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

Subject: ELA
Reading Literature
Grade: 8

## Learning Outcome

| DLM Essential Element | Grade-Level Standard |
|---|---|
| ELA.EE.RL.8.9 Compare and contrast themes, patterns of events, or characters across two or more stories or dramas. | ELA.EE.RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. |

## Linkage Level Descriptions

| Initial Precursor | Distal Precursor | Proximal Precursor | Target | Successor |
|---|---|---|---|---|
| The student can identify an object by its descriptor or provide a descriptor for the object. | After reading or hearing a familiar story, the student can correctly identify the behavior and actions of the characters in the story. | After reading the narrative, the student is able to identify when the emotions of a character change and the cause of that change. | After reading two different narratives, the student can identify similarities and differences between the theme, plot, and story elements of two texts. | When presented with two texts on the same topic which have different forms, the student can identify similarities and differences in theme, plot, and other story elements. |

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

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

Comparing and contrasting themes, plots, and other story elements requires students to understand words that can describe those things. Teachers can help students work toward this by helping them understand describing words when they are used in everyday interactions and by reading DLM Familiar Texts aligned with this linkage level. Those texts are written with specific attention to the use of adjectives to describe characters and others story elements. During repeated shared reading of these texts, teachers can encourage students to attend to the adjectives that are used and identify the story elements that are associated with each.

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

Comparing and contrasting themes, plots, and other story elements requires students to identify those elements and their key features. Teachers can help students at the Distal Precursor linkage level work toward this by focusing on identifying characters and their behaviors and actions. The DLM Familiar Texts aligned with this Essential Element and linkage level specifically call out characters and the actions they perform. Teachers can help students at the Distal Precursor learn to identify behaviors and actions of characters by engaging in repeated shared reading of the DLM Familiar Texts. During the initial readings of the text, teachers can describe the characters and what they do, and over time, they can ask students to begin identifying the names of characters who perform each action. Teachers might also ask students to match character names with their actions or behaviors.

## Instructional Resources

| Linkage Level | DLM Familiar Texts |
|---|---|
| **Initial Precursor** | Tom Picks Vegetables<br>Tom Goes to School<br>Return to the Island |
| **Distal Precursor** | Roy and the Beach |
| **Proximal Precursor** | N/A |
| **Target** | N/A |
| **Successor** | N/A |

For more comprehensive information, see Familiar Text Information – Grade 8.

| 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.RL.8.9** Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.



Map Key

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

**Boxes** indicate tested nodes