



## Mini-Map for ELA.EE.RL.8.5

Subject: ELA  
 Reading Literature  
 Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RL.8.5</b> Compare and contrast the structure of two or more texts.	<b>ELA.RL.8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify a forward sequence in a routine that they are familiar with (e.g., observed, participated in).	After reading or hearing a familiar, linear story, the student is able to identify information or events that occur at the beginning, middle, and end of the story.	After reading two texts (story, poem, drama), the student can identify similarities between the structures, such as story elements, text features, and organizational patterns.	After reading two texts (story, poem, drama), the student can identify similarities and differences between the structures, such as story elements, text features, and organizational patterns.	After reading a text, the student can recognize when events deviate from chronological order from language that signals shifts in time (such as flashbacks or other text cues).

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

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

Comparing the structure of two or more texts requires an understanding of different text structures. One common structure is a simple, chronological ordering of events. Students at the Initial Precursor linkage level can work toward recognizing a text with a chronological structure by learning to identify the next step or event in familiar routines. In the context of ELA instruction, teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level to help students attend to the steps or events in familiar routines and learn to identify what step comes next at different points in the routine.

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

Comparing the structure of two or more texts requires an understanding of different text structures. One common structure is a simple, chronological ordering of events. Students at the Distal Precursor linkage level can work toward recognizing a text with a chronological structure by learning to identify which events occurs at the beginning, middle, and end of a story.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Tom's Adventurous Day*</a> <a href="#">Tom's Stories*</a> <a href="#">Tom Goes to School</a>
<b>Distal Precursor</b>	<a href="#">Tom's Adventurous Day*</a> <a href="#">Tom Goes to School</a>
<b>Proximal Precursor</b>	N/A
<b>Target</b>	N/A
<b>Successor</b>	N/A
<p>*Texts with an * contain material that some students may find sensitive. Sensitive texts are optional in the Instructionally Embedded assessment and not used in the Year-End assessment.            For more comprehensive information, see <a href="#">Familiar Text Information – Grade 8</a>.</p>	
<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.RL.8.5** Compare and contrast the structure of two or more texts.

