



## Mini-Map for ELA.EE.RI.8.6

Subject: ELA

Reading Informational Text

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.8.6</b> Determine an author's purpose or point of view and identify examples from text that describe or support it.	<b>ELA.RI.8.6</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student is able to identify the person who participates in a familiar routine with them.	After hearing or reading a beginner-level informational text, the student can identify a concrete detail in the text.	After reading an informational text, the student can identify the author's point of view and the reason they wrote it.	The student is able to understand that the author uses specific language, details, and ideas to convey a point of view on a topic and can identify those details.	After reading an informational text, the student is able to identify examples from the text that show the author's purpose for writing the text.

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

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

Understanding an author's purpose for writing a text requires that students understand the information that is included in the text. For students at the Initial Precursor linkage level, this can begin with a focus on understanding the people that are associated with actions or activities described in text. Teachers can use DLM Familiar Texts aligned with this Essential Element and linkage level during repeated shared reading interactions to help students learn to identify the people who are associated with the routines that are featured in the texts.

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

Understanding an author's purpose for writing a text requires a reader to understand the text itself and use that understanding to determine the purpose. Students at the Distal Precursor linkage level can work toward this by reading or listening in order to identify the details in a text.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">People at School</a> <a href="#">School Community</a> <a href="#">Nurses</a> <a href="#">Field Trips</a>
<b>Distal Precursor</b>	N/A
<b>Proximal Precursor</b>	N/A
<b>Target</b>	N/A
<b>Successor</b>	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 8</a> .	
<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.8.6** Determine an author's purpose or point of view and identify examples from text that describe or support it.

