

# Mini-Map for ELA.EE.RI.6.8

Subject: ELA

Reading Informational Text

Grade: 6

### **Learning Outcome**

DLM Essential Element	Grade-Level Standard
A.EE.RI.6.8 Distinguish claims in a text supported by reason. ELA.RI.6.8 Trace and evaluate the argument and specific cl	
	in a text, distinguishing claims that are supported by reasons
	and evidence from claims that are not.

## **Linkage Level Descriptions**

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can	After reading a	The student is able to	The student is able to	The student is able to
determine similarities	paragraph in an	see that the author	distinguish between	identify specific points
or differences between	informational text, the	presented certain	claims made in the text	in the text that support
objects based on	student can see that	details in order to	supported by details	a claim made by the
physical characteristics.	some details are more	support a claim made	and claims made in the	author.
	relevant to the overall	by the text.	text that are not	
	topic of the text than		supported by details.	
	others.			

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

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

Distinguishing claims that are and are not supported in a text requires students to understand things that are and are not related to one another. Students working at the Initial Precursor linkage level can work toward this understanding by learning to identify descriptive words that do and do not describe objects and to use the descriptions of two or more objects to decide if they are the same or different. Teachers can support this through repeated shared reading of DLM Familiar Texts aligned with this linkage level. These texts feature familiar contexts and describe the people, objects, places, and events in ways that highlight their similarities and differences.

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

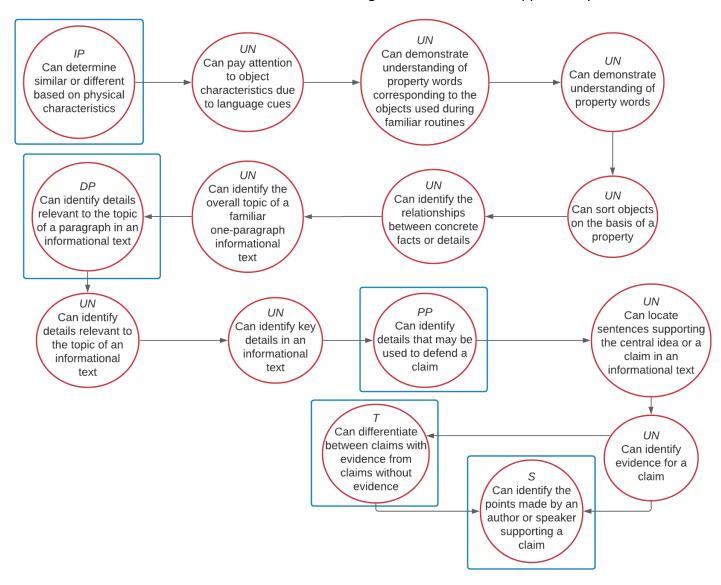
Distinguishing claims that are and are not supported in a text requires students to be able to identify the details in the text that are related to a claim. As students work toward this, they can be supported in learning to identify details that are related to the topic of a text. Teachers can help students learn to do this during shared reading or reading comprehension by identifying the topic of the text and asking students to read or listen to identify the details that relate to that topic.

## **Instructional Resources**

Linkage Level	DLM Familiar Texts			
Initial Precursor	<u>Hobbies</u>			
	<u>Take Care of Your Hair</u>			
	Music Class			
	Pigs All Around			
	Ready for Bed			
Distal Precursor	N/A			
Proximal Precursor	N/A			
Target	N/A			
Successor	N/A			
For more comprehensive information, see <u>Familiar Text Information – Grade 6</u> .				
Released Testlets				
See the <u>Guide to Practice Activities and Released Testlets</u> .				
Using Supporting (SP) and Untested (UN) Nodes				
See the document <u>Using Mini-Maps to Plan Instruction</u> .				

### **Link to Text-Only Map**

**ELA.EE.RI.6.8** Distinguish claims in a text supported by reason.



Map Key				
IP	Initial Precursor			
DP	Distal Precursor			
PP	<b>Proximal Precursor</b>			
T	Target			
S	Successor			
SP	Supporting			
UN	Untested			
<b>Boxes</b> indicate tested nodes				