



Mini-Map for ELA.EE.RI.4.9

Subject: ELA

Reading Informational Text

Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.4.9 Compare details presented in two texts on the same topic.	ELA.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate an understanding of object names by correctly identifying an object or person.	The student can use knowledge of a category to draw conclusions about the characteristics of objects that are part of that category.	The student can identify that two different informational texts can make common points, statements, or share common facts, and can identify these connections.	The student can identify the similarities between two informational texts that are written on the same topic.	After reading two informational texts, the student can recognize similarities and differences between them (facts, points, claims) and how these differences alter the purpose and information in the text.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Comparing informational texts on the same topics requires students to understand that texts can tell information about objects and other things that can eventually be compared. This starts with being able to recognize objects when they are referenced by name. In the context of shared reading, teachers can work on this skill by pairing real objects with the objects that appear in texts. The DLM Familiar Texts aligned with this Essential Element and linkage level highlight familiar routines that involve everyday objects that teachers can associate with the names/labels that are used in the books. Eventually, these objects can be compared across texts.

How is the Distal Precursor related to the Target?

Comparing information across texts on the same topic requires students to understand how things are related to one another. Categorical knowledge is one way to understand relationships. In the context of shared reading, teachers can work on developing the student's ability to use categorical knowledge by stating a category and asking students to identify objects in the book (or real objects that have been paired with the book) that belong to the category. The DLM Familiar Texts aligned with this Essential Element and linkage level highlight the objects that are used in familiar routines and the broader categories for the objects (e.g., items you buy when you go shopping).

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Riding a Train Taking Care of Your Teeth Fashion Designers
Distal Precursor	Growing and Gathering Shopping
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 4.	
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.4.9 Compare details presented in two texts on the same topic.

