



Mini-Map for ELA.EE.RI.6.8

Subject: ELA

Reading Informational Text

Grade: 6

Learning Outcome

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

Linkage Level Descriptions

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

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	Hobbies Take Care of Your Hair 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 Familiar Text Information – Grade 6 .	
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.6.8 Distinguish claims in a text supported by reason.

