Mini-Map for ELA.EE.RI.8.1

Subject: ELA
Reading Informational Text
Grade: 8

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.8.1 Cite text to support inferences from informational text.	**ELA.RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When given a group of objects to choose from, the student can find the object they need to complete a familiar routine.	The student can identify concrete details, such as individuals, events, or ideas, in a familiar informational text.	After reading an informational text, the student can identify and cite details that are stated explicitly and identify how these details enable them infer other information.	After reading an informational text, the student can identify explicit details that imply unstated information and make correct inferences from the detail(s).	After reading an informational text, the student can distinguish between citations which refer to explicit information and those for inferred information.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Making inferences while reading begins with the ability to understand the explicit meaning of the text. Students at the Initial Precursor linkage level can work toward understanding the explicit information in text through repeated shared reading of DLM Familiar Texts aligned with this Essential Element and linkage level. These texts feature familiar contexts and routines. Over time, students can learn to identify objects that are associated with the routines in the texts.

How is the Distal Precursor related to the Target?

Making inferences while reading begins with the ability to understand the explicit meaning of the text. Students working at the Distal Precursor linkage level can work toward making inferences by reading to identify the concrete or explicit details in the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Trouble* Hospitals* Service Dogs Animal Biologists
Distal Precursor	Treasure and Pirates Animals in Alaska
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 8.	
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.	

ELA.EE.RI.8.1 Cite text to support inferences from informational text.

IP
Can identify objects associated with familiar routines

UN
Can name objects in pictures/tactile graphics or name objects used to represent book pictures during a shared reading activity

DP
Can identify concrete details in familiar informational texts

UN
Can identify a concrete detail in early informational texts

SP
Can identify explicit details in informational texts

PP
Can cite textual evidence for information explicitly stated in an informational text

T
Can cite textual evidence for information inferred from an informational text

S
Can differentiate between citations for explicit and inferred information in an informational text

Map Key	
IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
SP	Supporting
UN	Untested

Boxes indicate tested nodes