




**DYNAMIC**  
LEARNING MAPS

<http://dynamiclearningmaps.org>

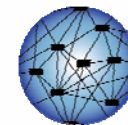


# Dynamic Learning Maps Alternate Assessment System Testlet Overview

English Language Arts  
Reading Example  
Grades 4 and 5




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**EE.RI.4.8** Identify one or more reasons supporting a specific point in an informational text.



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

# DLM English Language Arts Claim 1

Comprehending text in  
increasingly complex ways.

# CA1.2. Constructing understandings of text



# DLM Linkage Nodes

- Successor Node(s)
- Target Node(s)
- Proximal Precursor Node(s)
- Distal Precursor Node(s)
- Initial Precursor Node(s)

# Linkage Nodes from the DLM Learning Map

- Successor Node(s)
- Target Node(s)
- Proximal Precursor Node(s)
- Distal Precursor Node(s)
- Initial Precursor Node(s)

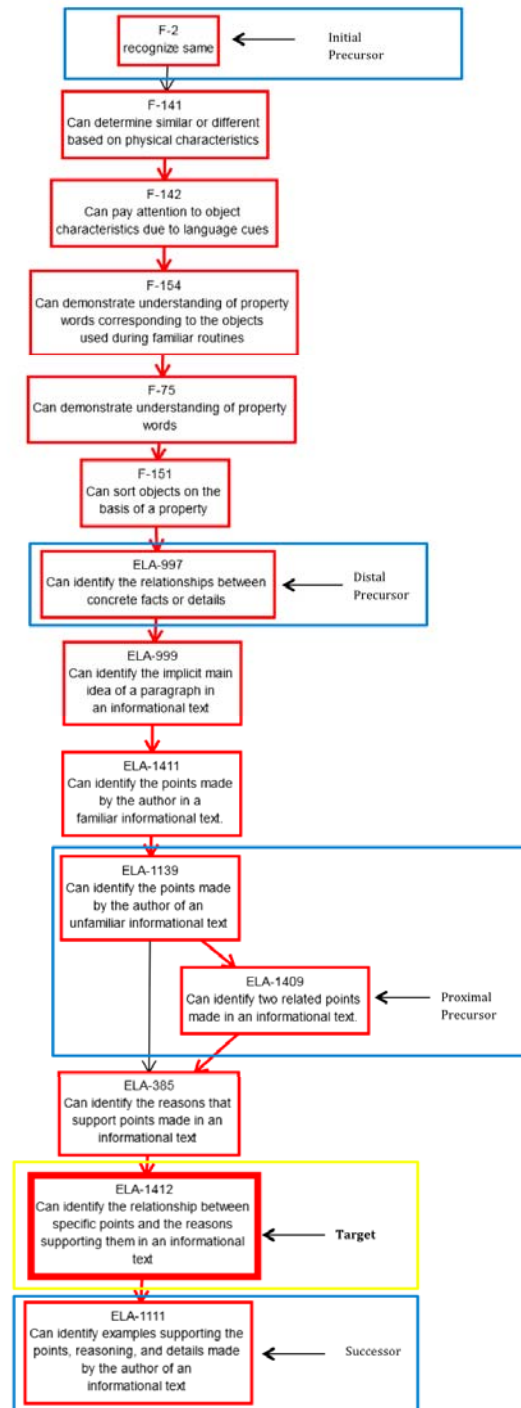


# Linkage Nodes from the DLM Learning Map

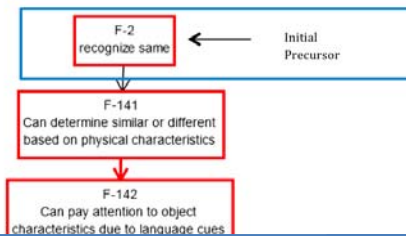
- Successor Node(s)
- Target Node(s)
- Proximal Precursor Node(s)
- Distal Precursor Node(s)
- Initial Precursor Node(s)

# Linkage Nodes from the DLM Learning Map

- Target
  - Can identify the reasons the support points made in an information text
- Initial Precursor
  - Recognize different.



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

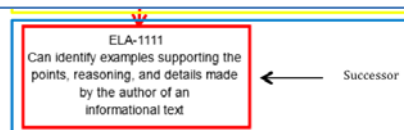


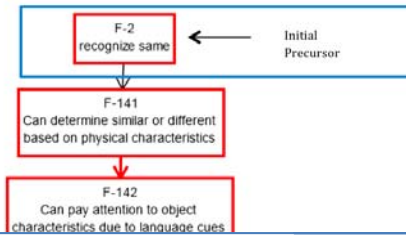
EE.RI.5.8 - Identify the relationship between a specific

## Initial Precursor

F-2

Recognize some



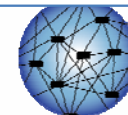
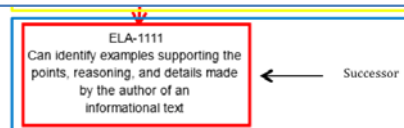


EE.RI.5.8 – Identify  
the relationship  
between a specific

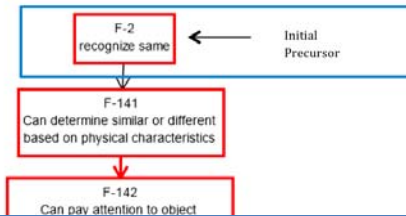
## Distal Precursor

ELA-997

Can identify the relationships  
between concrete facts or  
details.



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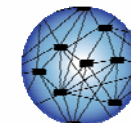
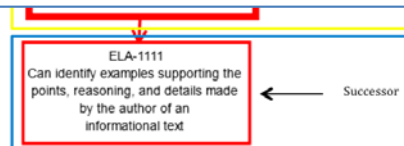
EE.RI.5.8 – Identify the relationship between a specific

ELA-1139

Can identify the points made by the author of an unfamiliar informational text.

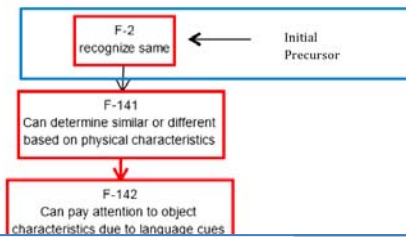
**Proximal Precursor**

ELA-1409  
Can identify two related points made in an informational text.



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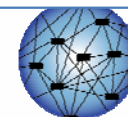
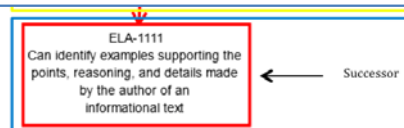


EE.RI.5.8 - Identify the relationship between a specific

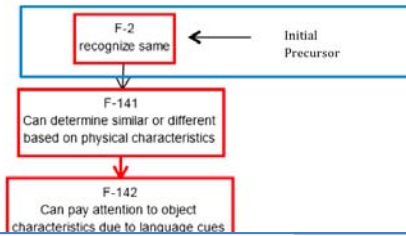
## Target

ELA-1412

Can identify the relationship between specific points and the reasons supporting them in an informational text.



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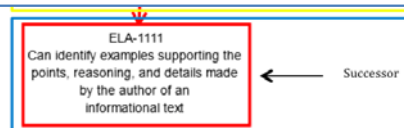


EE.RI.5.8 - Identify the relationship between a specific

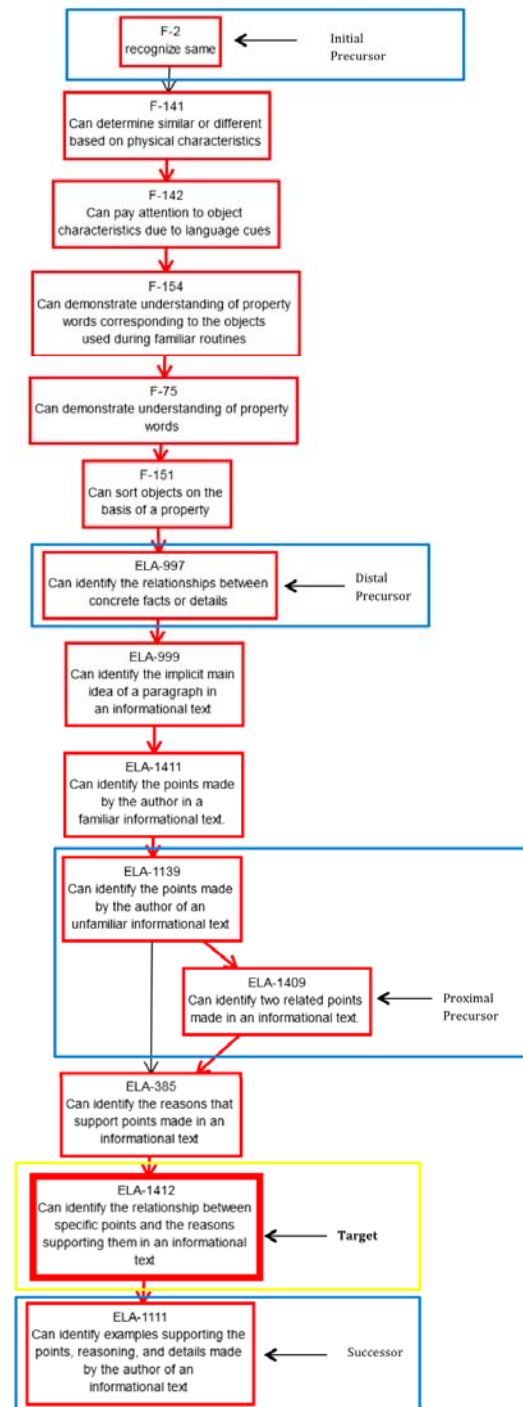
## Successor

ELA-1111

Can identify examples supporting the points, reasoning, and details made by the author of an informational text.



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

## ELA RI.4.8.IP

Choose BEGIN to start.

 GO BACK

BEGIN 

Gather any objects you have used while reading *Trains*. Make sure you have two familiar, identical objects and three new or different objects.

Read the text with the student. Maximize your interaction with the student by using the objects you have gathered and pointing to objects in pictures while you read. Lead with comments, such as “Look at the train,” while pointing to a picture. Make sounds and perform actions when appropriate. After you read the text, you will read the text a second time and answer some questions using the objects.

BACK ↩



NEXT ➞

# Trains



BACK ↩



NEXT ➞





Trains move people and things.

BACK ↩



NEXT ➞



Trains run on tracks.

BACK ↩



NEXT ➞



Trains have wheels. The wheels roll on the tracks.

BACK ↩



NEXT ➞



The engineer drives the train. He wears a hat.

BACK ↩



NEXT ➞



Trains have engines at the front. The engines pull the train cars.

BACK ↩



NEXT ➞



Old trains had steam engines.

BACK ↩



NEXT ➞





Now most trains have diesel engines.

BACK ↩



NEXT ➞



Some trains carry things in freight cars.

BACK ↩



NEXT ➞



Some trains carry people in passenger cars.

BACK ↩



NEXT ➞



Trains cross bridges.

BACK ↩



NEXT ➞



Trains go through tunnels.

BACK ↩



NEXT ➞



Trains move people and things.

BACK ↩



NEXT ➞



This is the end of the text. Now, read the text again and answer some questions. Because this testlet addresses foundational skills, the questions focus on the student's ability to recognize what is different.

BACK ↩



NEXT ➞

# Trains



BACK ↩



NEXT ➞



Trains move people and things.

BACK ↩



NEXT ➞



Trains run on tracks.

BACK ↩



NEXT ➞

Educator Directions:

SHOW: one of the familiar, identical objects. Then give the student a moment to explore the object.

SHOW: the other familiar, identical object. Then give the student a moment to explore the object.

SHOW: a new or different object.

Record student response:

- ☐ Attends longer to the new or different object
- ☐ Attends equally to all of the objects
- ☐ Attends only to familiar objects
- ☐ Attends to other stimuli
- ☐ No response

BACK ↩



NEXT ➡



Trains have wheels. The wheels roll on the tracks.

BACK ↩



NEXT ➞



The engineer drives the train. He wears a hat.

BACK ↩



NEXT ➞



Trains have engines at the front. The engines pull the train cars.

BACK ↩



NEXT ➞





Old trains had steam engines.

BACK ↩



NEXT ➞

Educator Directions:

SHOW: one of the familiar, identical objects. Then give the student a moment to explore the object.

SHOW: the other familiar, identical object. Then give the student a moment to explore the object.

SHOW: a new or different object that was not used in the previous item.

Record student response:

- ☐ Attends longer to the new or different object
- ☐ Attends equally to all of the objects
- ☐ Attends only to familiar objects
- ☐ Attends to other stimuli
- ☐ No response

BACK ↩



NEXT ➡

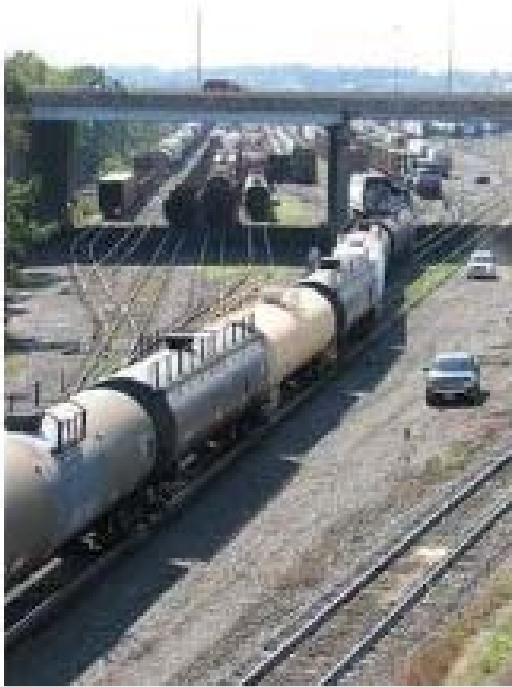


Now most trains have diesel engines.

BACK ↩



NEXT ➞



Some trains carry things in freight cars.

BACK ↩



NEXT ➞



Some trains carry people in passenger cars.

BACK ↩



NEXT ➞



Trains cross bridges.

BACK ↩



NEXT ➞



Trains go through tunnels.

BACK ↩



NEXT ➞

Educator Directions:

SHOW: one of the familiar, identical objects. Then give the student a moment to explore the object.

SHOW: the other familiar, identical object. Then give the student a moment to explore the object.

SHOW: a new or different object that was not used in the previous items.

Record student response:

- ☐ Attends longer to the new or different object
- ☐ Attends equally to all of the objects
- ☐ Attends only to familiar objects
- ☐ Attends to other stimuli
- ☐ No response

BACK ↩



NEXT ➡





Trains move people and things.

BACK ↩



NEXT ➞

Are you done?

Red boxes ☐ mean you are not done. Ask your teacher for help.

Green checks ☒ mean you are done. You can choose END.



☒ Answered ☐ Not answered

 GO BACK

END 

ELA.RI.5.8.T

Choose BEGIN to start.

 GO BACK

BEGIN 

Read the text. Think about the details in the text while you read it. After you read the text, you will read the text again and answer some questions.

BACK ↩



NEXT ➡

# The Importance of Water



BACK ↩



NEXT ➞



Water is everywhere.

BACK ↩



NEXT ➞



You can see water in many places.

BACK ↩



NEXT ➞



There are waterfalls.

BACK ↩



NEXT ➞





There are rivers.

BACK ↩



NEXT ➞



There are lakes.

BACK ↩



NEXT ➞



There are oceans.

BACK ↩



NEXT ➞



Water freezes into ice. Icebergs are frozen water.

BACK ↩



NEXT ➞

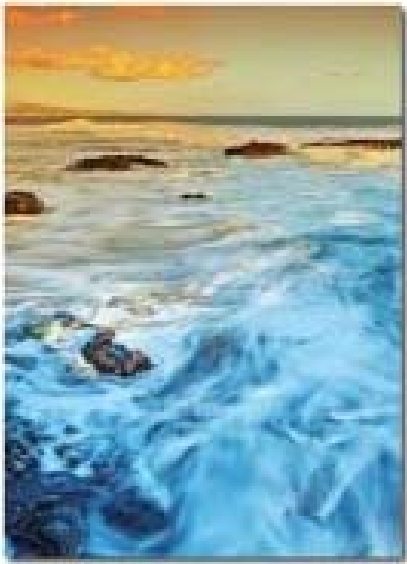


Water is also an important resource.

BACK ↩



NEXT ➞



A resource is something that is used by many people and animals.

BACK ↩



NEXT ➞



People can play in water.

BACK ↩



NEXT ➞



People can feel water when it rains.

BACK ↩



NEXT ➞





Many things need water to survive.

BACK ↩



NEXT ➞



Trees need water to grow.

BACK ↩



NEXT ➞



Fish live in water.

BACK ↩



NEXT ➞



Animals drink water.

BACK ↩



NEXT ➞



All animals need water. Animals need water to live.

BACK ↩



NEXT ➞



People need water too.

BACK ↩



NEXT ➞



People need to drink water every day.

BACK ↩



NEXT ➞



Water is an important resource.

BACK ↩



NEXT ➞



This is the end of the text. Now, read the text again and answer some questions.

BACK ↩



NEXT ➡

# The Importance of Water



BACK ↩



NEXT ➞



Water is everywhere.

BACK ↩



NEXT ➞



You can see water in many places.

BACK ↩



NEXT ➞



There are waterfalls.

BACK ↩



NEXT ➞



There are rivers.

BACK ↩



NEXT ➞



There are lakes.

BACK ↩



NEXT ➞



There are oceans.

BACK ↩



NEXT ➞





Water freezes into ice. Icebergs are frozen water.

BACK ↩



NEXT ➞

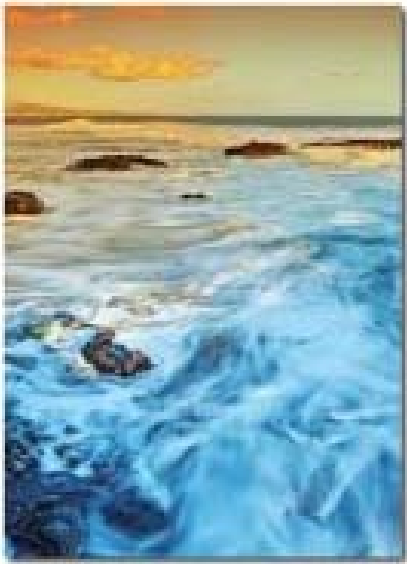


Water is also an important resource.

BACK ↩



NEXT ➞



A resource is something that is used by many people and animals.

BACK ↩



NEXT ➞



People can play in water.

BACK ↩



NEXT ➞



People can feel water when it rains.

BACK ↩



NEXT ➞



Many things need water to survive.

BACK ↩



NEXT ➞



Trees need water to grow.

BACK ↩



NEXT ➞

# Why do trees need water?

to grow

to move

to stretch

BACK ↩



NEXT ➞





Fish live in water.

BACK ↩



NEXT ➞



Animals drink water.

BACK ↩



NEXT ➞



All animals need water. Animals need water to live.

BACK ↩



NEXT ➞

# Why do animals need water?

to live

to smell

to touch

BACK ↩



NEXT ➞



People need water too.

BACK ↩



NEXT ➞



People need to drink water every day.

BACK ↩



NEXT ➞

What do people need to do every day?

drink water

feel water

hear water

BACK ↩



NEXT ➞



Water is an important resource.

BACK ↩



NEXT ➞



Why is water an important resource?

People and animals need water to live.

People and animals need water to look at.

People and animals need water to touch.

BACK ↩



NEXT ➡

Are you done?

Red boxes ☐ mean you are not done. Ask your teacher for help.

Green checks ☒ mean you are done. You can choose end.



☒ Answered ☐ Not answered

 GO BACK

END 

# State DLM Webpage

1. Go to [dynamiclearningmaps.org](http://dynamiclearningmaps.org)
2. Select “Operational Testing” from the assessment menu
3. Choose your state



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