



## Mini-Map for ELA.EE.RI.7.9

Subject: ELA

Reading Informational Text

Grade: 7

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<p><b>ELA.EE.RI.7.9</b> Compare and contrast how different texts on the same topic present the details.</p>	<p><b>ELA.RI.7.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>The student can use their knowledge of a category to draw conclusions about the characteristics of objects that are part of that category.</p>	<p>The student can identify that two different informational texts can make common points and statements, or share common facts, and can identify these connections.</p>	<p>After reading two informational texts, the student can recognize similarities and differences between them (facts, points, claims) and how these differences alter the purpose and information in the text.</p>	<p>The student can demonstrate understanding that two informational texts on the same topic can present details differently and that this affects how they relate to each other, including how they relate details on the theme, arguments, or central ideas.</p>	<p>After reading two informational texts on the same topic, the student is able to see how the central ideas, themes, arguments, and supporting details relate to each other.</p>

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

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

Comparing and contrasting texts for any purpose requires students to understand how different ideas are similar to and different from one another. Categorical knowledge is one way to help students begin to understand these similarities and differences. In the context of repeated shared reading, teachers can work on developing student ability to use categorical knowledge by stating a category and asking students to identify objects in the book (or real objects that have been paired with the book) that belong to the category. The DLM Familiar Texts aligned with this Essential Element and linkage level highlight the objects that are used in familiar routines and the broader categories for the objects.

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

Comparing and contrasting different texts on the same topic requires understanding each text. Students working at the Distal Precursor linkage level can first read or listen to two texts on the same topic to determine the points that are made. They can then be encouraged to look back across the texts to determine whether the authors made similar points.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">The Olympic Tradition</a> <a href="#">Camping Adventures*</a> <a href="#">Taking Care of Animals</a>
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	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.            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.7.9** Compare and contrast how different texts on the same topic present the details.

