



Mini-Map for ELA.EE.RI.5.8

Subject: ELA

Reading Informational Text

Grade: 5

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.5.8 Identify the relationship between a specific point and supporting reasons in an informational text.	ELA.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student is able to recognize that two objects are identical.	The student can identify the relationships between multiple concrete facts or details.	The student can identify the points that are made by an author of an informational text and identify points that are related.	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.	The student is able to identify specific examples the author uses which support details, reasoning, and the main points of the text.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying any relationship between two or more things can begin with an understanding of same and different. Teachers can help students begin to recognize objects that are the same during shared reading with DLM Familiar Texts aligned with this linkage level. These texts focus on familiar routines and include many objects that are the same and different. Teachers can interact with students during shared reading and help them determine which of the objects they are using while reading are the same.

How is the Distal Precursor related to the Target?

As students work toward understanding the relationship between points and supporting reasons in a text, they have to begin recognizing the relationships between concrete facts or details in a story. These early understandings of relationships help students work toward understanding more complex relationships. Teachers can help students begin to identify the relationships between concrete facts or details in informational texts using the DLM Familiar Texts aligned with this linkage level. During shared reading, they can call out one or more facts and ask students to identify another that is related. They might also ask students to identify two words that are related because they describe the same object or explain the same routine.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Kinds of Gardens Growing Weather Is Amazing
Distal Precursor	Families Toads Goats
Proximal Precursor	Be Polite* Toads Goats
Target	N/A
Successor	N/A
<p>*Texts with an * contain material that some students may find sensitive. Sensitive texts are optional in the Instructionally Embedded assessment and not used in the Year-End assessment. For more comprehensive information, see Familiar Text Information – Grade 5.</p>	
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 .	

[Link to Text-Only Map](#)

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

