### Grade-Level Standard

**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

### DLM Essential Element

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

### Linkage Levels

**Initial Precursor:**
- Demonstrates receptive understanding of the action words that accompany familiar games or routines

**Distal Precursor:**
- Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts

**Proximal Precursor:**
- Can determine if an informational text is providing information about events, giving directions, or providing information on a topic

**Target:**
- Can understand how the title indicates information about or fits the structure of an informational text

**Successor:**
- Taking the structure of the text into account, the student can identify how a fact, step, or event fits into the text
ELA.EE.RI.6.5 - Determine how the title fits the structure of the text.
ELA-1375
Identify detail in an informational text or its illustrations.

ELA-1378
Identify elements that are characteristic of informational texts

ELA-1379
Determine if a text tells about events, gives directions, or provides information on a topic.

ELA-1380
Determine how the title fits the structure of the text

ELA-1381
Determine how a fact, step, or event fits into the overall structure of the text
<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| ELA.EE.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | ELA.EE.RL.6.1 Determine what a text says explicitly as well as what simple inferences must be drawn | Initial Precursor:  
- Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object  
Distal Precursor:  
- Can identify the key elements in a story, including the main characters, setting, and the major events  
Proximal Precursor:  
- Can identify the concrete details, such as characters, objects, setting, and major events that are specifically stated in a narrative text  
Target:  
- Can analyze a narrative and differentiate between explicitly-stated information and implications in the text that require an inference  
Successor:  
- Can analyze a narrative to identify where it expresses information explicitly and where inferences should be made to determine the implicit information underlying the explicit information |

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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
- DP Distal Precursor
- PP Proximal Precursor
- T Target
- SP Supporting
- S Successor
- UN Untested
ELA.EE.RL.6.1 - Determine what a text says explicitly as well as what simple inferences must be drawn.
### Grade-Level Standard

**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

### DLM Essential Element

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

### Linkage Levels

<table>
<thead>
<tr>
<th>Initial Precursor:</th>
<th>Can pair an object with a picture, tactile graphic, or other symbolic representation of the object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distal Precursor:</td>
<td>Can identify elements in a story (characters, other key details in the text) when asked</td>
</tr>
<tr>
<td>Proximal Precursor:</td>
<td>Can identify what the overall goal or main idea of a single episode is in a narrative by inferring from the characters, settings, and actions</td>
</tr>
<tr>
<td>Target:</td>
<td>Can determine the details that provide for the foundation of the theme in a narrative</td>
</tr>
<tr>
<td>Successor:</td>
<td>Can determine the events that provide for the foundation of the theme in a narrative</td>
</tr>
</tbody>
</table>

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</tr>
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</tr>
<tr>
<td>T</td>
<td>Target</td>
</tr>
<tr>
<td>SP</td>
<td>Supporting</td>
</tr>
<tr>
<td>S</td>
<td>Successor</td>
</tr>
<tr>
<td>UN</td>
<td>Untested</td>
</tr>
</tbody>
</table>

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ELA.EE.RL.6.2 Copyright © 2018 University of Kansas Center for Research. All rights reserved. 1 of 3
ELA.EE.RL.6.2 - Identify details in a text that are related to the theme or central idea.
ELA-1057
Can identify the overall goal or main idea of a single episode

ELA-1331
Can identify the general theme of a familiar story when asked.

ELA-753
Can identify the general theme of a narrative when asked

ELA-1345
Can identify the specific theme of a story

ELA-1175
Can identify details that are related to the theme of a narrative

ELA-1481
Can identify events that are related to the theme of a narrative
<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| 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 | Initial Precursor:  
  - Can understand adjectives in others’ speech  
Distal Precursor:  
  - Can demonstrate an understanding of words with opposite meanings (e.g., cold, hot, up, down)  
Proximal Precursor:  
  - Can understanding that words might have a slightly different meaning or use depending on the specific context in which they are used  
Target:  
  - Can ascertain how the meaning of a narrative is influenced by the author's choice of words  
Successor:  
  - Can infer word meaning using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, summary, and cause/effect |

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- SP = Supporting
- DP = Distal Precursor
- S = Successor
- PP = Proximal Precursor
- UN = Untested
- T = Target
ELA.EE.RL.6.4 - Determine how word choice changes the meaning in a text.
## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

**ELA: GRADE 6**

**ELA.EE.RL.6.6**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RL.6.6</td>
<td>ELA.EE.RL.6.6</td>
<td></td>
</tr>
<tr>
<td>Explain how an author develops the point of view of the narrator or speaker in a text</td>
<td>Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can recognize when he or she encounters familiar people, objects, places, and events</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify the feelings of specific characters in narratives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine who the narrator is in a story he or she is reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can describe what the narrator or current speaker is thinking or feeling by identifying relevant words or phrases, such as &quot;I ruminated on the missed opportunity at catching the thief on that fateful night at the mansion&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Compares the points of views of two characters or narrators in a text</td>
</tr>
</tbody>
</table>

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- PP = Proximal Precursor
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- T = Target
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.
### ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

#### ELA: GRADE 6

#### ELA.EE.RI.6.1

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.6.1</td>
<td>ELA.EE.RI.6.1</td>
<td></td>
</tr>
</tbody>
</table>
| Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | Analyze a text to determine what it says explicitly as well as what inferences should be drawn | Initial Precursor:  
  - Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object |
|                      |                       | Distal Precursor:  
  - 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 |
|                      |                       | Proximal Precursor:  
  - Able to identify explicit details in an informational text |
|                      |                       | Target:  
  - Can analyze an informational text and differentiate between explicitly-stated information and implications in the text that require an inference |
|                      |                       | Successor:  
  - Student can determine both explicit information and can identify within the text where an inference is needed (they still don’t necessarily have to be able to make the inference) |

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- IP Initial Precursor
- SP Supporting
- DP Distal Precursor
- S Successor
- PP Proximal Precursor
- UN Untested
- T Target
ELA.EE.RI.6.1 - Analyze a text to determine what it says explicitly as well as what inferences should be drawn.
### ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

**ELA: GRADE 6**

**ELA.EE.RI.6.2**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.6.2</td>
<td>ELA.EE.RI.6.2</td>
<td></td>
</tr>
</tbody>
</table>
| 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 | Determine the main idea of a passage and details or facts related to it | **Initial Precursor:**
|                      |                       | • Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines |
|                      |                       | **Distal Precursor:**
|                      |                       | • Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts |
|                      |                       | **Proximal Precursor:**
|                      |                       | • Can determine which details in a paragraph of an informational text are important |
|                      |                       | **Target:**
|                      |                       | • Can determine which details contained within a paragraph of an informational text provide an important contribution to the paragraph’s main idea |
|                      |                       | **Successor:**
|                      |                       | • Can determine which key details in an informational text support the main idea of the whole text or a section of it |

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- SP: Supporting
- DP: Distal Precursor
- S: Successor
- PP: Proximal Precursor
- UN: Untested
- T: Target
ELA.EE.RI.6.2 - Determine the main idea of a passage and details or facts related to it.
ELA-401
Can identify the main idea in a single paragraph when it appears explicitly in the first sentence

ELA-1463
Can identify the key details that support the main idea of a paragraph in an informational text

ELA-999
Can identify the implicit main idea of a paragraph in an informational text

ELA-1462
Can identify the key details in a paragraph of an informational text

ELA-973
Can identify the key details that support the main ideas of an informational text
### Grade-Level Standard

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</td>
<td>ELA.EE.RI.6.4 Determine how word choice changes the meaning of a text</td>
<td></td>
</tr>
</tbody>
</table>

**Initial Precursor:**
- Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines

**Distal Precursor:**
- Can demonstrate an understanding of words with opposite meanings (e.g., cold, hot, up, down)

**Proximal Precursor:**
- Can understand that words might have a slightly different meaning or use depending on the specific context in which they are used

**Target:**
- Can ascertain how the meaning of an informational text is altered by the specific word choices the author makes

**Successor:**
- Can determine how word choice in an informational text is used to persuade or inform

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<tr>
<td>PP</td>
<td>Proximal Precursor</td>
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<tr>
<td>SP</td>
<td>Supporting</td>
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<tr>
<td>S</td>
<td>Successor</td>
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<tr>
<td>UN</td>
<td>Untested</td>
</tr>
<tr>
<td>T</td>
<td>Target</td>
</tr>
</tbody>
</table>

Key to map codes in upper right corner of node boxes:
ELA.EE.RI.6.4 - Determine how word choice changes the meaning of a text.
ELA-1236
Can demonstrate an understanding that words have different uses in different contexts

ELA-1408
Can determine how word choice influences the meaning of an informational text

ELA-1091
Can determine how word choice in an informational text is used to persuade or inform
# Essential Element, Linkage Levels, and Mini-Map

## ELA: Grade 6

### ELA.EE.RI.6.6

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.6.6</td>
<td>ELA.EE.RI.6.6</td>
<td></td>
</tr>
<tr>
<td>Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text</td>
<td>Identify words or phrases in the text that describe or show the author’s point of view</td>
<td></td>
</tr>
</tbody>
</table>

**Initial Precursor:**
- Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines

**Distal Precursor:**
- Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts

**Proximal Precursor:**
- Can identify the relationship between multiple concrete facts or details in a literature or informational text

**Target:**
- Can identify words or phrases for determining the point of view of an informational text’s author

**Successor:**
- Can identify the author’s point of view or purpose for writing an informational text on the topic at hand. The point of view of an author is his/her physical or mental relationship with a specific event or area of a general topic

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<tr>
<td>PP</td>
<td>Proximal Precursor</td>
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<tr>
<td>T</td>
<td>Target</td>
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<tr>
<td>SP</td>
<td>Supporting</td>
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<tr>
<td>S</td>
<td>Successor</td>
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<td>UN</td>
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ELA.EE.RI.6.6 - Identify words or phrases in the text that describe or show the author’s point of view.
ELA-1444
Can compare informational texts on the same topic

ELA-1109
Can identify words or phrases in an informational text that describes or demonstrates the author's point of view

ELA-1240
Can determine the author's point of view or purpose for writing an informational text
<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| 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 | ELA.EE.RI.6.8 Distinguish claims in a text supported by reason | **Initial Precursor:**  
- Can demonstrate an understanding that objects differ in the physical characteristics and can make judgments of similarity or difference based on the physical characteristics of objects  
**Distal Precursor:**  
- Can identify the details that have some relationship to the topic of a paragraph in an informational text  
**Proximal Precursor:**  
- Can determine the details used to defend a claim in a text  
**Target:**  
- Can distinguish between claims that a speaker or author supports with evidence from those that are not factually supported  
**Successor:**  
- Can determine the specific points that an author or speaker uses that corroborate and support a claim |

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- **DP**  Distal Precursor
- **PP**  Proximal Precursor
- **T**  Target
- **SP**  Supporting
- **S**  Successor
- **UN**  Untested
**ELA.EE.RI.6.8** - Distinguish claims in a text supported by reason.
## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP
### ELA: GRADE 6
#### EE.L.6.5.A

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.L.6.5.a</td>
<td>ELA.EE.L.6.5.a</td>
<td></td>
</tr>
<tr>
<td>Interpret figures of speech (e.g., personification) in context</td>
<td>Identify the meaning of simple similes (e.g., The man was as big as a tree.)</td>
<td></td>
</tr>
</tbody>
</table>

**Initial Precursor:**
- Can understand adjectives in others’ speech

**Distal Precursor:**
- Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones

**Proximal Precursor:**
- Can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., "sweet")

**Target:**
- Can determine the meaning of similes and metaphors

**Successor:**
- Can interpret figures of speech (or phrases that go beyond a literal interpretation) including idioms, metaphors, and similes

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- UN: Untested
- T: Target
ELA.EE.L.6.5.a - Identify the meaning of simple similes (e.g., The man was as big as a tree.).
ELA-1392
Can determine the meaning of multiple meaning words in text (support of context)

ELA-2165
Can determine the figurative meaning of a word or phrase using the context

ELA-2126
Can demonstrate an understanding of common idioms in communication

ELA-1319
Can demonstrate an understanding of similes and metaphors

ELA-667
Can explain the meaning of simple similes and metaphors

ELA-1323
Interpret figures of speech.
## Essential Element, Linkage Levels, and Mini-Map
### ELA: Grade 6
### ELA.EE.L.6.5.b

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

**Initial Precursor:**
- Using their categorical knowledge, can make generalizations about the category to novel instances of that category

**Distal Precursor:**
- Can demonstrate an understanding of words with opposite meaning (e.g., cold, hot, up, down)

**Proximal Precursor:**
- Can identify two adjectives or two verbs with a largely opposite meaning

**Target:**
- Can determine which words relate to a target word by having similar or different meanings. This includes words varying in how similar or different in meaning they are to a target word

**Successor:**
- Can determine the synonyms and antonyms of a target word based on the similarities and differences in their meaning

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

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ELA.EE.L.6.5.B  Copyright © 2018 University of Kansas Center for Research. All rights reserved. 1 of 2
ELA.EE.L.6.5.b - Demonstrate understanding of words by identifying other words with similar and different meanings.

- F-139: Can draw conclusions based on category knowledge (early inductive reasoning)
- ELA-224: Can demonstrate an understanding of words with opposite meanings
- ELA-229: Can identify words with the opposite meanings
- ELA-672: Can identify words with similar or different meanings to a target word
- ELA-2108: Can identify the synonyms and antonyms of a target word
## Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 6**

**ELA.EE.RL.6.3**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RL.6.3</td>
<td>ELA.EE.RL.6.3</td>
<td></td>
</tr>
</tbody>
</table>
| 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 | Can identify how a character responds to a challenge in a story | Initial Precursor:  
  - Can perform requested actions on objects.  
    ("Kiss it. Throw it.")  

Distal Precursor:  
  - Student can identify the explicitly-stated actions of characters in a story  

Proximal Precursor:  
  - Can identify how a character’s actions make them feel OR can identify how the character’s desires or feelings lead to an action  

Target:  
  - Student can correctly identify how a character responds to a challenge that is presented within a story  

Successor:  
  - Can identify and recall how characters’ actions affect the consequences that occur in the story afterwards |

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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.6.3 - Can identify how a character responds to a challenge in a story.
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>ELA.RL.6.5</strong></td>
<td><strong>ELA.EE.RL.6.5</strong></td>
<td><strong>Initial Precursor:</strong></td>
</tr>
<tr>
<td>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</td>
<td>Determine the structure of a text (e.g., story, poem, or drama)</td>
<td>Can recognize when he or she encounters familiar people, objects, places, and events</td>
</tr>
<tr>
<td><strong>Distal Precursor:</strong></td>
<td>Can identify elements in a story (characters, other key details in the text) when asked</td>
<td></td>
</tr>
<tr>
<td><strong>Proximal Precursor:</strong></td>
<td>Can determine the events that come at the beginning, middle, and end of a narrative containing a clear and linear text structure</td>
<td></td>
</tr>
<tr>
<td><strong>Target:</strong></td>
<td>Student can use information about structure to make determinations about what comes next in a text</td>
<td></td>
</tr>
<tr>
<td><strong>Successor:</strong></td>
<td>Student can compare the structure of two or more texts (e.g., stories, poems, or dramas)</td>
<td></td>
</tr>
</tbody>
</table>

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

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- **DP** - Distal Precursor
- **PP** - Proximal Precursor
- **T** - Target
- **SP** - Supporting
- **S** - Successor
- **UN** - Untested
ELA.EE.RL.6.5 - Determine the structure of a text (e.g., story, poem, or drama).
## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP
### ELA: GRADE 6
### ELA.EE.RI.6.3

<table>
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<tr>
<td>ELA.RI.6.3</td>
<td>ELA.EE.RI.6.3</td>
<td></td>
</tr>
</tbody>
</table>
| Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes) | Identify a detail that elaborates upon individuals, events, or ideas introduced in a text | Initial Precursor:  
  - Can determine some of the relevant words for describing people, places, things, or events familiar to the student  
Distal Precursor:  
  - Can provide real-life examples of words connected to a use (describe people who are friendly)  
Proximal Precursor:  
  - Can determine whether a concrete detail is related to an individual, event, or idea discussed in an informational text  
Target:  
  - Can determine when specific details provided in an informational text expand and elaborate on other details in the same text  
Successor:  
  - Can identify details that are related to the main idea of a text |

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- SP Supporting
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- UN Untested
- T Target
ELA.EE.RI.6.3 - Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.

F-140
Can identify words that describe familiar persons, places, things, or events

ELA-669
Can provide real-world connections between words and their use

ELA-224
Can demonstrate an understanding of words with opposite meanings

ELA-795
Can organize words semantically

ELA-172
Can use discourse to enhance the representation of word meaning

ELA-312
Can read compound sentences

ELA-313
Can read complex sentences

ELA-1900
Can identify correlative conjunctions in a text.

ELA-1901
Can identify logical relationships in sentences based on correlative conjunctions.
ELA-997
Can identify the relationships between concrete facts or details

ELA-1119
Can identify a concrete detail related to an individual, event, or idea presented in an informational text

ELA-1698
Can compare the key details in an informational text

ELA-1699
Can compare and contrast the key details in an informational text

ELA-1700
Can identify which details elaborate on other details in an informational text

ELA-1143
Can identify details related to the main idea of a text
### Essential Element, Linkage Levels, and Mini-Map
#### ELA: Grade 6
#### ELA.EE.RI.6.9

<table>
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</thead>
</table>
| 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) | ELA.EE.RI.6.9 Compare and contrast how two texts describe the same event | **Initial Precursor:**
- As a result of experience with a routine, the student is able to identify actions associated with the routine

**Distal Precursor:**
- Can identify specific events in a familiar information text

**Proximal Precursor:**
- Can identify information that indicates the temporal order of ideas or events presented in an informational text

**Target:**
- Can identify similarities and differences in multiple perspectives of accounts on a single event or topic

**Successor:**
- Can discover the similarities and differences in how two different informational texts on the same topic present the details to the reader. This presentation would include the specific details that are presented, how the details are arranged, and what is drawn from the details

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

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- UN: Untested
- T: Target
ELA.EE.RI.6.9 - Compare and contrast how two texts describe the same event.
ELA-1119
Can identify a concrete detail related to an individual, event, or idea presented in an informational text

ELA-1698
Can compare the key details in an informational text

ELA-1444
Can compare informational texts on the same topic

ELA-1109
Can identify words or phrases in an informational text that describes or demonstrates the author's point of view

ELA-1240
Can determine the author's point of view or purpose for writing an informational text

ELA-1428
Can determine alternative points of view on a topic than the one mentioned in an informational text

ELA-527
Can compare and contrast multiple perspectives on the same events in informational texts

ELA-1708
Can compare and contrast how two different informational texts on the same topic present details
ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP
ELA: GRADE 6
ELA.EE.L.6.2.B

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ELA.L.6.2.b</td>
<td>Spell correctly</td>
<td></td>
</tr>
<tr>
<td>ELA.EE.L.6.2.b</td>
<td>Spell untaught words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>phonetically, drawing on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>letter-sound relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and common spelling patterns</td>
<td></td>
</tr>
</tbody>
</table>

EMERGENT WRITING (EW.6):
- **Initial Precursor**: Can recognize the sound of the letter of their first name in words they hear and see, and can correctly represent this letter when spelling words that start with the same letter
- **Distal Precursor**: Can produce a string of letters (student attempts to write words) by combining random letters

CONVENTIONAL WRITING (CW.6):
- **Proximal Precursor**: Can use spelling patterns (e.g., rimes) in familiar words to spell new words
- **Target**: Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word
- **Successor**: Can spell words with inflectional endings (e.g., walked, eats, sleeping)

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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 6 with two other Essential Elements: EE.W.6.2.a and 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: EE.W.6.2.a and EE.W.6.2.b.

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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- SP Supporting
- DP Distal Precursor
- S Successor
- PP Proximal Precursor
- UN Untested
- T Target
ELA.EE.L.6.2.b - Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.
### Grade-Level Standard

**ELA.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

### DLM Essential Element

**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

### Linkage Levels

**EMERGENT WRITING (EW.6):**
- **Initial Precursor:** Given a choice of two objects, uses eye-gaze, physical movement, gesture or vocalization to indicate choice
- **Distal Precursor:** Can respond to wh-questions regarding choice of topic and other questions related to writing about the topic.

**CONVENTIONAL WRITING (CW.6):**
- **Proximal Precursor:** Can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text
- **Target:** Can introduce an informational topic while writing and extend by writing about ideas and information related to the topic
- **Successor:** Student is able to produce an informational piece of writing in which the topic is clearly introduced and the details about the topic (may be visual, tactual, or multimedia) are presented within a clear organizational structure

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

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ELA.EE.W.6.2.A  Copyright © 2018 University of Kansas Center for Research. All rights reserved.  1 of 4
**Key to map codes in upper right corner of node boxes:**

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<tr>
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<tr>
<td>T</td>
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<tr>
<td>S</td>
<td>Successor</td>
</tr>
<tr>
<td>UN</td>
<td>Untested</td>
</tr>
</tbody>
</table>
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.
# Essential Element, Linkage Levels, and Mini-Map

## ELA: Grade 6

### ELA.EE.W.6.2.b

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>ELA.W.6.2.b</td>
<td>ELA.EE.W.6.2.b</td>
<td></td>
</tr>
</tbody>
</table>

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples

Provide facts, details, or other information related to the topic

**EMERGENT WRITING (EW.6):**

- **Initial Precursor:** Can determine some of the relevant words for describing people, places, things, or events familiar to the student
- **Distal Precursor:** Can identify a photograph or object that is personally relevant to the student from a set of personally relevant and irrelevant photographs or objects and provide a specific detail about it

**CONVENTIONAL WRITING (CW.6):**

- **Proximal Precursor:** Can select a topic and use drawing, dictating, or writing to compose a message with at least one fact or detail about the selected topic (message may require some interpretation as student may not be using phonetic spelling or complete simple sentences)
- **Target:** 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
- **Successor:** Student is able to put facts or details identified about a topic into writing

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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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- SP: Supporting
- DP: Distal Precursor
- S: Successor
- PP: Proximal Precursor
- UN: Untested
- T: Target
ELA.EE.W.6.2.b - Provide facts, details, or other information related to the topic.
ELA-1957
Can select a topic and use drawing, dictating, or writing to compose a message with one fact.

ELA-1543
Can write (drawing, dictating, or writing) about a topic by producing facts and details

ELA-1257
Can write about a topic using pertinent tactile, visual, or multimedia information

ELA-1676
Can provide facts, details, or other information related to the topic.

ELA-2298
Write one or more facts or details related to the topic.