Mini-Map for ELA.EE.RI.9-10.8

Subject: ELA
Reading Informational Text
Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.9-10.8 Determine how the specific claims support the argument made in an informational text.	**ELA.RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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 recognize that details in a text can serve as evidence for a claim made by the author.	After reading an informational text, the student can identify the argument in the text, as well as identify evidence which supports the claims that form the argument.	After reading an informational text, the student can determine how the author structured the text and how the words or phrases they used make explicit points that support the author's claims.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining whether claims and reasoning support an argument in informational texts requires students to understand that they have thoughts, ideas, and opinions that may be different from others. In the context of shared reading, teachers can help students begin to identify their own thoughts or views using the DLM Familiar Texts and other texts that prominently feature opinions or preferences. For example, one of the DLM Familiar texts is about school clubs. This text would provide teachers with an opportunity to help students understand the opinions of the author regarding how fun a club might be and identify their own preferences regarding such a club.

How is the Distal Precursor related to the Target?

Determining whether claims support an argument in informational texts requires students to be able to identify the claims the author makes. In the context of shared reading or reading comprehension instruction, teachers can help students work toward this linkage level and Essential Element by discussing the argument the author makes and then asking the student to read or listen in order to determine the claims that support the argument.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Friends Are Great Using Water At the Theater Winter Time A Day on the Farm
Distal Precursor	N/A
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.9-10.8 Determine how the specific claims support the argument made 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

Nodes in the map:

- **IP** Can demonstrate understanding of personal distinction in thought
- **UN** Can use words expressing states of being
- **UN** Can use words expressing different types of relationships
- **UN** Can describe the relationship between a series of events, ideas/concepts, or procedural steps using language that reflects time, sequence, and cause/effect
- **UN** Can determine the main idea of a section or subcategory of an informational text and understand their connection to the overall text
- **DP** Can identify an author or speaker's claims
- **UN** Can identify the implicit claims made by an author of an informational text
- **UN** Can indicate the specific claims in an informational text
- **PP** Can identify evidence for a claim
- **UN** Can identify how the claims support the argument made in an informational text
- **T** Can analyze an argument and determine what evidence supports the claims
- **S** Can determine if the structure of a text contributes to the author's claims