



## Mini-Map for ELA.EE.RI.4.8

Subject: ELA

Reading Informational Text

Grade: 4

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.4.8</b> Identify one or more reasons supporting a specific point in an informational text.	<b>ELA.RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can react to a change in an object or a situation through eye gaze, vocalization, or otherwise expressing interest.	The student can identify concrete details in a familiar informational text, such as people, events, or ideas.	While reading an unfamiliar informational text, the student is able to identify the points the author is making and distinguish between these points and supporting details in the text.	After reading an informational text, the student is able to identify the details that support specific points made in the text.	The student can identify how specific details of a text help the author make a particular point/claim and can match details to the corresponding point/claim.

## Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

### *How is the Initial Precursor related to the Target?*

Identifying the reasons an author gives to support a point requires students to recognize when a point is being made and when information is provided to support the point. This ability begins as students begin to attend to text and recognize when something new appears. The DLM Familiar Texts aligned with this Essential Element and linkage level are written so teachers can help students learn to recognize when new objects or information appears. Teachers can use these books during shared reading with or without objects linked to the book to help students develop the ability to recognize new objects or information.

### *How is the Distal Precursor related to the Target?*

Identifying the reasons an author gives to support a point requires students to recognize when a point is being made and when information is provided to support the point. This is directly related to being able to identify concrete details in informational text. The DLM Familiar Texts aligned with this Essential Element and linkage level explicitly reference concrete details that students can learn to identify. Teachers can use these texts during shared reading and draw students' attention to the details they are learning to identify.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">The Woods</a> <a href="#">Trains</a> <a href="#">Paper Airplanes</a> <a href="#">Taking Care of Your Teeth</a>
Distal Precursor	<a href="#">The Woods</a> <a href="#">Trains</a> <a href="#">Turtles</a>
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 4</a> .	
<b>Released Testlets</b>	
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .	
<b>Using Supporting (SP) and Untested (UN) Nodes</b>	
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .	

[Link to Text-Only Map](#)

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

