



## Mini-Map for ELA.EE.RI.7.4

Subject: ELA

Reading Informational Text

Grade: 7

### Learning Outcome

| DLM Essential Element   | Grade-Level Standard   |
|---|--|
| <p><b>ELA.EE.RI.7.4</b> Determine how words or phrases are used to persuade or inform a text.</p> | <p><b>ELA.RI.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> |

### Linkage Level Descriptions

| Initial Precursor   | Distal Precursor   | Proximal Precursor   | Target  | Successor  |
|---|--|--|---|--|
| <p>The student can identify an object by its descriptor or provide a descriptor for the object.</p> | <p>After reading or hearing a short text, the student can recognize that the literal meaning of a word or phrase is the meaning directly stated in the sentence.</p> | <p>The student understands that the context in which an unknown phrase is presented can provide clues to help determine its meaning. The student can use the context surrounding an unknown phrase to determine its meaning.</p> | <p>The student recognizes that word choices can be used to persuade or inform the reader. After reading or hearing an informational text, the student can determine how word choice is used to persuade or inform the reader.</p> | <p>After reading or hearing a text, the student can identify the commonly understood cultural and/or emotional meaning of words and phrases in the text.</p> |

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

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

As students work toward understanding how words are used to persuade or inform, they have to learn a great deal about language. One starting point is understanding adjectives and the way they describe characters, settings, or major events in a story. Adjectives often distinguish story details from one another, which is one form of relationship. In the context of repeated shared reading, teachers can use texts, including DLM Familiar Texts, that feature familiar settings and explicitly describe people, objects, and events associated with the settings. As teachers read the text with students, they might gather objects that match those from the book or use the illustrations to support students in understanding the describing words that are used.

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

As students work toward understanding how words are used to persuade or inform, they have to learn a great deal about language. One of the things they must learn is the literal meaning of words as they are used in text. During shared reading or reading comprehension instruction, students working at the Distal Precursor linkage level can work to identify the part of the text that shows the explicit meaning of the Target words.

## Instructional Resources

| Linkage Level  | DLM Familiar Texts   |
|--|--|
| <b>Initial Precursor</b>   | <a href="#">The Olympic Tradition</a><br><a href="#">Camping Adventures*</a><br><a href="#">The Fair</a> |
| <b>Distal Precursor</b>  | N/A  |
| <b>Proximal Precursor</b>  | N/A  |
| <b>Target</b>  | N/A  |
| <b>Successor</b>   | 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.<br/>           For more comprehensive information, see <a href="#">Familiar Text Information – Grade 7</a>.</p> |  |
| <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.7.4** Determine how words or phrases are used to persuade or inform a text.

