Mini-Map for ELA.EE.RI.11-12.8

Subject: ELA
Reading Informational Text
Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.11-12.8 Determine whether the claims and reasoning enhance the author's argument in an informational text.	**ELA.RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
During a shared reading activity, the student can recognize that another person can have a perspective that is different.	The student is able to see that the author presented certain details in order to support a claim made by the text.	After reading an informational text, the student can identify the argument in the text, as well as identify evidence which supports the claims that form the argument.	The student can evaluate claims and an author's reasoning and can recognize that some claims and reasonings enhance the author's argument better than others.	When reading two different texts on the same topic, the student is able to identify the similarities and differences in the arguments and the supporting claims, reasons, and evidence presented by the two texts.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining whether claims and reasoning support an argument in informational text requires students to understand that they have thoughts, ideas, and opinions that may be different from others. In the context of shared reading, teachers can help students begin to identify their own thoughts or views using the DLM Familiar Texts and other texts that prominently feature opinions or preferences. For example, one of the DLM Familiar texts is about school clubs. This text would provide teachers with an opportunity to help students understand the opinions of the author regarding how fun a club might be and identify their own preferences regarding such a club.

How is the Distal Precursor related to the Target?

Determining whether claims and reasoning support an argument in an informational text requires students to be able to identify the details that the author provides. Working from these details, students can eventually learn to evaluate their quality. In the context of shared reading or reading comprehension instruction, teachers can help students work toward this linkage level and Essential Element by providing students with a claim that is presented in the text (e.g., school clubs are fun) and then ask the student to read to determine the details that support the claim.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Making a Dress Friends Talk Fun in Different Weather Horses
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.	

ELA.EE.RI.11-12.8 Determine whether the claims and reasoning enhance the author's argument in an informational text.

Map Key

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

Boxes indicate tested nodes