



## Mini-Map for ELA.EE.RI.8.9

Subject: ELA

Reading Informational Text

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.8.9</b> Identify where two different texts on the same topic differ in their interpretation of the details.	<b>ELA.RI.8.9</b> 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.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
During a shared reading activity, the student can recognize that another person can have a perspective that is different.	The student is able to identify the claims or main points made by the author or speaker.	The student is able to identify specific points in the text that support a claim made by the author.	After reading two informational texts on the same topic, the student is able to identify differences in the interpretations/viewpoints of the authors.	After reading two informational texts on the same topic that acknowledge the existence of alternative viewpoints, the student can understand that authors may choose to include viewpoints that are different and can understand how authors explain these alternative viewpoints.

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

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

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.

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

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 made. 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.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Summer Fun</a> <a href="#">Picnics at the Park</a> <a href="#">Traditions</a>
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	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.8.9** Identify where two different texts on the same topic differ in their interpretation of the details.

