Mini-Map for ELA.EE.RI.7.8

Subject: ELA
Reading Informational Text
Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.7.8 Determine how a claim or reason fits into the overall structure of an informational text.	**ELA.RI.7.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
After reading a story with a repeated line in the text, the student is able to say the repeated line during a second reading of the text.	The student can recognize that a paragraph has a main idea when it appears explicitly in the first sentence of a text.	When given a word, phrase, or paragraph from a text, the student is able to determine how it fits into the structure of the overall text.	The student can demonstrate understanding that there is a systematic order or placement of claims and reasons to support those claims to aid in understanding.	When presented with an informational text, the student is able to identify the overall structure and characteristics commonly associated with an informational 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?

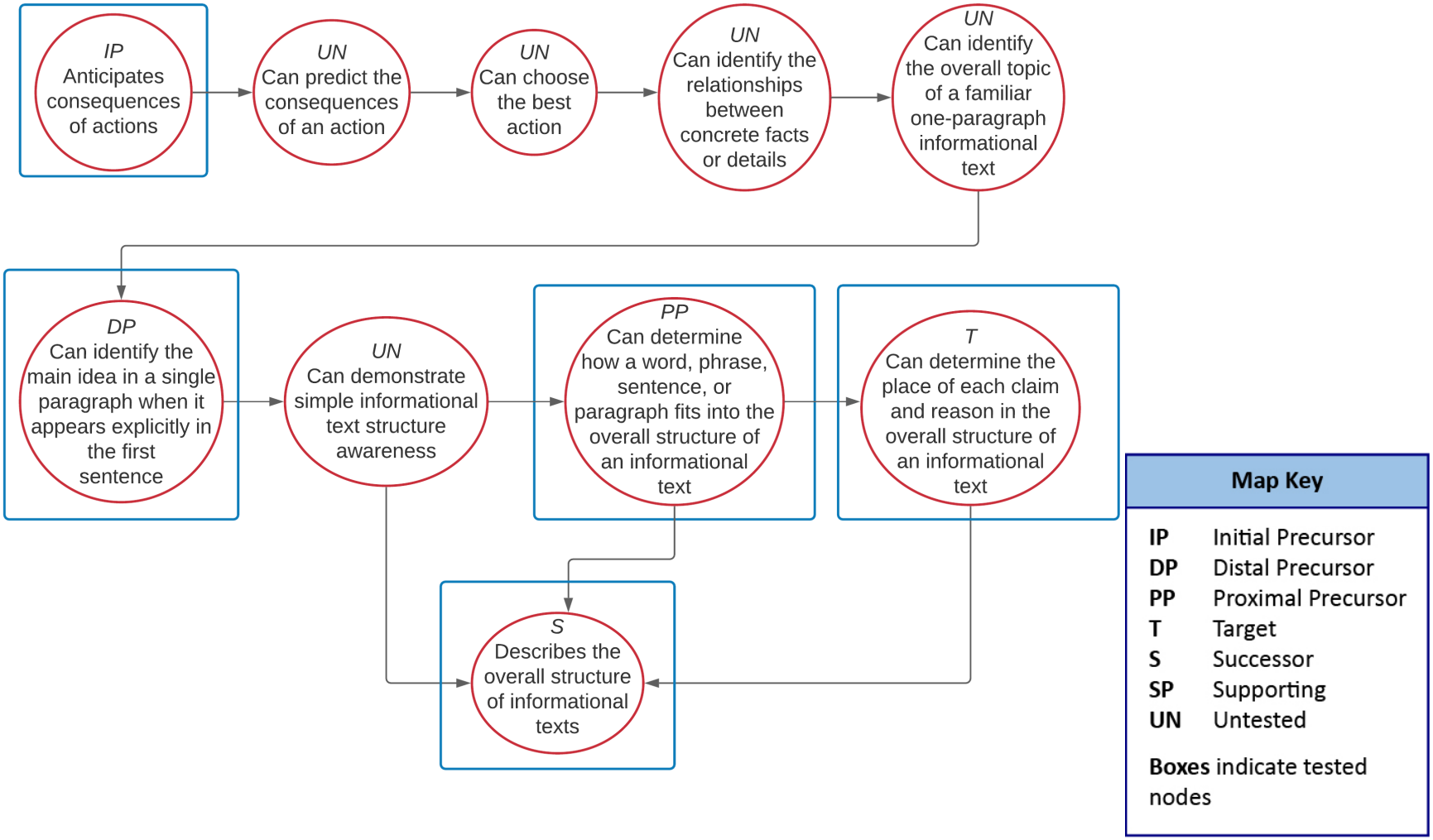
For students working at the Initial Precursor linkage level, understanding the relationship between claims, reasons, and text structure can begin by learning about other relationships within texts. Using the DLM Familiar Texts aligned with this Essential Element and linkage level, teachers can use repeated shared reading interactions to help students anticipate a next step or response to the familiar events and routines featured in the texts.

How is the Distal Precursor related to the Target?

Learning about the overall structure of informational text and how claims or reasons fit in that structure can begin with a focus on identifying the main idea of text when it is stated as the first or last sentence of a text. Teachers will want to help students working at the Distal Precursor linkage level go beyond simply identifying the first or last sentence and read or listen to the text to determine which tells what the text is all about.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Camping Adventures* The Fair Observations
Distal Precursor	N/A
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.7.8 Determine how a claim or reason fits into the overall structure of an informational text.