Mini-Map for ELA.EE.RI.7.5

Subject: ELA
Reading Informational Text
Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text.	**ELA.RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate understanding of an object's function through demonstration, pointing to pictures, or verbally explaining the function.	After hearing or reading a beginner-level informational text, the student can identify a concrete detail in the text.	The student can understand how the title from an informational text provides information about the content of the text and can distinguish the purpose of the structure.	The student can identify that events or facts may be tied together in a sequence in order to communicate steps or the need for a linear process.	When given a word, phrase, or paragraph from a text, the student can determine how it fits into the structure of the overall text.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

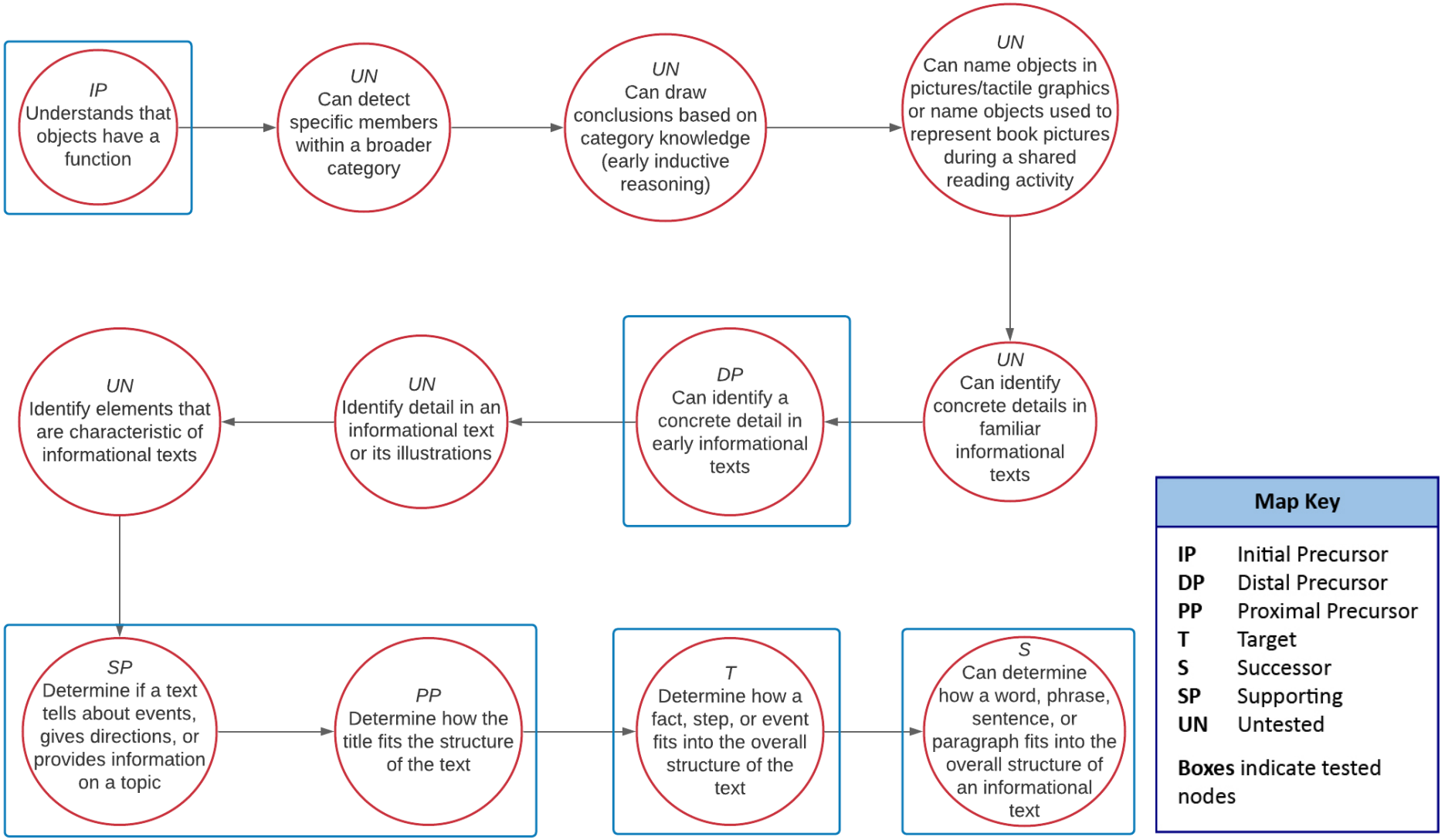
Determining how a fact, step, or event fits into the structure of a text requires students to understand that things have a purpose. Students at the Initial Precursor can work on early understandings of the function of things by demonstrating an understanding of the purpose of objects. In the context of repeated shared reading, teachers can help students develop this understanding by selecting books like the DLM Familiar Texts that explicitly reference objects and their function. During the repeated readings, teachers might gather actual objects that match the book and act out how they are used and otherwise describe their function.

How is the Distal Precursor related to the Target?

Determining how a fact, step, or event fits into the structure of a text requires students to be able to remember the facts, steps, and events. Teachers can help students learn to identify these concrete details in familiar texts through shared or guided reading of texts with a clear structure (e.g., sequence, compare/contrast, chronological order).

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Ancient Greece Camping Adventures* The Fair Observations
Distal Precursor	What Does a King Do?* Moose
Proximal Precursor	N/A
Target	N/A
Successor	N/A
*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 7.	
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.7.5 Determine how a fact, step, or event fits into the overall structure of the text.