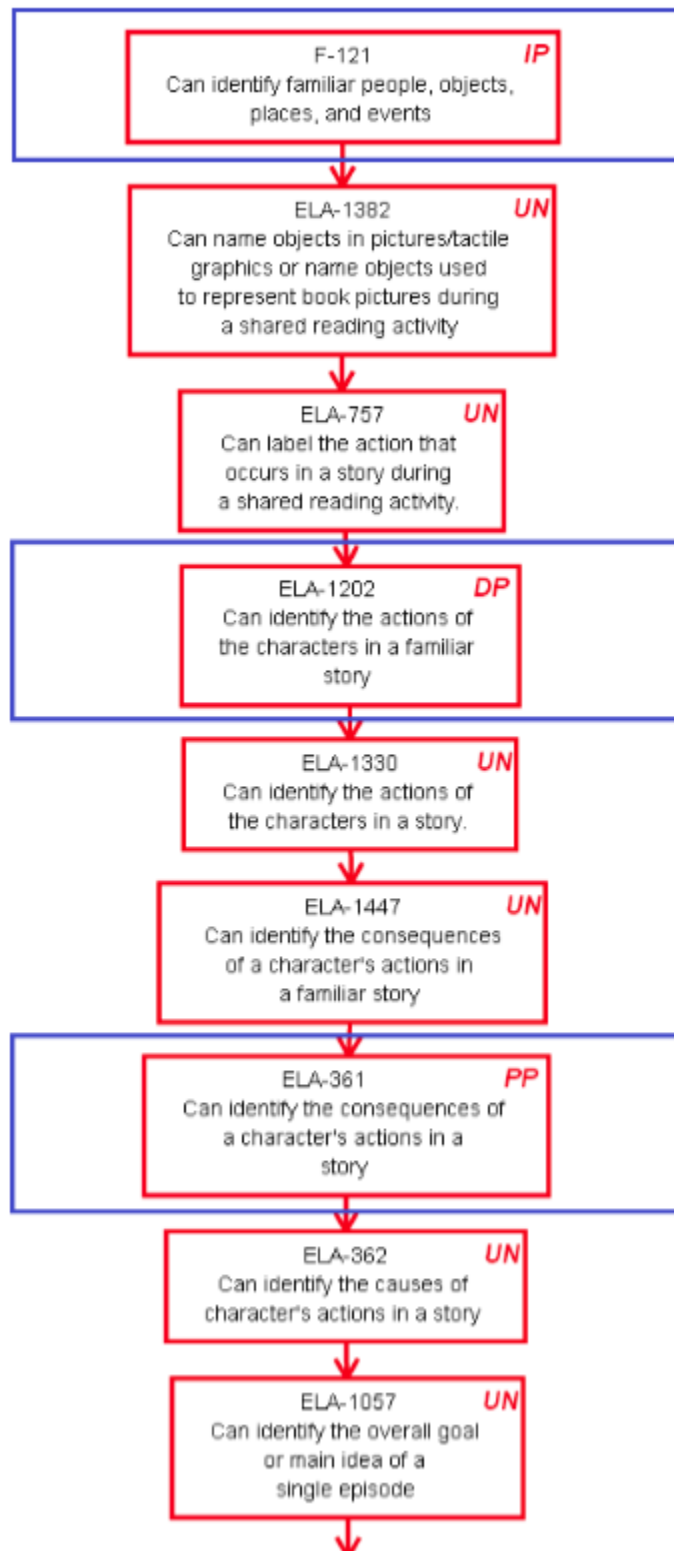
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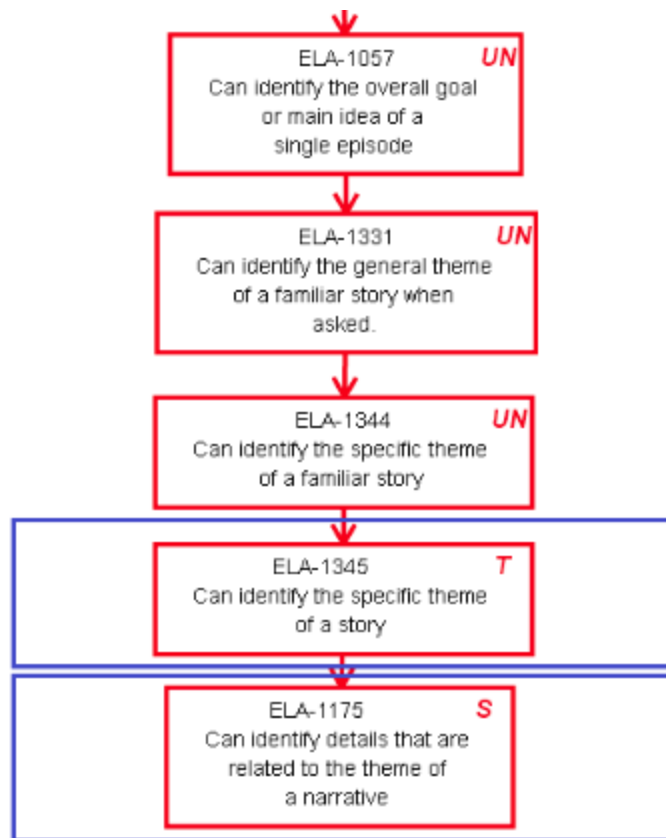
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**ELA.EE.RL.5.2** - Identify the central idea or theme of a story, drama or poem.





## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 5

### ELA.EE.RL.5.4

| Grade-Level Standard  | DLM Essential Element   | Linkage Levels   |
|---|---|--|
| <b>ELA.RL.5.4</b><br>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes | <b>ELA.EE.RL.5.4</b><br>Determine the intended meaning of multi-meaning words in a text | <b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can recognize when he or she encounters familiar people, objects, places, and events</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can provide real-life examples of words connected to a use (describe people who are friendly)</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., "sweet")</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can use the surrounding context of a word in a text to determine the meaning of multiple meaning words</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can demonstrate an understanding of the use of a multiple meaning word</li> </ul> |

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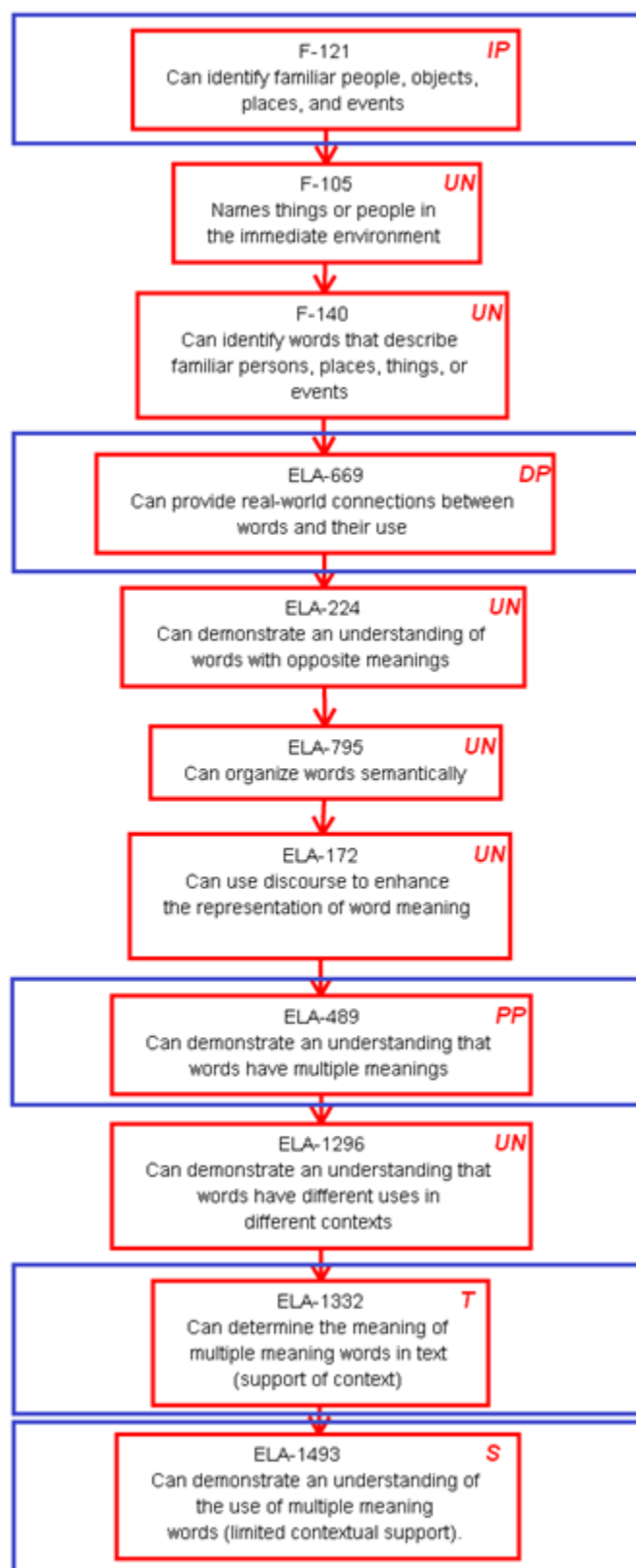
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**ELA.EE.RL.5.4 - Determine the intended meaning of multi-meaning words in a text.**



## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 5

### ELA.EE.RL.5.6

| Grade-Level Standard   | DLM Essential Element   | Linkage Levels  |
|--|---|---|
| <b>ELA.RL.5.6</b> Describe how a narrator's or speaker's point of view influences how events are described | <b>ELA.EE.RL.5.6</b><br>Determine the point of view of the narrator | <b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can recognize when he or she encounters familiar people, objects, places, and events</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Student can identify the explicitly-stated actions of characters in a story</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can determine who the narrator is in a story he or she is reading</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can determine what the point of view for the narrator of a story is</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can describe what the narrator or current speaker is thinking or feeling by identifying relevant words or phrases, such as "I ruminated on the missed opportunity at catching the thief on that fateful night at the mansion"</li> </ul> |

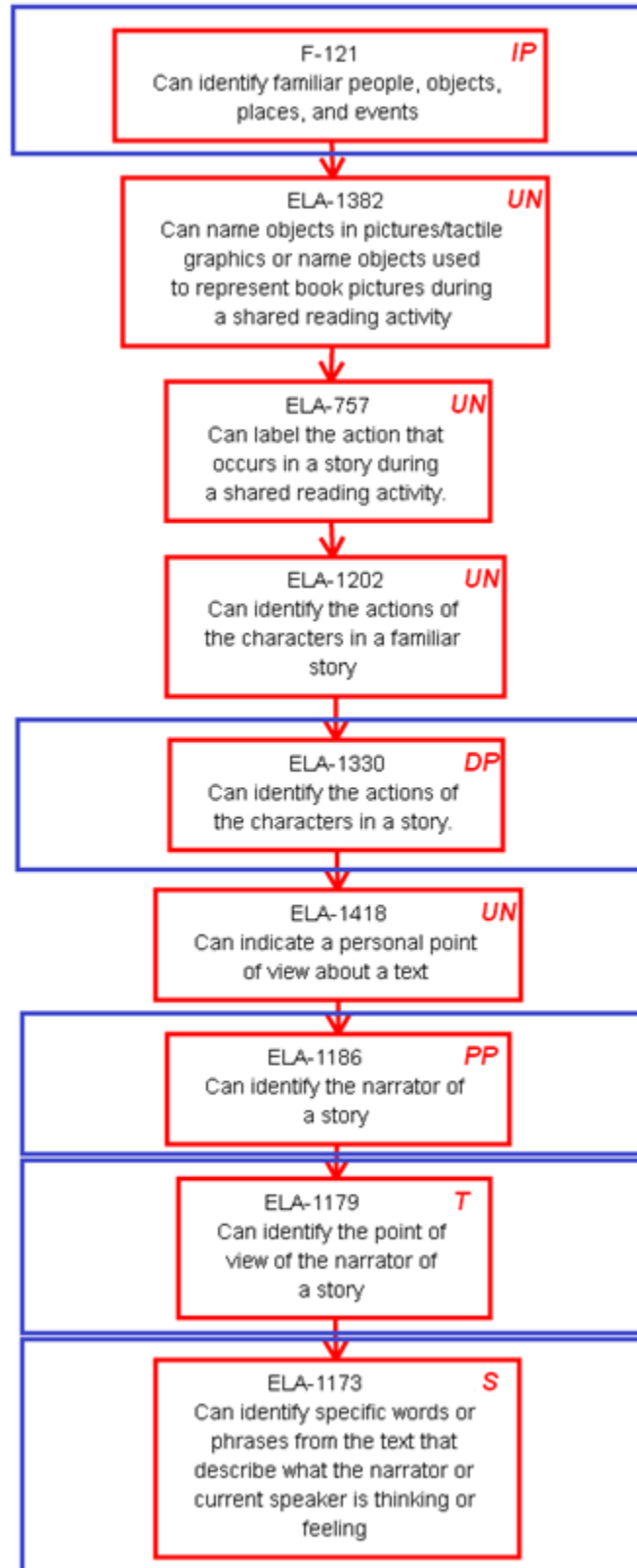
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**ELA.EE.RL.5.6 - Determine the point of view of the narrator.**



## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 5

### ELA.EE.RI.5.2

| Grade-Level Standard  | DLM Essential Element   | Linkage Levels   |
|---|---|--|
| <b>ELA.RI.5.2</b><br>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text | <b>ELA.EE.RI.5.2</b><br>Identify the main idea of a text when it is not explicitly stated | <b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can recognize when he or she encounters familiar people, objects, places, and events</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the concrete details mentioned in beginner level informational texts</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can identify the main idea for a paragraph in an informational text that lacks an explicit statement of the topic</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can determine which details contained within a paragraph of an informational text provide an important contribution to the paragraph's main idea</li> </ul> |

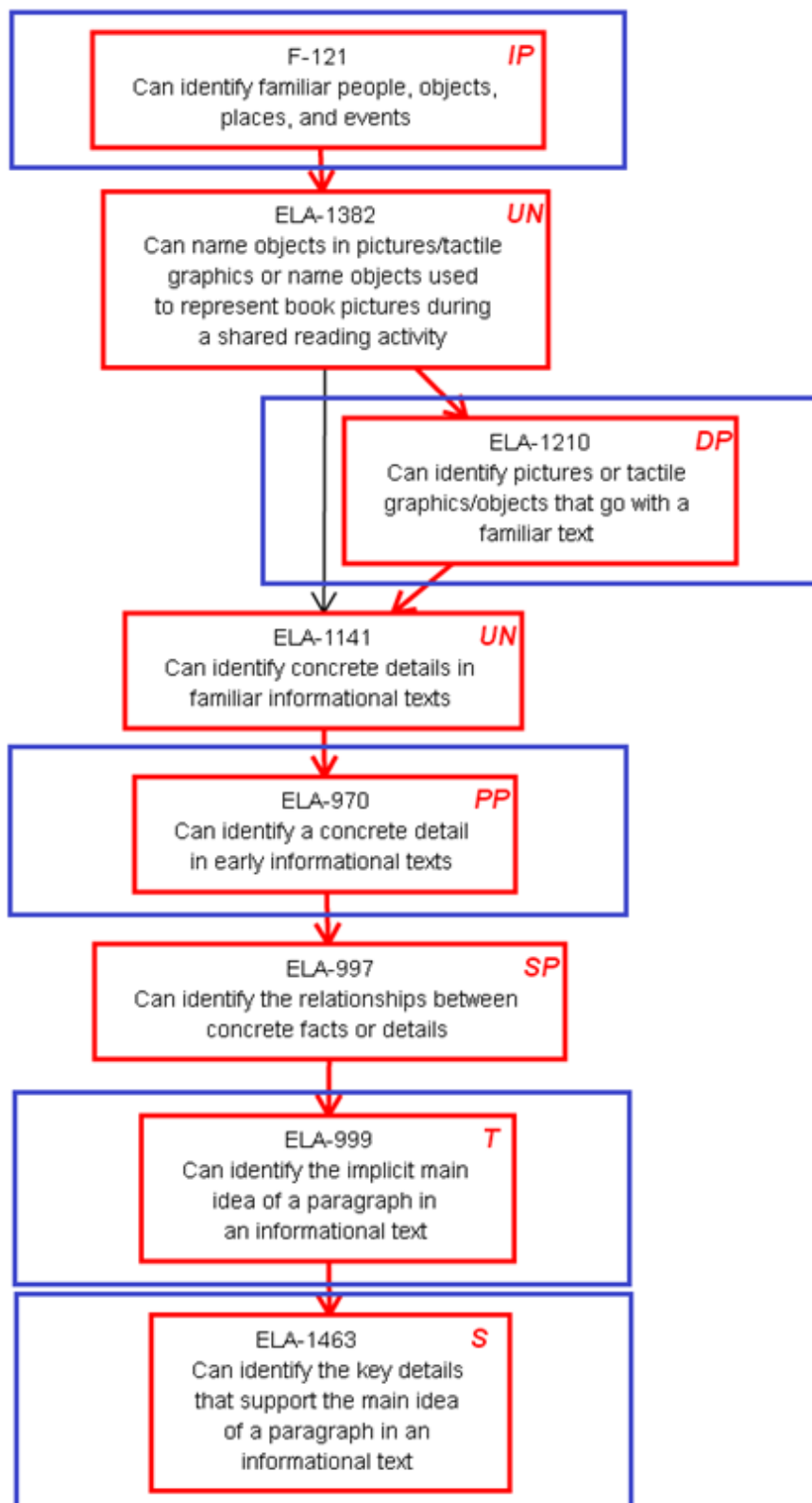
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**ELA.EE.RI.5.2** - Identify the main idea of a text when it is not explicitly stated.



## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 5

### ELA.EE.RI.5.4

| Grade-Level Standard   | DLM Essential Element   | Linkage Levels  |
|--|---|---|
| <b>ELA.RI.5.4</b><br>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area | <b>ELA.EE.RI.5.4</b><br>Determine the meanings of domain-specific words and phrases | <b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can recognize when he or she encounters familiar people, objects, places, and events</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can provide real-life examples of words connected to a use (describe people who are friendly)</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify simple semantic definitions for unambiguous words in a text</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can represent the meaning of domain specific words and phrases in text</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can ascertain how the meaning of an informational text is altered by the specific word choices the author makes</li> </ul> |

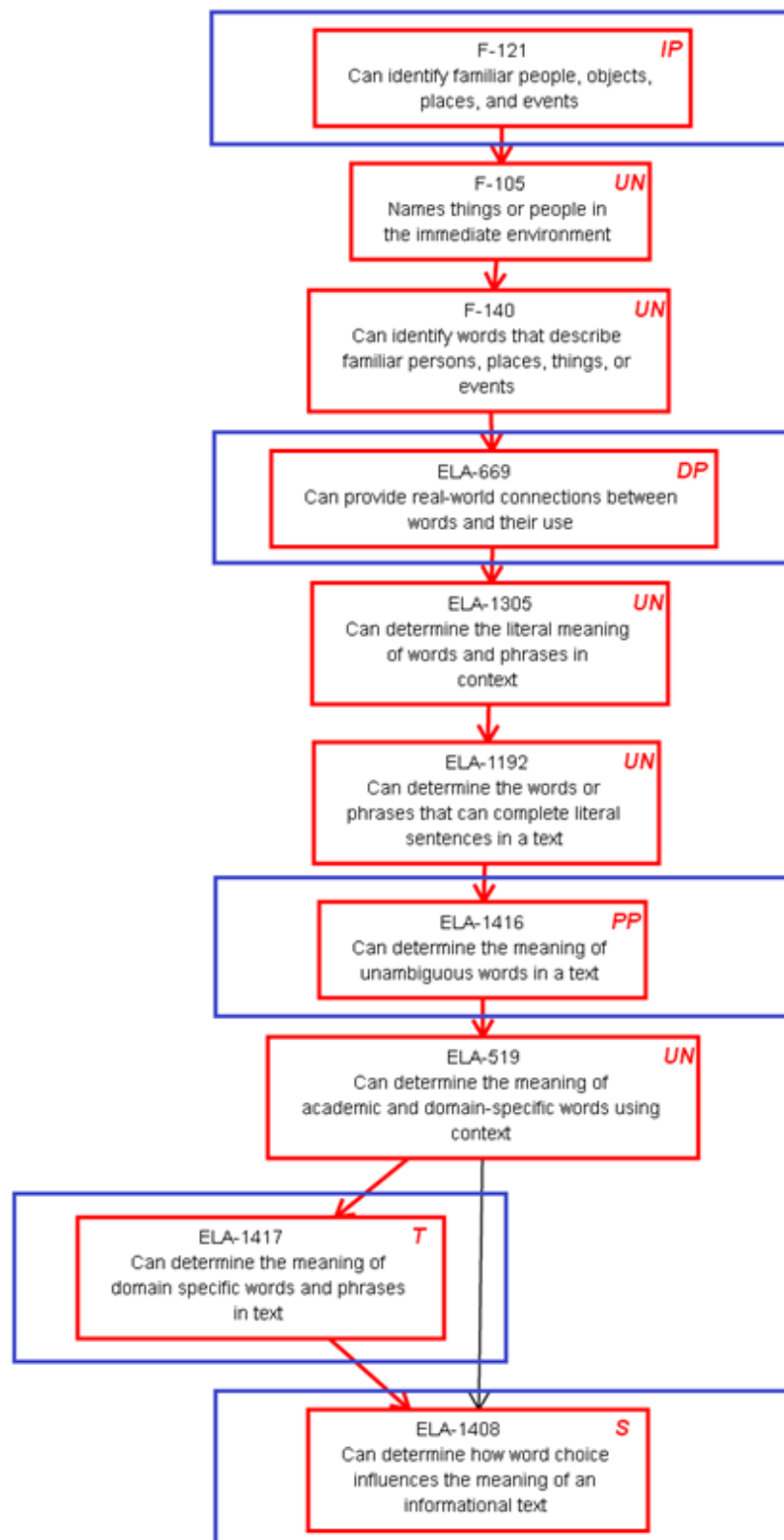
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**ELA.EE.RI.5.4 - Determine the meanings of domain-specific words and phrases.**



## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 5

### ELA.EE.RI.5.8

| Grade-Level Standard   | DLM Essential Element  | Linkage Levels  |
|--|--|---|
| <b>ELA.RI.5.8</b><br>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) | <b>ELA.EE.RI.5.8</b><br>Identify the relationship between a specific point and supporting reasons in an informational text | <b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Identify or name objects that are identical as same. Identify sameness within familiar contexts</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the relationship between multiple concrete facts or details in a literature or informational text</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can find two points made by an author of an informational text that relate to each other</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can find out how specific points made by an author in an informational text relate to the reasons supporting it</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can identify the examples reflecting the points, reasoning, and details (key individuals, events, and ideas) used by the author in an informational text</li> </ul> |

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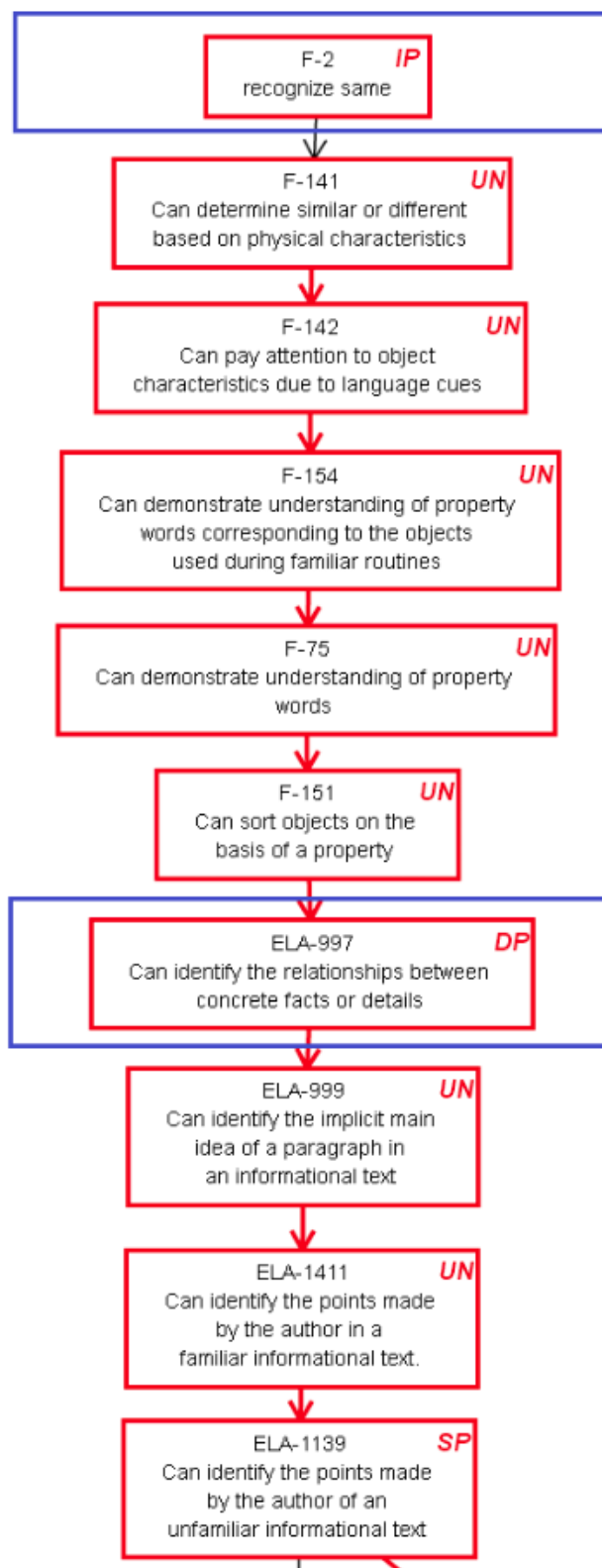
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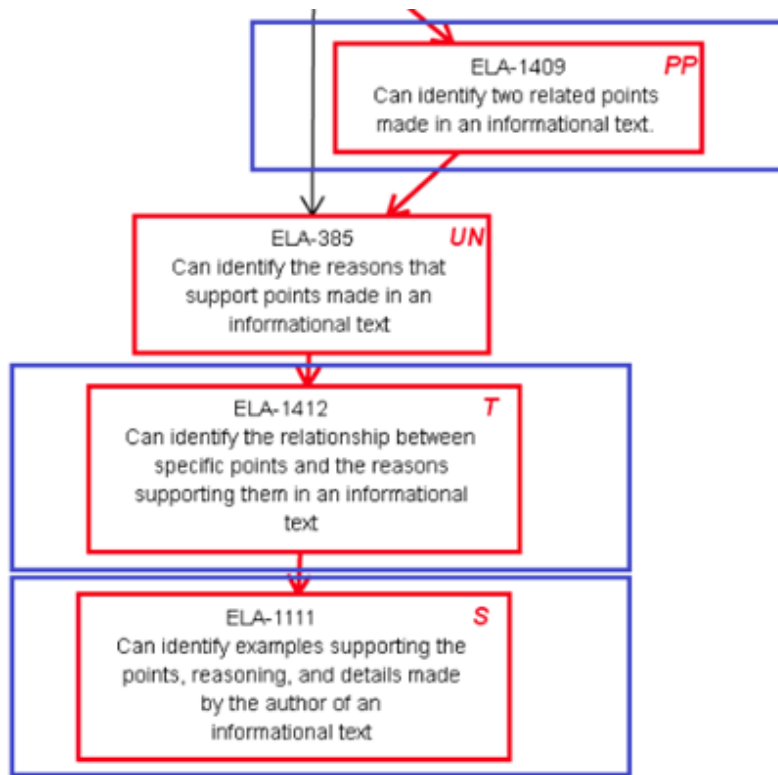
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**ELA.EE.RI.5.8** - Identify the relationship between a specific point and supporting reasons in an informational text.





## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 5

#### ELA.EE.L.5.4.A

| Grade-Level Standard   | DLM Essential Element  | Linkage Levels  |
|--|--|---|
| <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 | <b>ELA.EE.L.5.4.a</b> Use sentence level context to determine which word is missing from a content area text | <p><b>Initial Precursor:</b></p> <ul style="list-style-type: none"> <li>Can demonstrate a receptive understanding of the object words that accompany familiar games or routines</li> </ul> <p><b>Distal Precursor:</b></p> <ul style="list-style-type: none"> <li>Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different</li> </ul> <p><b>Proximal Precursor:</b></p> <ul style="list-style-type: none"> <li>Can determine the meaning of a word when the definition is given using appositives, relative clauses, within a conjunction, or a direct explanation within a text. Examples and restatements may also be used in the sentence</li> </ul> <p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Can identify what word is missing in a written sentence by using the surrounding words in the sentence and the sentence's meaning as clues</li> </ul> <p><b>Successor:</b></p> <ul style="list-style-type: none"> <li>Can identify what word is missing within a text by using the surrounding words and sentences and their meaning as clues to the meaning of the missing word</li> </ul> |

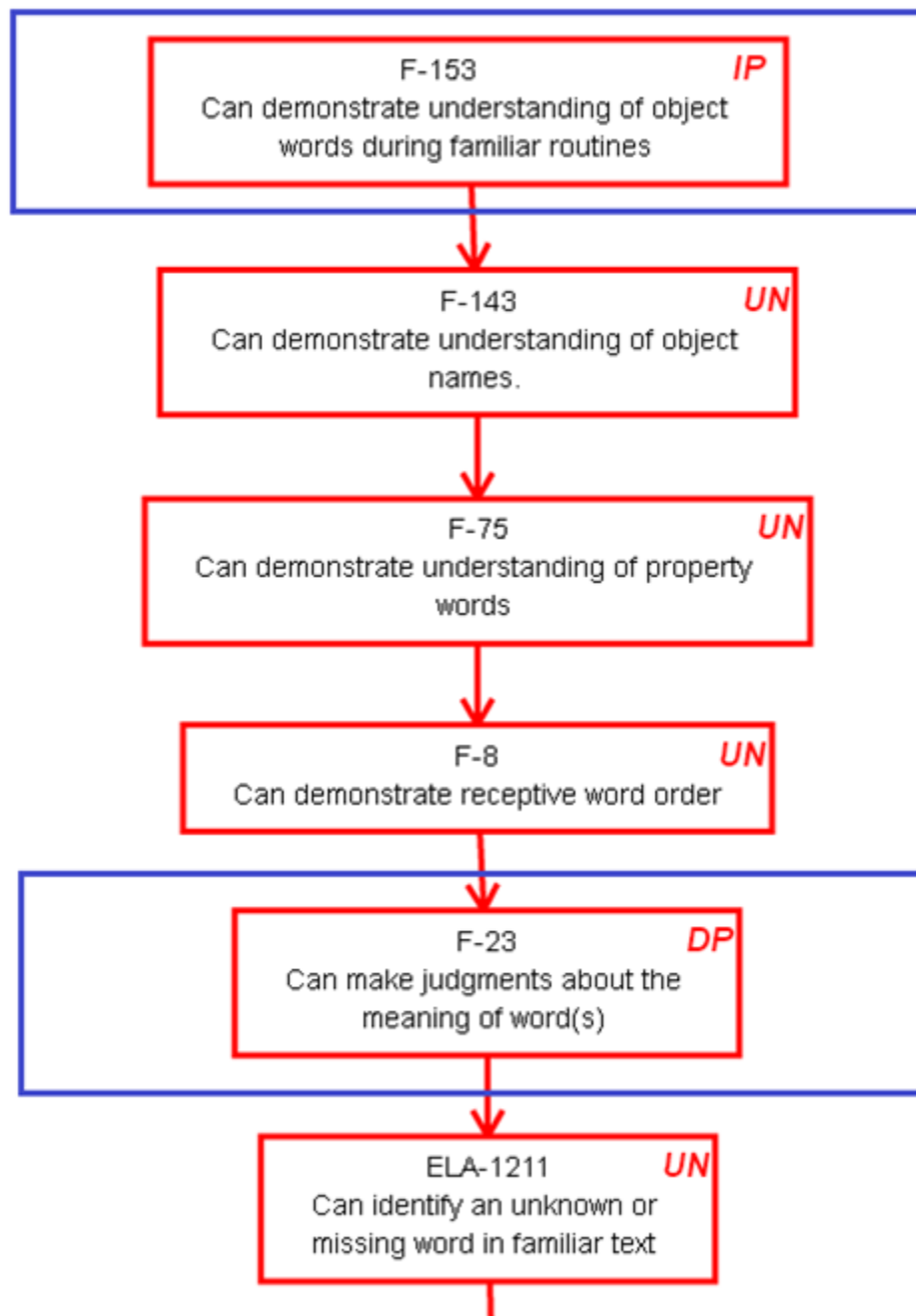
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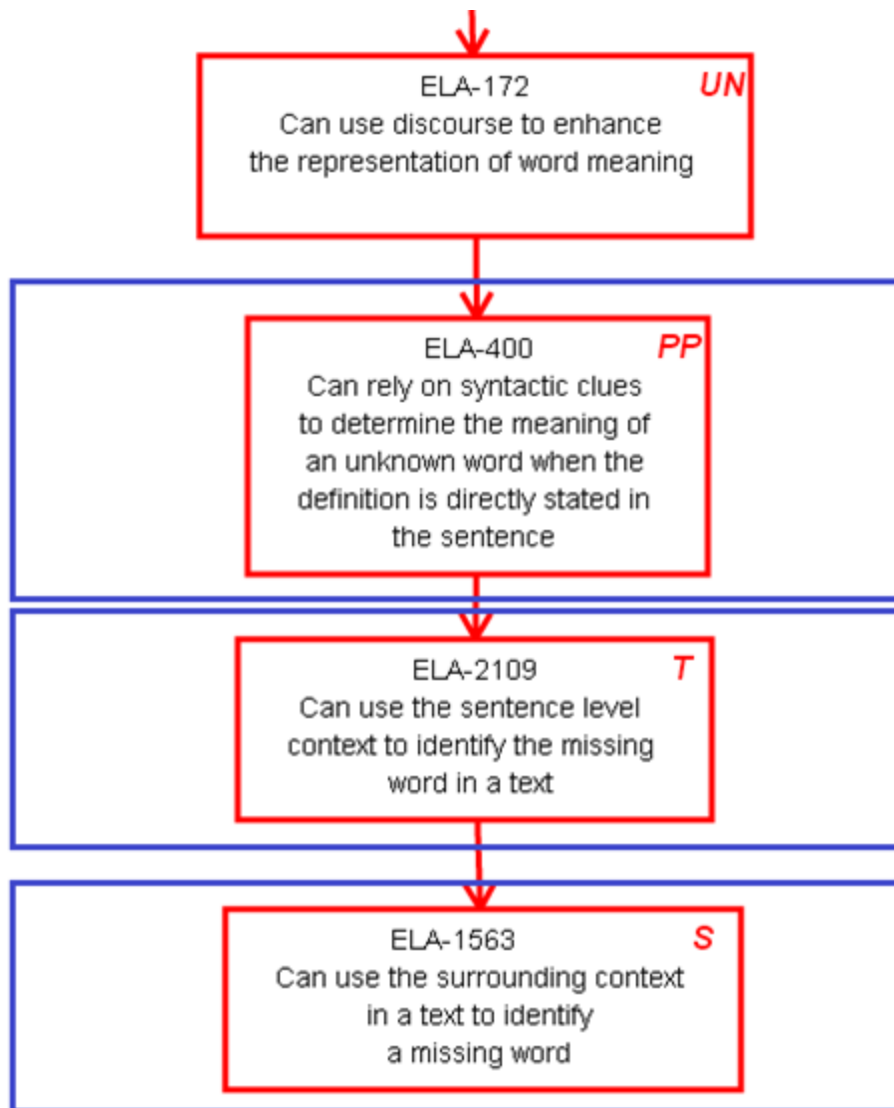
A diagram showing the relationship of nodes in the mini-map appears below.

Key to map codes in upper right corner of node boxes:

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

**ELA.EE.L.5.4.a** - Use sentence level context to determine which word is missing from a content area text.





## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 5

### ELA.EE.L.5.5.c

| Grade-Level Standard   | DLM Essential Element  | Linkage Levels  |
|--|--|---|
| <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 | <b>ELA.EE.L.5.5.c</b><br>Demonstrate understanding of words that have similar meanings | <b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can recognize when he or she encounters familiar people, objects, places, and events</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can determine some of the relevant words for describing people, places, things, or events familiar to the student</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can demonstrate an understanding of words with opposite meanings (e.g., cold, hot, up, down)</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can demonstrate an understanding that when two words have the same meaning, they are synonyms (the student may or may not explicitly use the term synonym, but this term should be used with the student)</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Ceases to overgeneralize words and have proper extension of word meaning</li> </ul> |

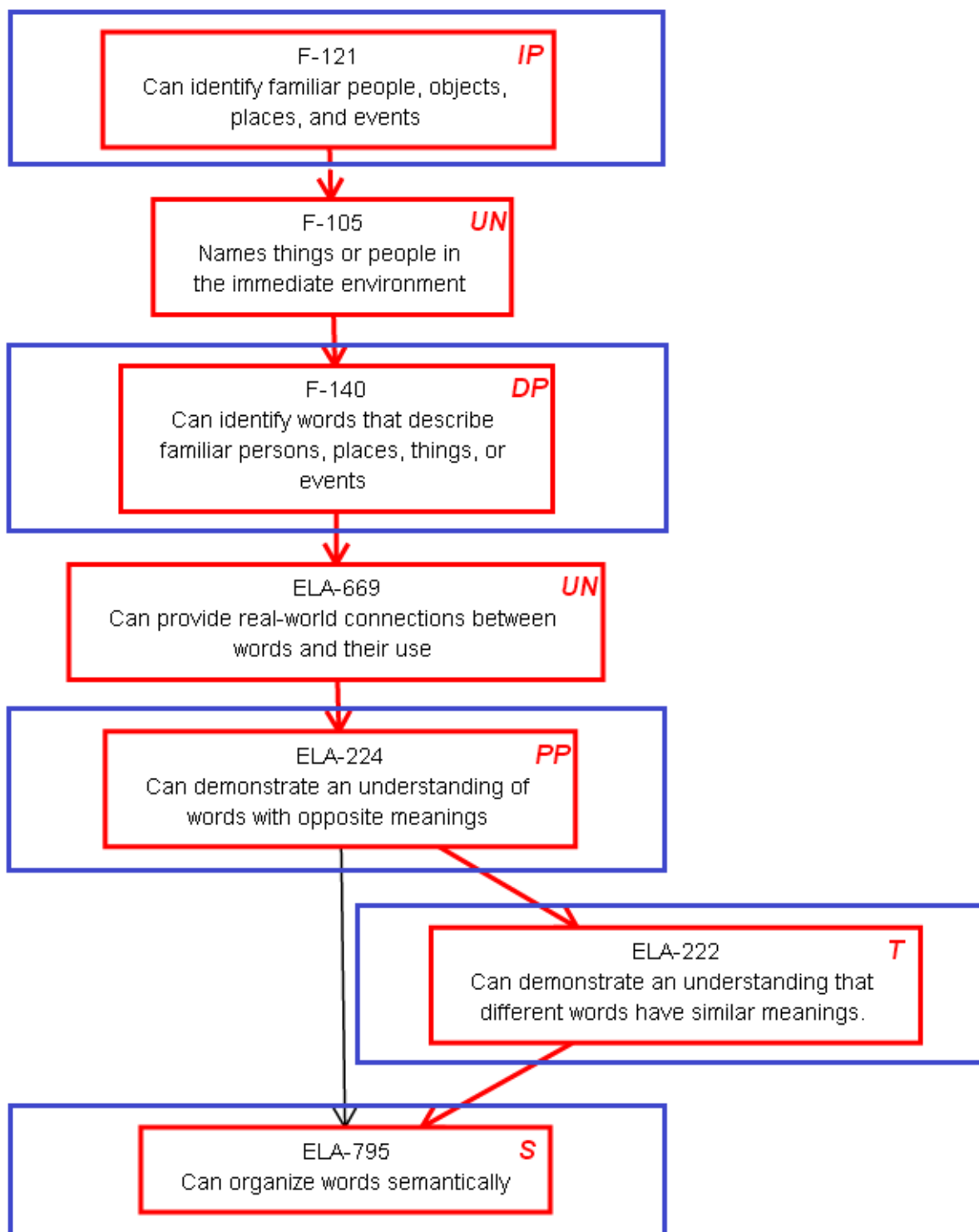
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| T  | Target             |    |            |

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



## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 5

### ELA.EE.RL.5.3

| Grade-Level Standard   | DLM Essential Element  | Linkage Levels   |
|--|--|--|
| <b>ELA.RL.5.3</b><br>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) | <b>ELA.EE.RL.5.3</b><br>Compare two characters in a familiar story | <b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can indicate an object when it is referred to by name</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify character(s) and setting in a familiar story</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can use illustrations and/or details of a text to describe the events</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can compare different characters in a familiar story</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can contrast different characters in a familiar story using specific key details</li> </ul> |

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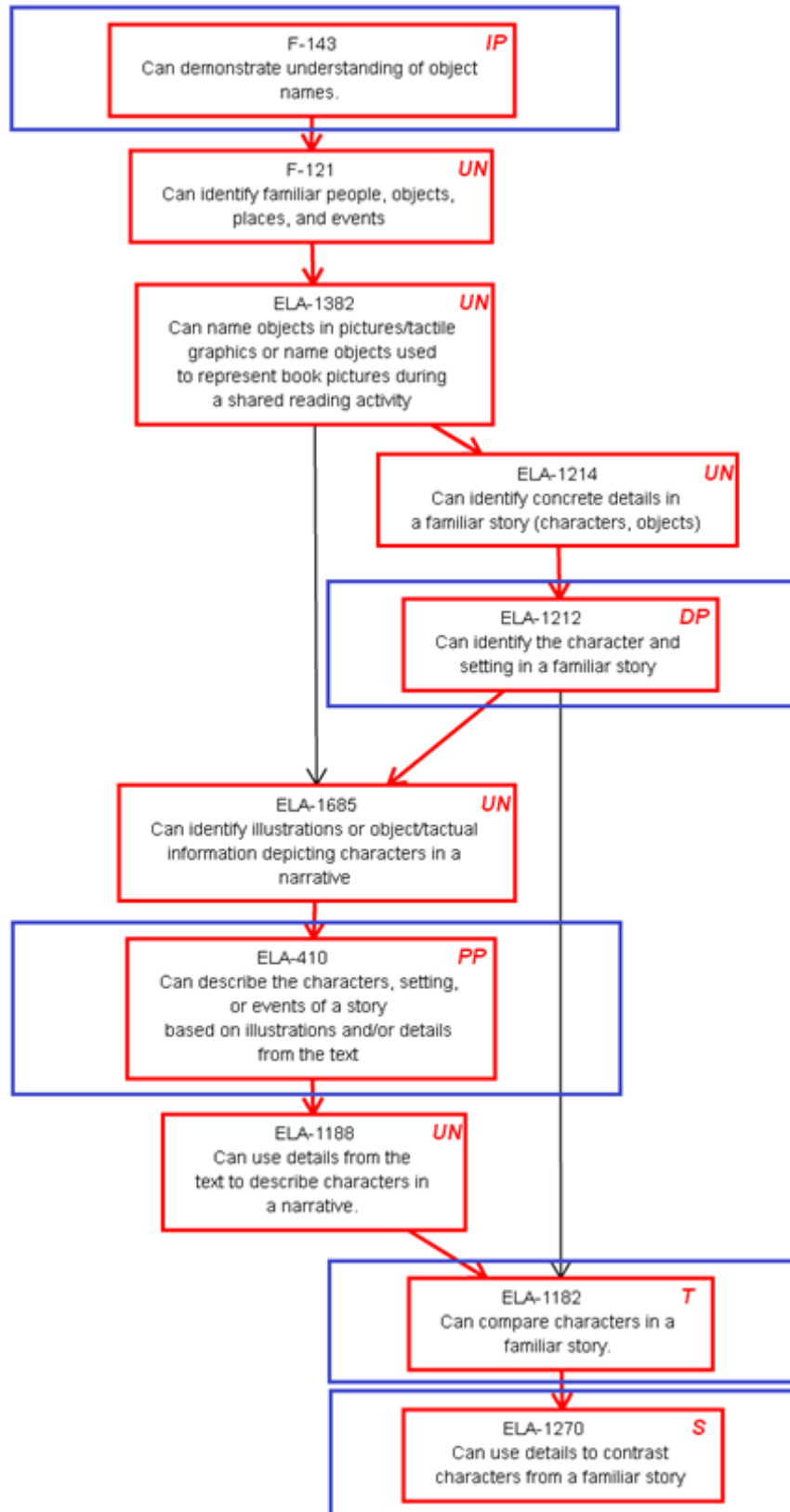
A diagram showing the relationship of nodes in the mini-map appears below.

Key to map codes in upper right corner of node boxes:

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



**ELA.EE.RL.5.3 - Compare two characters in a familiar story.**



## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 5

### ELA.EE.RL.5.5

| Grade-Level Standard   | DLM Essential Element  | Linkage Levels  |
|--|--|---|
| <b>ELA.RL.5.5</b><br>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem | <b>ELA.EE.RL.5.5</b><br>Identify a story element that undergoes change from beginning to end | <b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can indicate an object when it is referred to by name</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>The student can identify characteristic elements of stories in a text, including main character, setting, initiating and resolution events</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>The student will identify an element of the story that undergoes change(s) from beginning to end (e.g., character or setting)</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Student can use information about structure to make determinations about the text</li> </ul> |

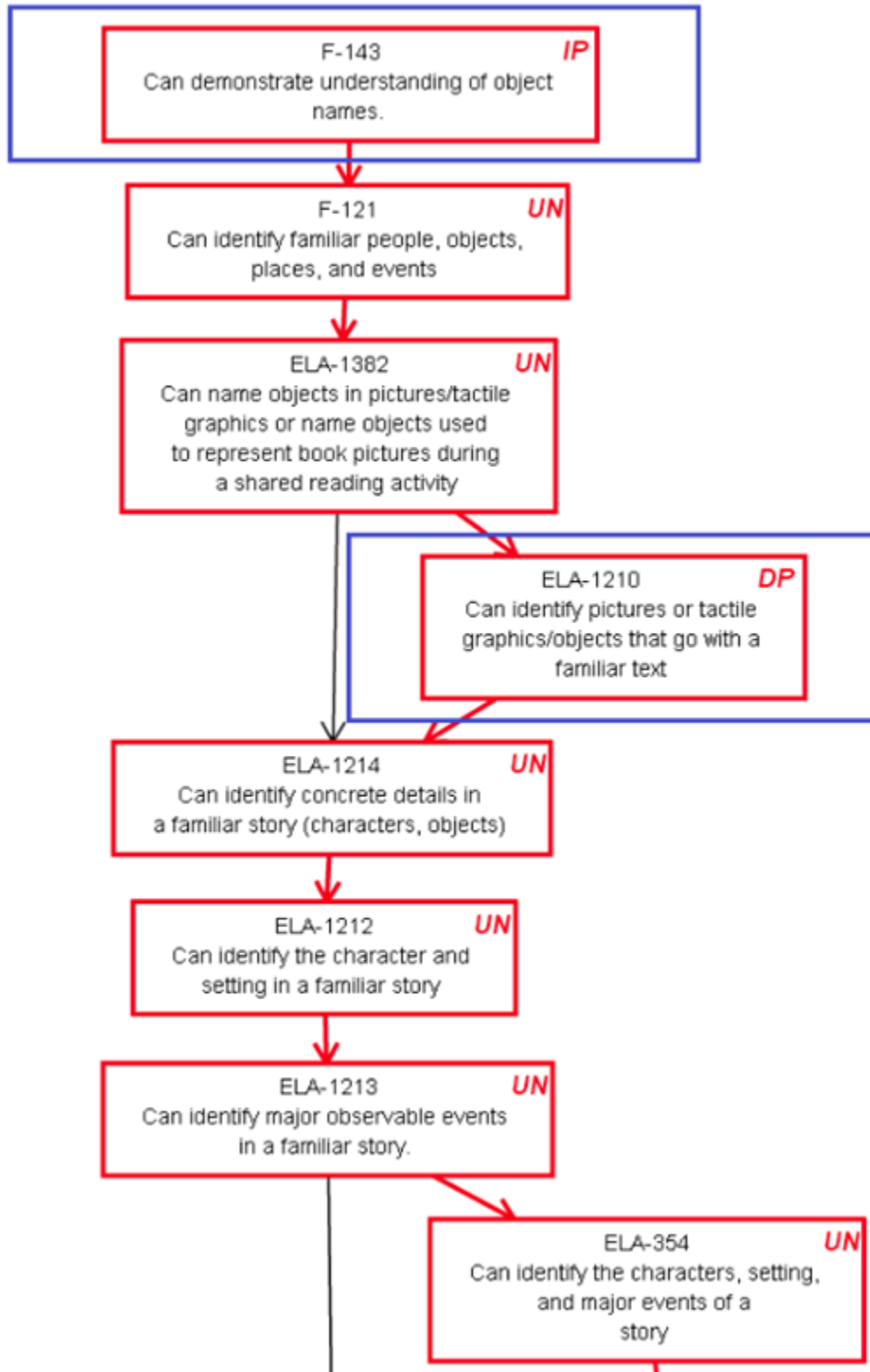
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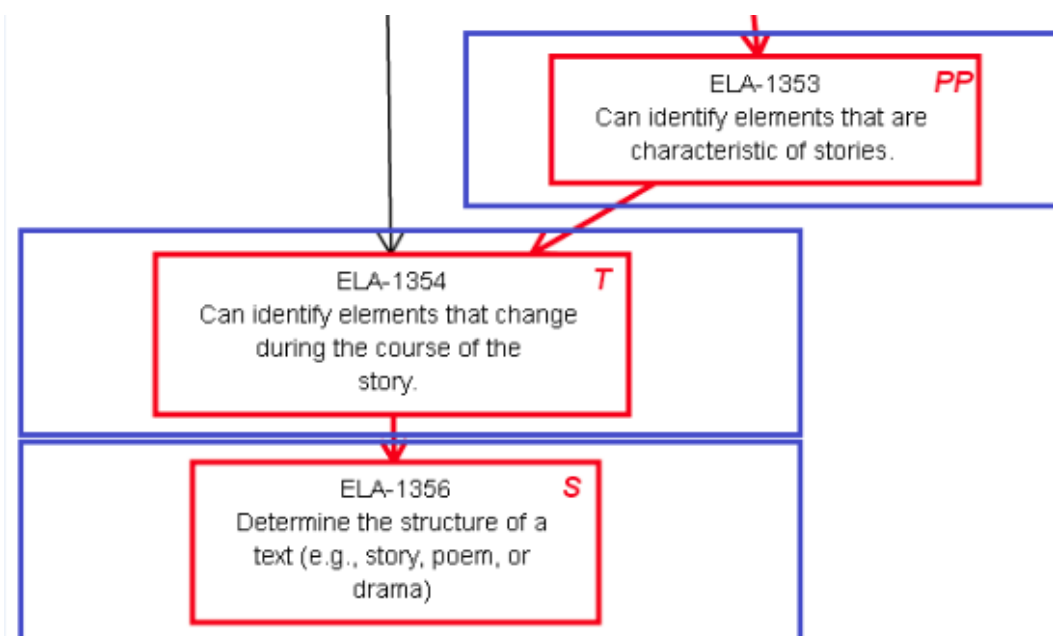
A diagram showing the relationship of nodes in the mini-map appears below.

Key to map codes in upper right corner of node boxes:

|    |                    |    |            |
|----|--------------------|----|------------|
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| PP | Proximal Precursor | UN | Untested   |
| T  | Target             |    |            |

**ELA.EE.RL.5.5 - Identify a story element that undergoes change from beginning to end.**





## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 5

### ELA.EE.RL.5.9

| Grade-Level Standard  | DLM Essential Element  | Linkage Levels  |
|---|--|---|
| <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 | <b>ELA.EE.RL.5.9</b><br>Compare stories, myths, or texts with similar topics or themes | <b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can indicate an object when it is referred to by name</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can understand adjectives in others' speech</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify and recall how characters' actions affect the consequences that occur in the story afterwards</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can determine how two narratives on similar topics or specific themes are similar to one another on their coverage of the topics</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can find the similarities and differences between two narratives with a similar theme or topic</li> </ul> |

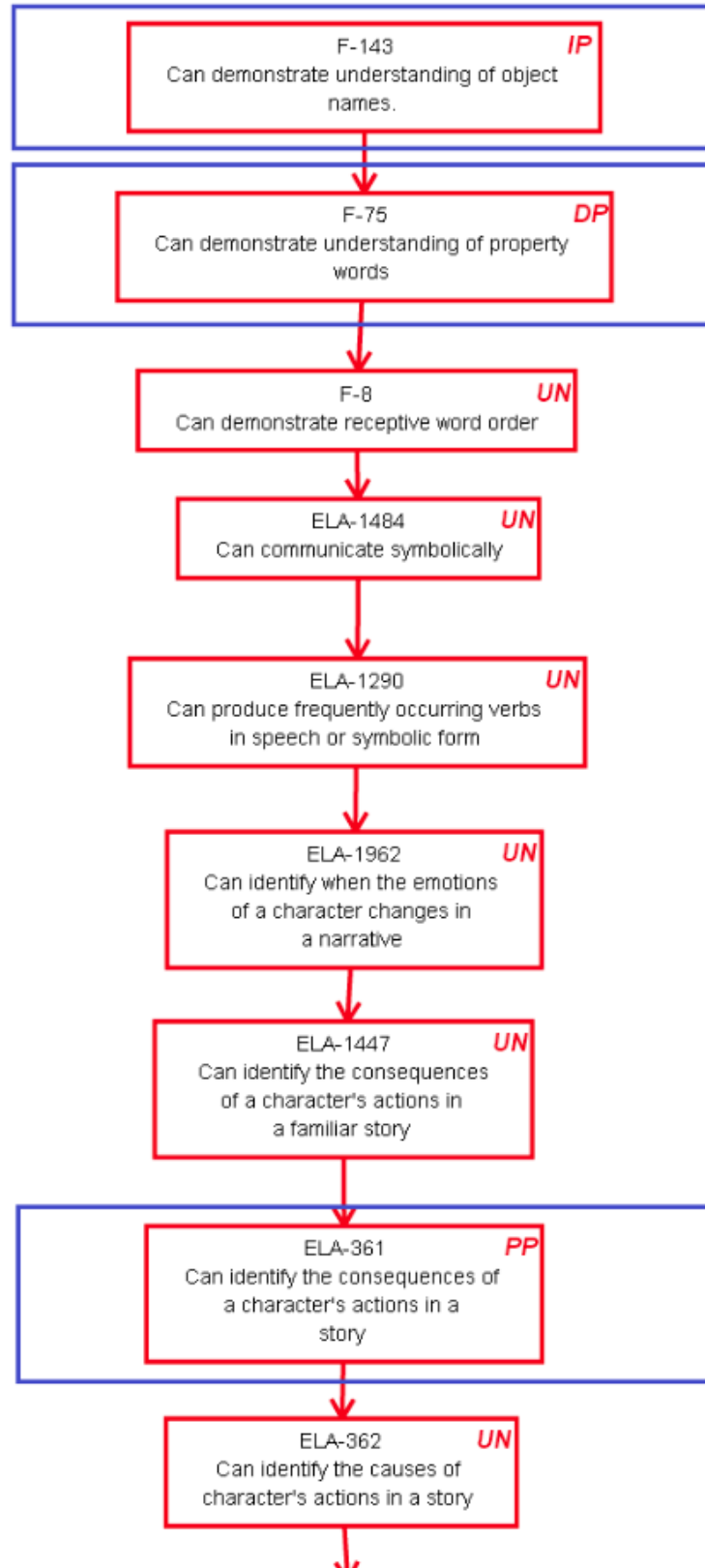
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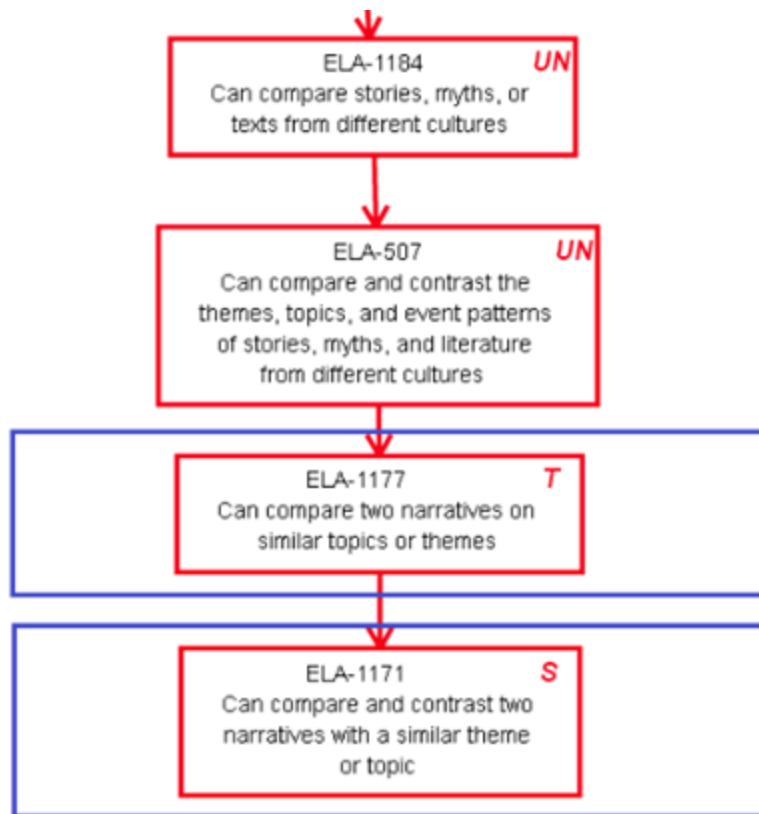
A diagram showing the relationship of nodes in the mini-map appears below.

Key to map codes in upper right corner of node boxes:

|    |                    |    |            |
|----|--------------------|----|------------|
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| DP | Distal Precursor   | S  | Successor  |
| PP | Proximal Precursor | UN | Untested   |
| T  | Target             |    |            |

**ELA.EE.RL.5.9** - Compare stories, myths, or texts with similar topics or themes.





## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 5

### ELA.EE.RI.5.3

| Grade-Level Standard   | DLM Essential Element   | Linkage Levels   |
|--|---|--|
| <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 | <b>ELA.EE.RI.5.3</b><br>Compare two individuals, events, or ideas in a text | <b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can indicate an object when it is referred to by name</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can understand adjectives in others' speech</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the concrete details mentioned in beginner level informational texts</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can find the similarities between the key details, such as the individuals, events, or ideas, located within an informational text</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can find the similarities and differences between the key details located within an informational text</li> </ul> |

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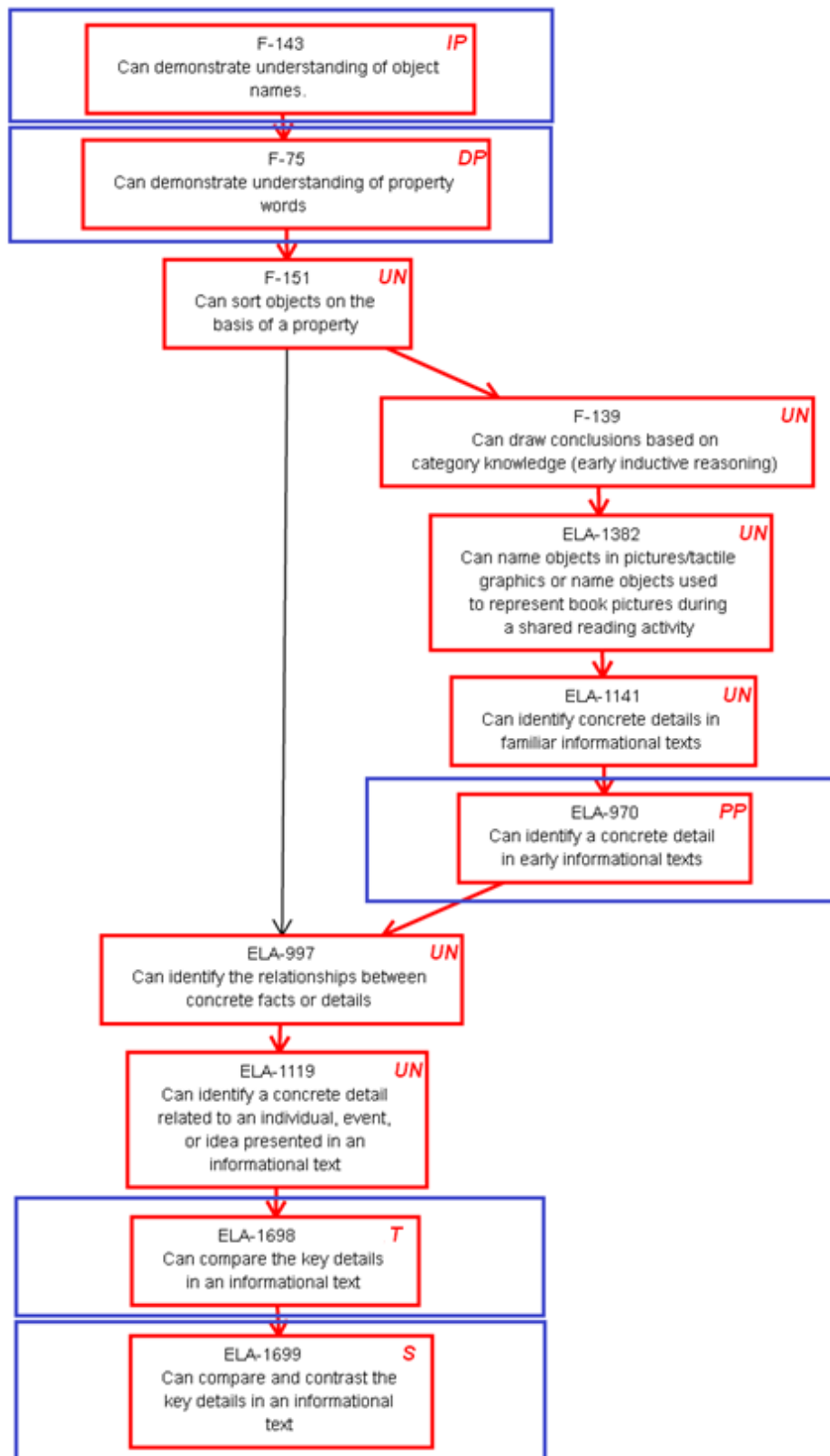
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|    |                    |    |            |
|----|--------------------|----|------------|
| IP | Initial Precursor  | SP | Supporting |
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| PP | Proximal Precursor | UN | Untested   |
| T  | Target             |    |            |



**ELA.EE.RI.5.3 - Compare two individuals, events, or ideas in a text.**



## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 5

### ELA.EE.RI.5.9

| Grade-Level Standard  | DLM Essential Element  | Linkage Levels  |
|---|--|---|
| <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 | <b>ELA.EE.RI.5.9</b><br>Compare and contrast details gained from two texts on the same topic | <p><b>Initial Precursor:</b></p> <ul style="list-style-type: none"> <li>Can indicate an object when it is referred to by name</li> </ul> <p><b>Distal Precursor:</b></p> <ul style="list-style-type: none"> <li>Using their categorical knowledge, can make generalizations about the category to novel instances of that category</li> </ul> <p><b>Proximal Precursor:</b></p> <ul style="list-style-type: none"> <li>Can compare informational texts on the same topic based on the specific details used to discuss the topic</li> </ul> <p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Can compare and contrast informational texts on the same topic based on the specific details used to discuss the topic</li> </ul> <p><b>Successor:</b></p> <ul style="list-style-type: none"> <li>After reading two texts on the same topic, can compare and contrast the main points of each</li> </ul> |

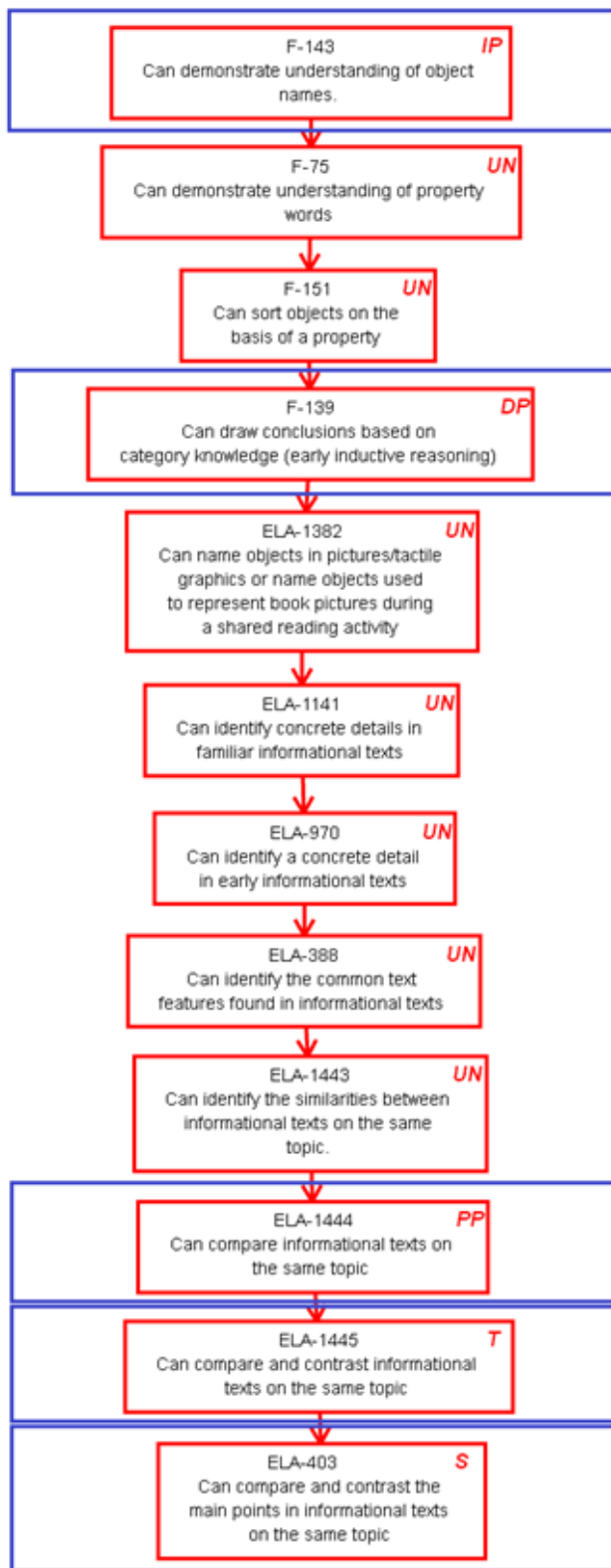
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| PP | Proximal Precursor | UN | Untested   |
| T  | Target             |    |            |

**ELA.EE.RI.5.9 - Compare and contrast details gained from two texts on the same topic.**



## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 5

### ELA.EE.W.5.2.B

| Grade-Level Standard  | DLM Essential Element  | Linkage Levels   |
|---|--|--|
| <b>ELA.W.5.2.b</b><br>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic | <b>ELA.EE.W.5.2.b</b><br>Provide facts, details, or other information related to the topic | <b>EMERGENT WRITING (EW.5):</b> <ul style="list-style-type: none"> <li>• <b>Initial Precursor:</b> Can recognize when he or she encounters familiar people, objects, places, and events</li> <li>• <b>Distal Precursor:</b> Can determine some of the relevant words for describing people, places, things, or events familiar to the student</li> </ul>   |
|   |  | <b>CONVENTIONAL WRITING (CW.5):</b> <ul style="list-style-type: none"> <li>• <b>Proximal Precursor:</b> Can identify the specific details, such as the people, places, things, and events, that occur within a specific personal experience</li> <li>• <b>Target:</b> Student is already able to identify facts and details related to topic from a set of choices. Now they are able to provide written facts, details and/or information about a topic</li> <li>• <b>Successor:</b> Student is able to put facts or details identified about a topic into writing</li> </ul> |

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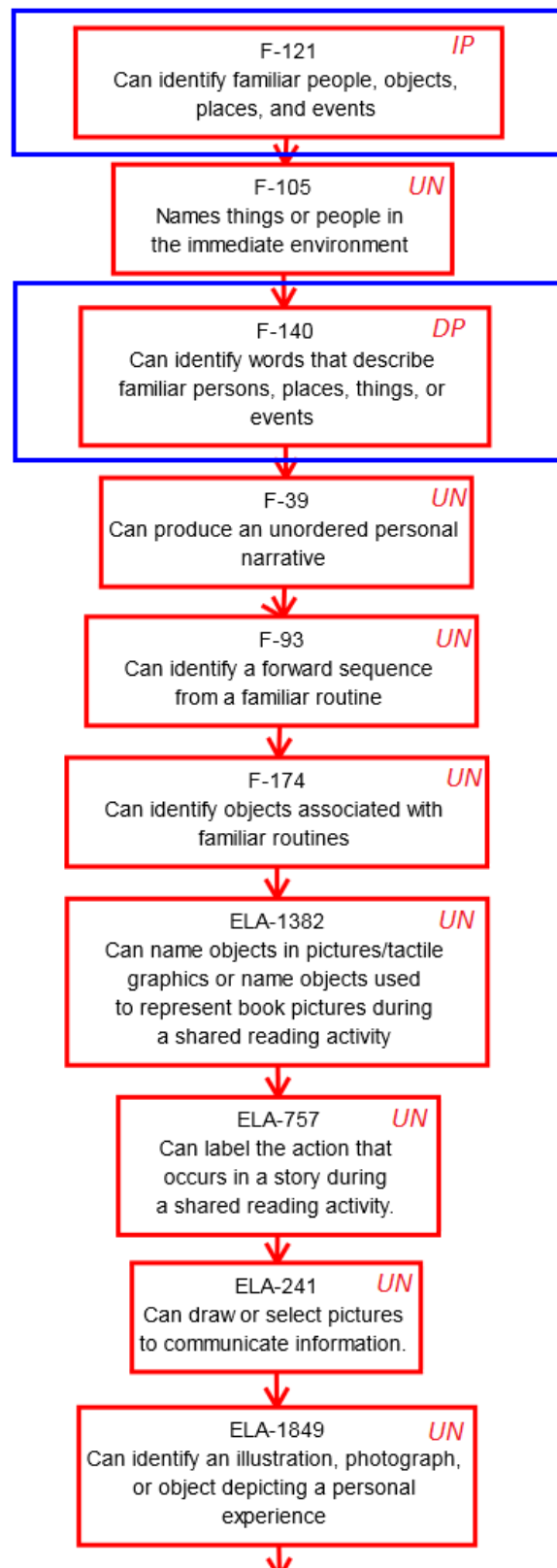
This EE is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The initial and distal precursor nodes are assessed in the emergent writing testlet in Grade 5 with one other Essential Element: EE.W.5.2.a. The proximal precursor, target and successor nodes are assessed in the conventional writing testlet in Grade 5 with one other Essential Element: EE.W.5.2.a.

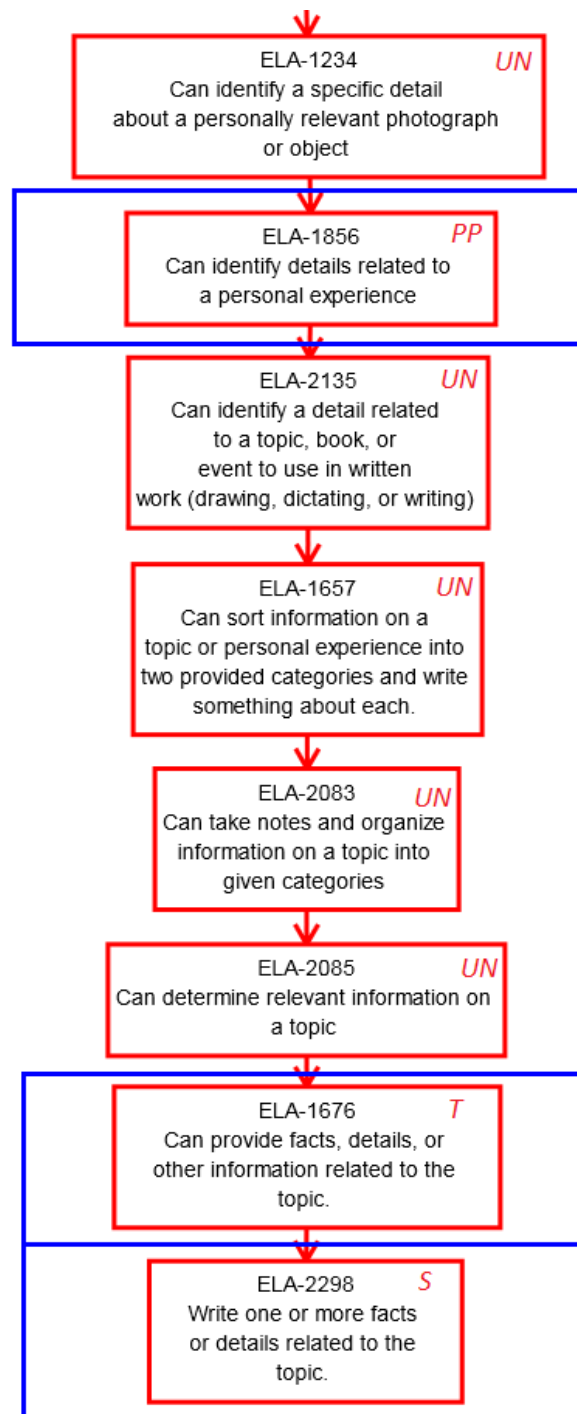
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*Key to map codes in upper right corner of node boxes:*

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| T  | Target             |    |            |

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





## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 5

### ELA.EE.W.5.2.A

| Grade-Level Standard  | DLM Essential Element   | Linkage Levels   |
|---|---|--|
| <b>ELA.W.5.2.a</b><br>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 | <b>ELA.EE.W.5.2.a</b><br>Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate | <b>EMERGENT WRITING (EW.5):</b> <ul style="list-style-type: none"> <li>• <b>Initial Precursor:</b> Given a choice of two objects, uses eye-gaze, physical movement, gesture or vocalization to indicate choice</li> <li>• <b>Distal Precursor:</b> Can respond to wh-questions regarding choice of topic and other questions related to writing about the topic.</li> </ul>  |
|   |   | <b>CONVENTIONAL WRITING (CW.5):</b> <ul style="list-style-type: none"> <li>• <b>Proximal Precursor:</b> Can write about a specific topic using facts and details to describe the topic</li> <li>• <b>Target:</b> Can introduce a topic while writing an informational text and convey information about it including visual, tactual, or multimedia information as appropriate</li> <li>• <b>Successor:</b> Can introduce an informational topic while writing and extend by writing about ideas and information related to the topic</li> </ul> |

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| PP | Proximal Precursor | UN | Untested   |
| T  | Target             |    |            |

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

