# Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 8**  
**ELA.EE.RI.8.9**

<table>
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<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
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| **ELA.RI.8.9**  
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation | **ELA.EE.RI.8.9**  
Identify where two different texts on the same topic differ in their interpretation of the details | **Initial Precursor**  
- Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think  

**Distal Precursor**  
- Can determine the specific claims made by a speaker or author  

**Proximal Precursor**  
- Can determine the specific points that an author or speaker uses that corroborate and support a claim  

**Target**  
- Can identify how authors of two different informational texts on the same topic use details differently when forming their interpretations  

**Successor**  
- Can identify similarities in how different informational texts on the same topic handle and/or explain alternative viewpoints  

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<table>
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<th>How is the Initial Precursor related to the Target?</th>
<th>How is the Distal Precursor related to the Target?</th>
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<tr>
<td><strong>Initial Precursor:</strong> Identifying differences in the way two texts address the details related to a topic requires students to understand that two authors can have different views. Teachers can help students at the Initial Precursor linkage level work toward this by helping them recognize that their thoughts and point of view may not be the same as everyone else. In the context of ELA instruction, teachers can work on this through repeated shared reading of the DLM Familiar Texts aligned with this Essential Element and linkage level. These texts feature mostly familiar contexts (e.g., home, school, or neighborhood) and describe topics by providing a range of options or preferences. Teachers can use these options and preferences to help students think about their own preferences and the preferences of their peers. Teachers might make T-charts or graphs to record student preferences to offer further text to help students think about the differences between their own preferences and others.</td>
<td><strong>Distal Precursor:</strong> Identifying differences in the way two texts address the details related to a topic requires students to identify the details or claims that the two authors make. Students working at the Distal Precursor linkage level can work toward this by learning to identify the claims authors make in a text. Teachers can support this through shared reading of text that includes clearly stated claims and asking students to listen and look to determine what the author says about the topic the teacher specifies.</td>
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</table>

A diagram showing the relationship of nodes in the mini-map appears below.

**Key to map codes in upper right corner of node boxes:**

- IP Initial Precursor
- SP Supporting
- DP Distal Precursor
- S Successor
- PP Proximal Precursor
- UN Untested
- T Target
ELA.EE.RI.8.9 - Identify where two different texts on the same topic differ in their interpretation of the details.
ELA-2046
Can compare the claim(s) made by different informational texts on the same topic

ELA-2048
Can compare the author's point of view in different informational texts on the same topic

ELA-2060
Can identify how authors of different informational texts on the same topic are similar in their interpretation

ELA-1434
Can identify how authors of two different informational texts on the same topic differ in their interpretation

ELA-2058
Can compare how authors of different informational texts on the same topic deal with alternative viewpoints