Mini-Map for ELA.EE.RI.9-10.5

Subject: ELA
Reading Informational Text
Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.9-10.5 Locate sentences that support an author's central idea or claim.	**ELA.RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can use their knowledge of a category to draw conclusions about the characteristics of objects that are part of that category.	The student is able to answer who and what questions related to details in a familiar informational text.	While reading an informational text, the student is able to identify important details for understanding the text.	The student is able to recognize that details in a text can serve as evidence for a claim made by the author.	The student is able to distinguish between claims made in the text supported by details and claims made in the text that are not supported by details.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Locating sentences that support an author's claim or central idea requires readers to understand the relationships among the information in a text. Categorical knowledge is one way to build understandings of relationships among words in text that can eventually be used to understand other kinds of relationships. In the context of 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 describe objects and concepts that can be placed into two or more broad categories.

How is the Distal Precursor related to the Target?

Locating sentences that support an author's claim or central idea requires readers to understand explicit information in the text. Students at the Distal Precursor linkage level can work toward being able to locate sentences that support an author's claims or central ideas by reading or listening in order to respond to questions about explicit or concrete details in the text. Using the DLM Familiar Text aligned with this Essential Element and linkage level, teachers can guide students to read to respond to who and what questions about the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Every Day Is Different Using Manners Winter Time A Day on the Farm
Distal Precursor	Friends Are Great Using Water At the Theater
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 9-10.	
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.9-10.5 Locate sentences that support an author's central idea or claim.

Map Key

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

Boxes indicate tested nodes

IP – Can draw conclusions based on category knowledge (early inductive reasoning)

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

UN – Can identify concrete details in familiar informational texts

UN – Can identify a concrete detail in early informational texts

DP – Can answer who and what questions about a familiar informational text

UN – Can answer simple questions about concrete details in an informational text

UN – Can Identify details relevant to the topic of an informational text

PP – Can identify key details in an informational text

UN – Can identify details that may be used to defend a claim

UN – Can locate sentences supporting the central idea or a claim in an informational text

T – Can identify evidence for a claim

S – Can differentiate between claims with evidence from claims without evidence