



Mini-Map for ELA.EE.RI.7.5

Subject: ELA

Reading Informational Text

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text.	ELA.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate understanding of an object's function through demonstration, pointing to pictures, or verbally explaining the function.	After hearing or reading a beginner-level informational text, the student can identify a concrete detail in the text.	The student can understand how the title from an informational text provides information about the content of the text and can distinguish the purpose of the structure.	The student can identify that events or facts may be tied together in a sequence in order to communicate steps or the need for a linear process.	When given a word, phrase, or paragraph from a text, the student can determine how it fits into the structure of the overall text.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining how a fact, step, or event fits into the structure of a text requires students to understand that things have a purpose. Students at the Initial Precursor can work on early understandings of the function of things by demonstrating an understanding of the purpose of objects. In the context of repeated shared reading, teachers can help students develop this understanding by selecting books like the DLM Familiar Texts that explicitly reference objects and their function. During the repeated readings, teachers might gather actual objects that match the book and act out how they are used and otherwise describe their function.

How is the Distal Precursor related to the Target?

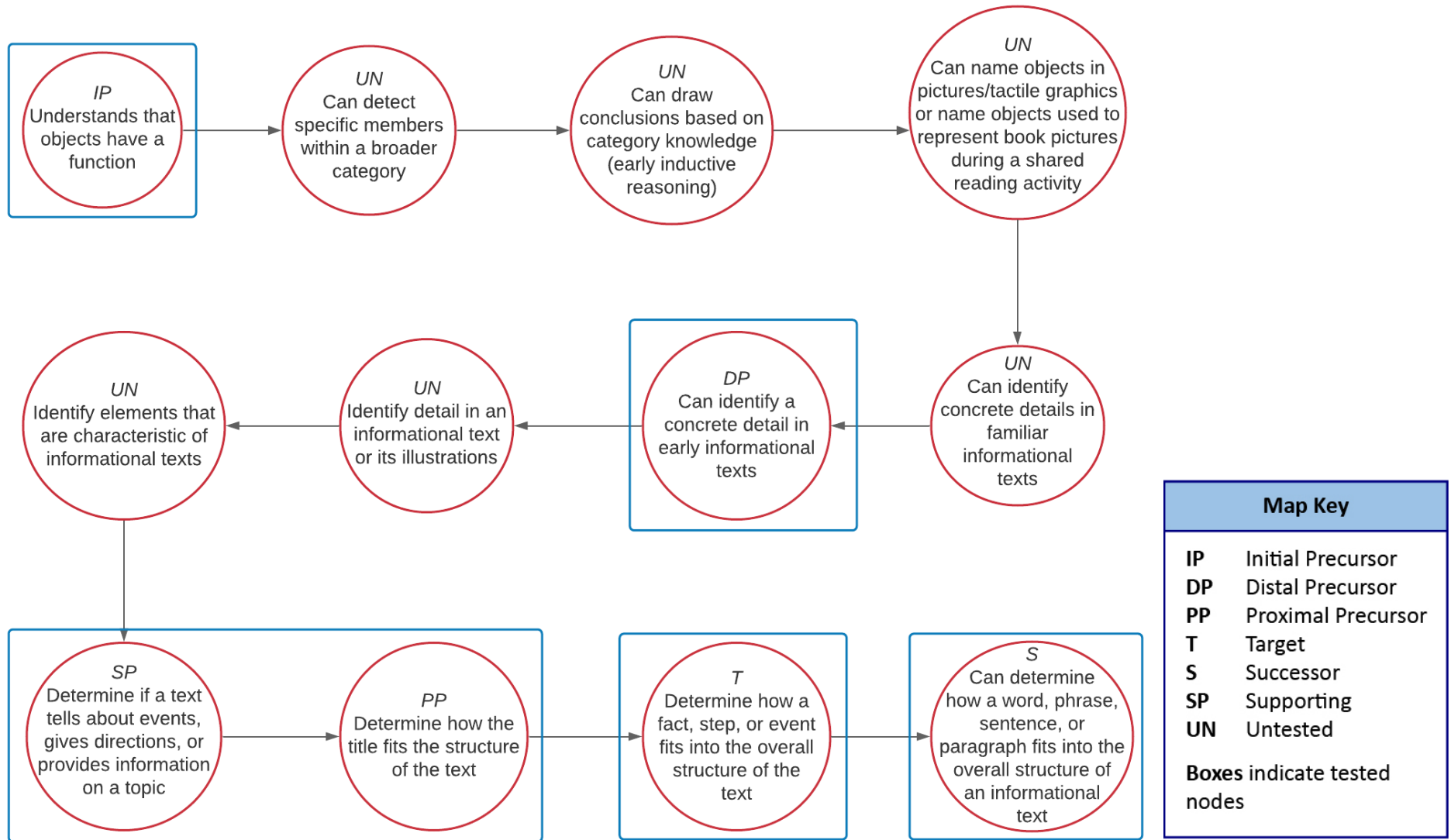
Determining how a fact, step, or event fits into the structure of a text requires students to be able to remember the facts, steps, and events. Teachers can help students learn to identify these concrete details in familiar texts through shared or guided reading of texts with a clear structure (e.g., sequence, compare/contrast, chronological order).

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Ancient Greece Camping Adventures * The Fair Observations
Distal Precursor	What Does a King Do? * Moose
Proximal Precursor	N/A
Target	N/A
Successor	N/A
*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 Familiar Text Information – Grade 7 .	
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 .	

[Link to Text-Only Map](#)

ELA.EE.RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text.





Mini-Map for ELA.EE.RL.7.1

Subject: ELA

Reading Literature

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.	ELA.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
During a shared reading of a text, the student is able to identify, indicate, and distinguish between the words and pictures on a page in text, braille, or tactile object/graphic.	The student can identify the major characters, setting, and major events in a story without the use of additional information from pictures.	The student can identify specific words in a story that answer a question about information explicitly stated in the story.	The student can analyze a story to identify where information is explicitly stated and where inferences should be drawn to acquire the underlying information.	The student can determine what a story states explicitly and where inferences need to be drawn to acquire underlying information.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Understanding what a text says explicitly requires students to attend to the specific words and illustrations or tactual information presented in a text. Students working at the Initial Precursor linkage level can begin to work on this during repeated shared reading of DLM Familiar Texts aligned with this linkage level. These texts include photos, tactile graphics, or objects that match the text to provide numerous opportunities for students to learn to differentiate between the text and the pictures/tactile graphics and begin matching pictures or objects with the words or other symbols they represent.

How is the Distal Precursor related to the Target?

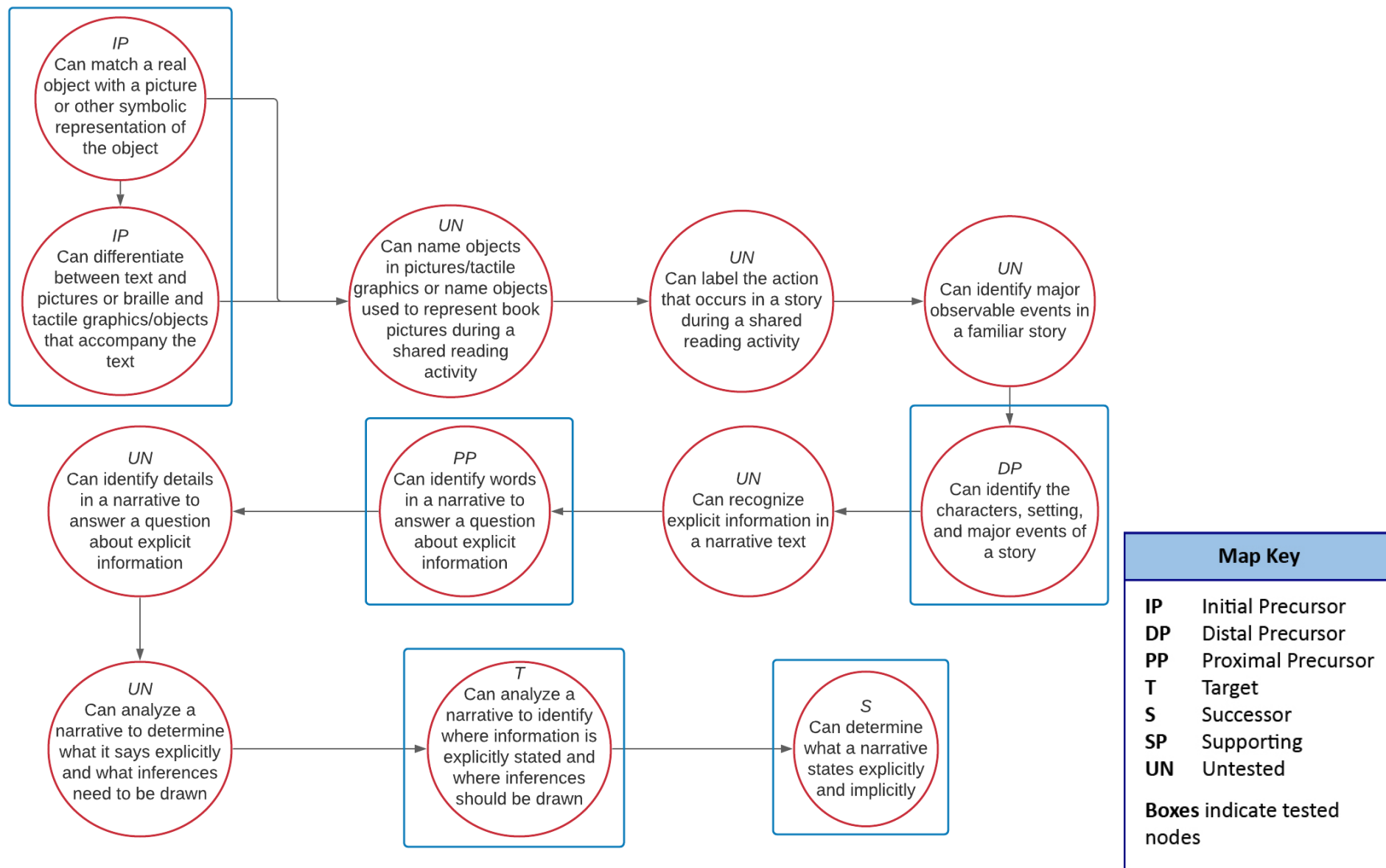
Learning to determine what a text says explicitly and making simple inferences about a text requires students to identify the key elements or details. Students working at the Distal Precursor linkage level can work on this during repeated shared readings of DLM Familiar Texts aligned with this Essential Element and linkage level. These texts are written with clearly identified story elements (e.g., characters, settings, events) that students can learn to identify over time.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	The Three Women * Survival Kit * A Trip to the Fair Calpurnia Explores the Pond
Distal Precursor	The Golden Apple * Finding Food * Calpurnia's Grandfather
Proximal Precursor	N/A
Target	N/A
Successor	N/A
*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 Familiar Text Information – Grade 7 .	
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[Link to Text-Only Map](#)

ELA.EE.RL.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.





Mini-Map for ELA.EE.RL.7.2

Subject: ELA

Reading Literature

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.7.2 Identify events in a text that are related to the theme or central idea.	ELA.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When provided with a picture of an object, or other symbolic representation of that object, the student can correctly match the picture with the real object.	The student can identify concrete details in a familiar story, including characters and objects.	The student can identify the events or other character actions/feelings that cause a character's actions in a story and can identify the corresponding consequences.	The student can identify the theme of a story and identify the events that directly relate to the overall theme.	The student can identify the theme or central idea of a story and identify and recount the events that are relevant to, and help the reader infer, the theme and central idea.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying the events that provide the foundation for the theme of a text requires the readers to remember and recall the events themselves. At the Initial Precursor level, students are working on learning to relate spoken words or symbols with photos or tactile graphics/objects of the events in the story. Teachers can address this during repeated shared reading of texts like the DLM Familiar Texts that describe events that can be represented by objects and other symbolic representations.

How is the Distal Precursor related to the Target?

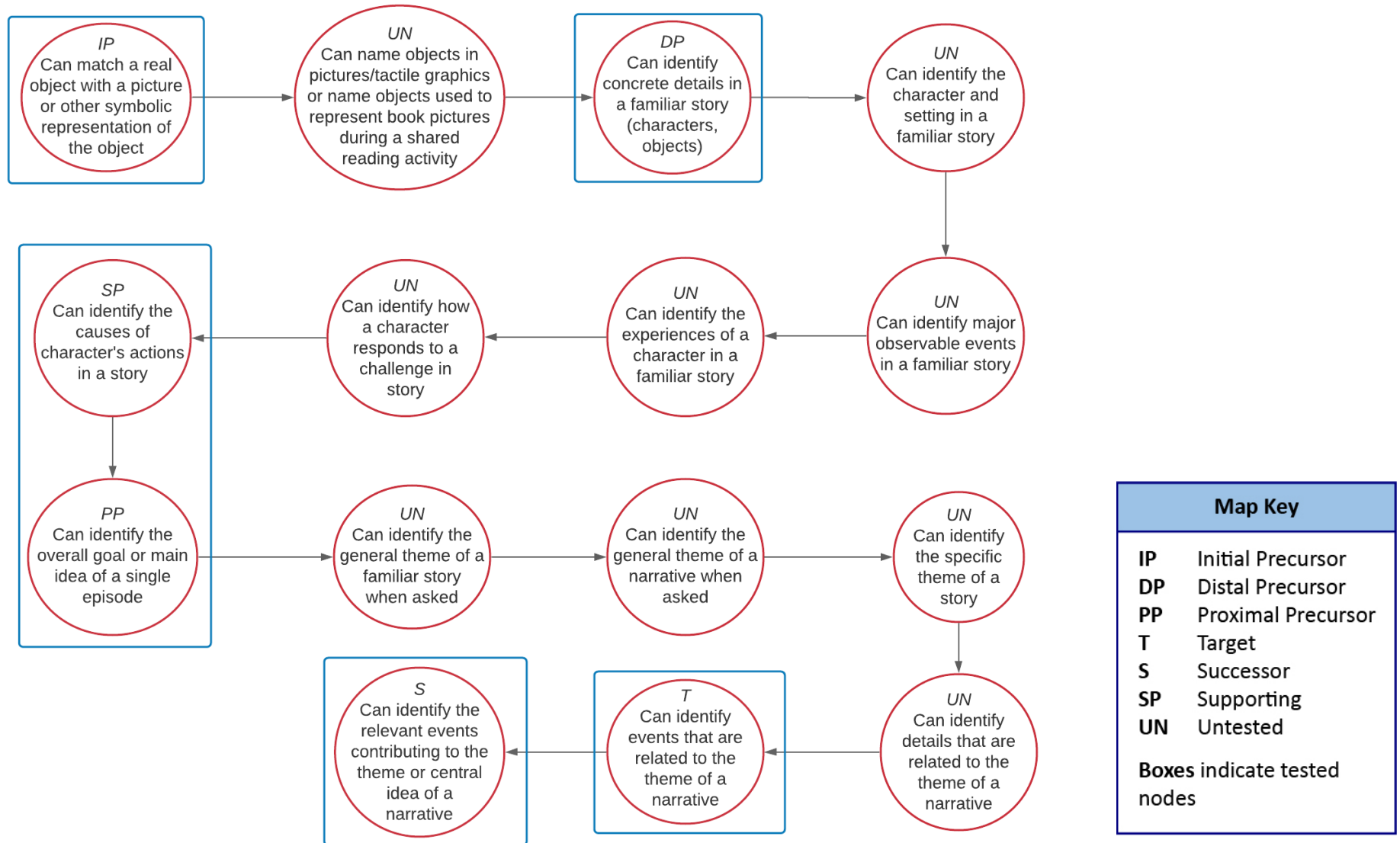
Identifying the events that provide the foundation for the theme of a text requires readers to remember and recall the events and differentiate them from all of the other details in the text. Students at the Distal Precursor level are not expected to determine which events provide the foundation for the theme, but they are expected to remember and recall the events and other key details from the story, even when the story is being read for the first time. Teachers can support the development of this understanding through guided reading (anchor-read-apply) with clearly stated story elements.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	The Three Women * Survival Kit * Calpurnia Explores the Pond
Distal Precursor	The Golden Apple * Brian Survives * Calpurnia's Grandfather
Proximal Precursor	N/A
Target	N/A
Successor	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 Familiar Text Information – Grade 7.</p>	
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[Link to Text-Only Map](#)

ELA.EE.RL.7.2 Identify events in a text that are related to the theme or central idea.





Mini-Map for ELA.EE.RL.7.4

Subject: ELA

Reading Literature

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.7.4 Determine the meaning of simple idioms and figures of speech as they are used in a text.	ELA.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can understand and/or use names for objects and people and can understand and/or use those same names when the object or person is not present.	The student is able to recall the correct definition of a word after reading or listening to a sentence in which the word is clearly defined.	The student can identify a singular meaning of a multiple-meaning word using contextual and textual clues.	The student can determine the meaning of frequently occurring or simple idioms and figures of speech in a narrative.	After reading or hearing a text, the student can identify the commonly understood cultural and/or emotional meaning of words and phrases in the text.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Learning the meaning of figures of speech and idioms requires students to go beyond concrete word understandings. Students working at the Initial Precursor linkage level can work toward this more abstract understanding of words by beginning to demonstrate understanding of the names of objects and people when they are not immediately present. Teachers can work on this during repeated shared reading of DLM Familiar Texts aligned with this Essential Element and linkage level. These texts provide teachers with an opportunity to use objects, images, and/or tactile graphics to help students learn the names of objects and people when they are present and not present.

How is the Distal Precursor related to the Target?

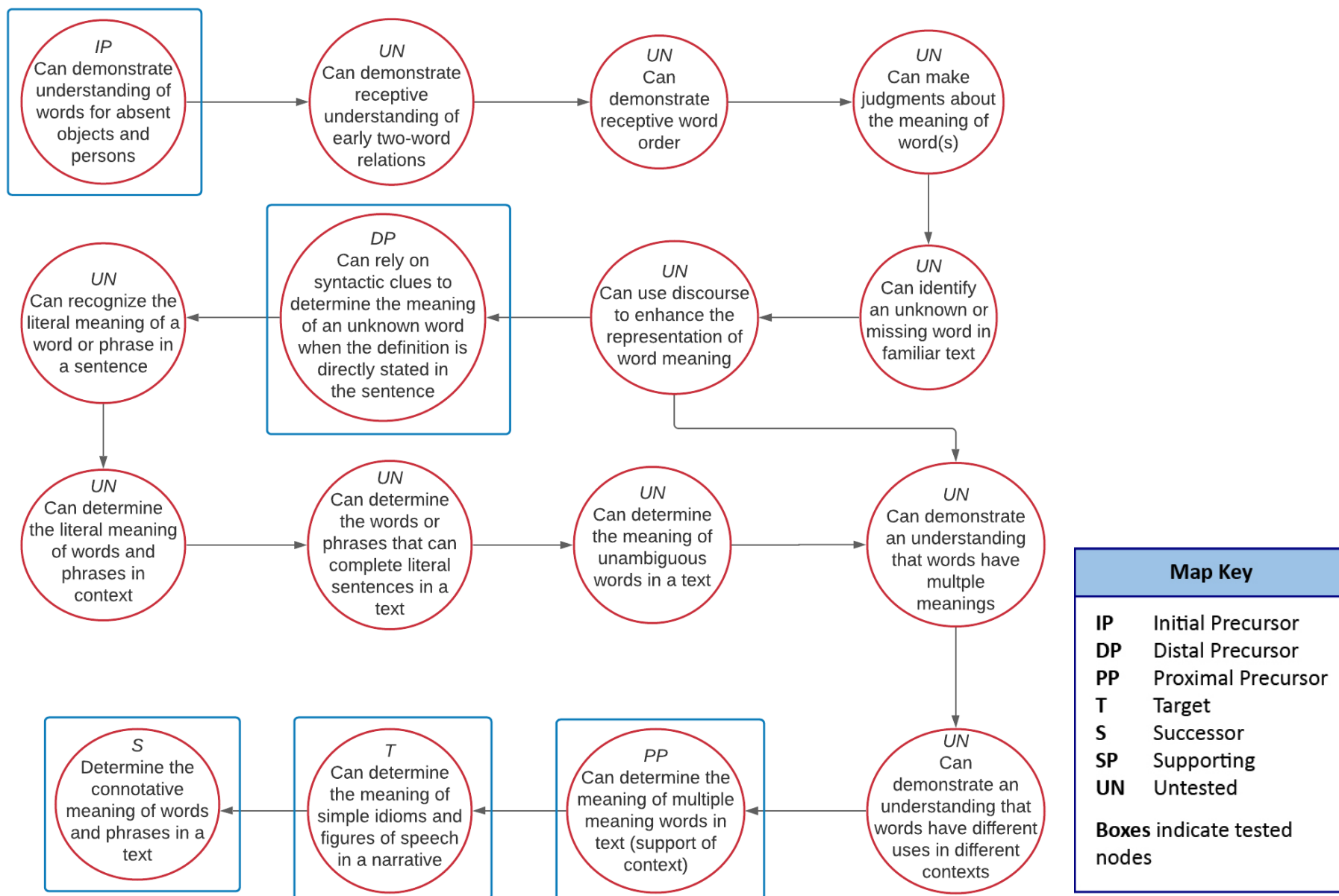
Learning the meaning of figures of speech and idioms requires students to begin to understand how context influences the meaning of words and phrases. Students at the Distal Precursor linkage level can work toward this understanding by learning to use context to determine the meaning of unknown words. Teachers can help students learn how to use context by selecting books that offer definitions of words right in the text using appositives (a noun or noun phrase that renames another noun right before it), direct explanations, and other approaches to defining or explaining new words right in the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	The Three Women * Survival Kit * A Trip to the Fair
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	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 Familiar Text Information – Grade 7.</p>	
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[Link to Text-Only Map](#)

ELA.EE.RL.7.4 Determine the meaning of simple idioms and figures of speech as they are used in a text.





Mini-Map for ELA.EE.RI.7.1

Subject: ELA

Reading Informational Text

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.	ELA.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
During a shared reading of a text, the student is able to identify, indicate, and distinguish between the words and pictures on a page in text, braille, or tactile object/graphic.	When provided with illustrations that are related and unrelated to a familiar text, the student can identify the illustrations that relate to aspects of the familiar text, such as people, places, things, and ideas.	After reading or hearing an informational text, the student can identify words that are related to a specific detail and can use those words to answer a question about explicit information.	The student can recognize when information is stated explicitly and when inferences must be drawn to identify the meaning of the text or statement.	The student is able to recognize the difference between what a text directly states and what it implies.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Understanding what a text says explicitly requires students to attend to the specific words and illustrations or tactual information that is presented in a text. Students working at the Initial Precursor linkage level can begin to work on this during repeated shared reading of DLM Familiar Texts aligned with this linkage level. These texts include photos, tactile graphics, or objects that match the text to provide numerous opportunities for students to learn to differentiate between the text and the pictures/tactile graphics and begin matching pictures or objects with the words or other symbols they represent.

How is the Distal Precursor related to the Target?

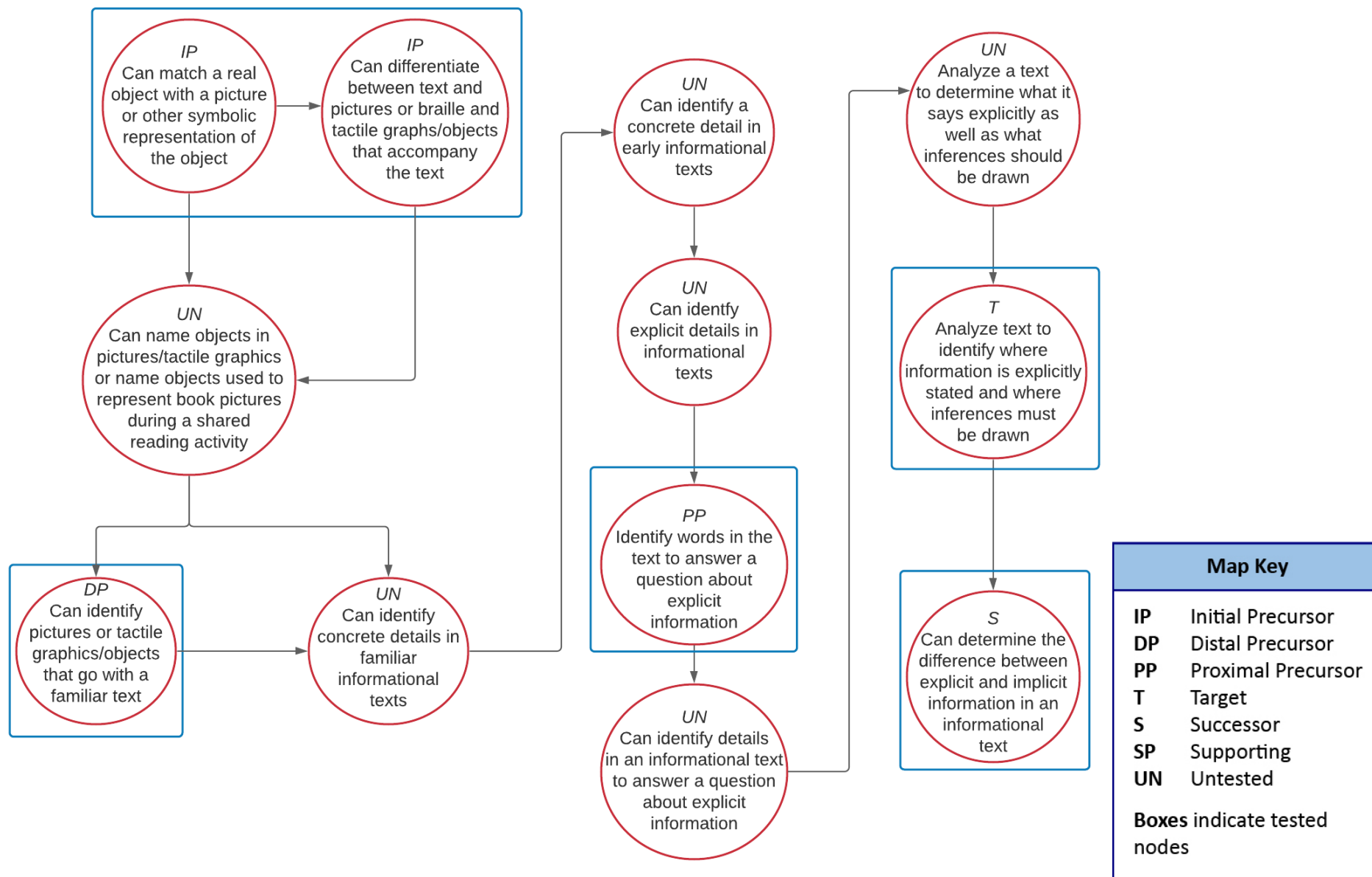
As students work toward being able to identify where information is explicitly stated in a text or determine when inferences must be made, they can learn to identify information that appears in illustrations or tactile graphics/objects associated with this text. During shared reading or reading comprehension instruction, teachers can help students at the Distal Precursor linkage level work to listen or read to identify information that is also present in the illustrations or tactile graphics/objects that accompany the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	What Does a King Do?* Moose The Fair Libraries
Distal Precursor	What Does a King Do?* Camping Adventures* The Fair Observations
Proximal Precursor	N/A
Target	N/A
Successor	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 Familiar Text Information – Grade 7.</p>	
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[Link to Text-Only Map](#)

ELA.EE.RI.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.





Mini-Map for ELA.EE.RI.7.2

Subject: ELA

Reading Informational Text

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.7.2 Determine two or more central ideas in a text.	ELA.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When provided with a picture of an object, or another symbolic representation of that object, the student can correctly match the picture with the real object.	After hearing or reading a beginner-level informational text, the student can identify a concrete detail in the text.	After hearing or reading an informational text, the student can identify the implicit main idea of the text and identify the relationships between concrete details.	After reading or hearing an informational text, the student can identify more than one main idea in the text.	After reading or hearing an informational text, the student can demonstrate an understanding of the summary of the text by identifying an accurate summary or expressing the main ideas of the text.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Identifying the main ideas of a text requires the readers to remember and recall details from the text. At the Initial Precursor level, students are working on learning to relate spoken words or symbols with photos or tactile graphics/objects that represent details. Teachers can address this during repeated shared reading of texts like the DLM Familiar Texts that describe people, objects, and events that can easily be represented by objects and other symbolic representations.

How is the Distal Precursor related to the Target?

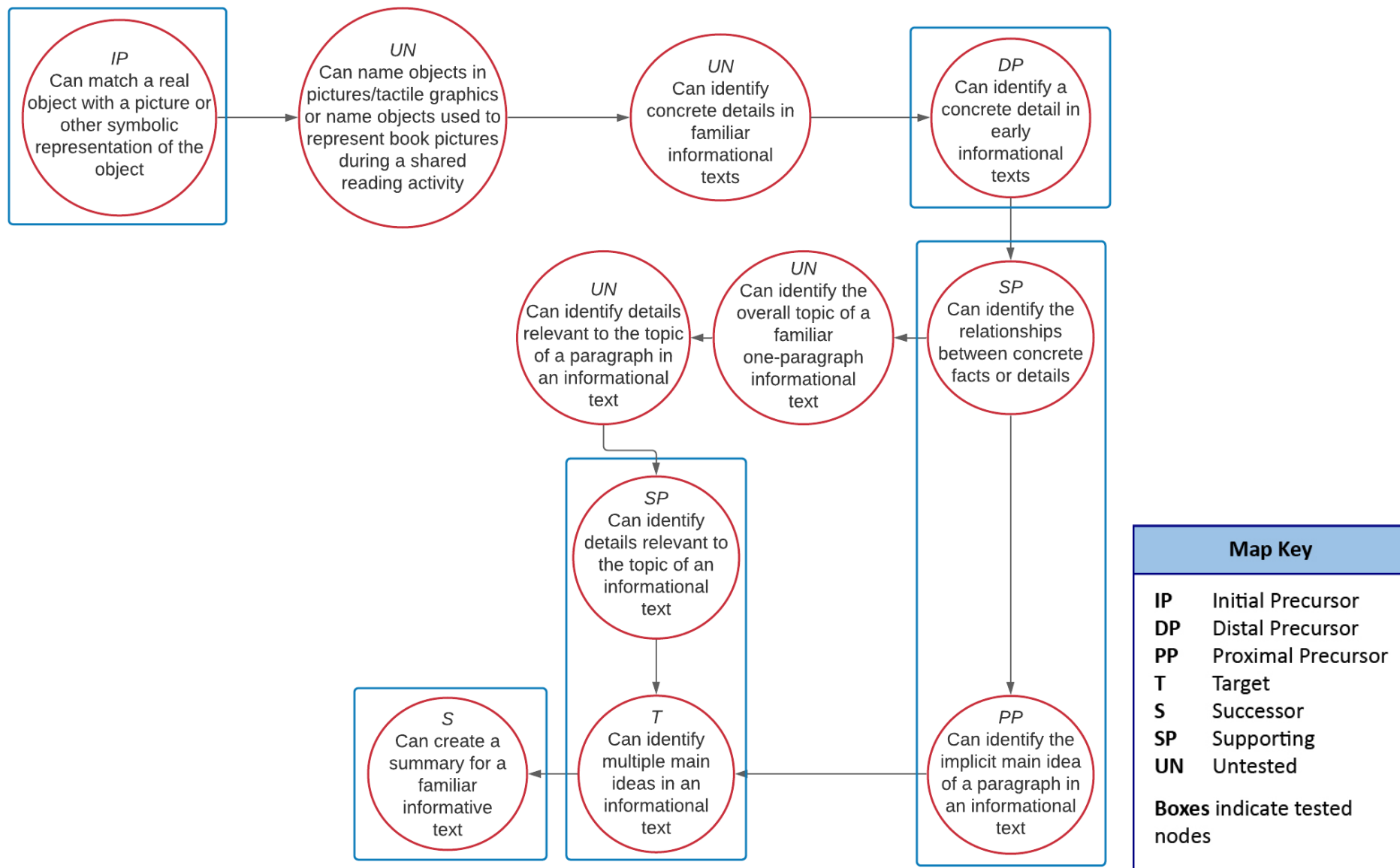
Identifying the main ideas of a text requires the readers to remember and recall details from the text. At the Distal Precursor linkage level, students are not expected to identify the main idea, but they are expected to identify the details even when a book is being read for the first time. Teachers can support the development of this understanding through guided reading (anchor-read-apply) with clearly stated concrete details.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Ancient Greece Camping Adventures * The Fair Libraries
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	What Does a King Do? * Moose
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[Link to Text-Only Map](#)

ELA.EE.RI.7.2 Determine two or more central ideas in a text.





Mini-Map for ELA.EE.RI.7.4

Subject: ELA

Reading Informational Text

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.7.4 Determine how words or phrases are used to persuade or inform a text.	ELA.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

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 short text, the student can recognize that the literal meaning of a word or phrase is the meaning directly stated in the sentence.	The student understands that the context in which an unknown phrase is presented can provide clues to help determine its meaning. The student can use the context surrounding an unknown phrase to determine its meaning.	The student recognizes that word choices can be used to persuade or inform the reader. After reading or hearing an informational text, the student can determine how word choice is used to persuade or inform the reader.	After reading or hearing a text, the student can identify the commonly understood cultural and/or emotional meaning of words and phrases in the text.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

As students work toward understanding how words are used to persuade or inform, they have to learn a great deal about language. One starting point is understanding adjectives and the way they describe characters, settings, or major events in a story. Adjectives often distinguish story details from one another, which is one form of relationship. In the context of repeated shared reading, teachers can use texts, including DLM Familiar Texts, that feature familiar settings and explicitly describe people, objects, and events associated with the settings. As teachers read the text with students, they might gather objects that match those from the book or use the illustrations to support students in understanding the describing words that are used.

How is the Distal Precursor related to the Target?

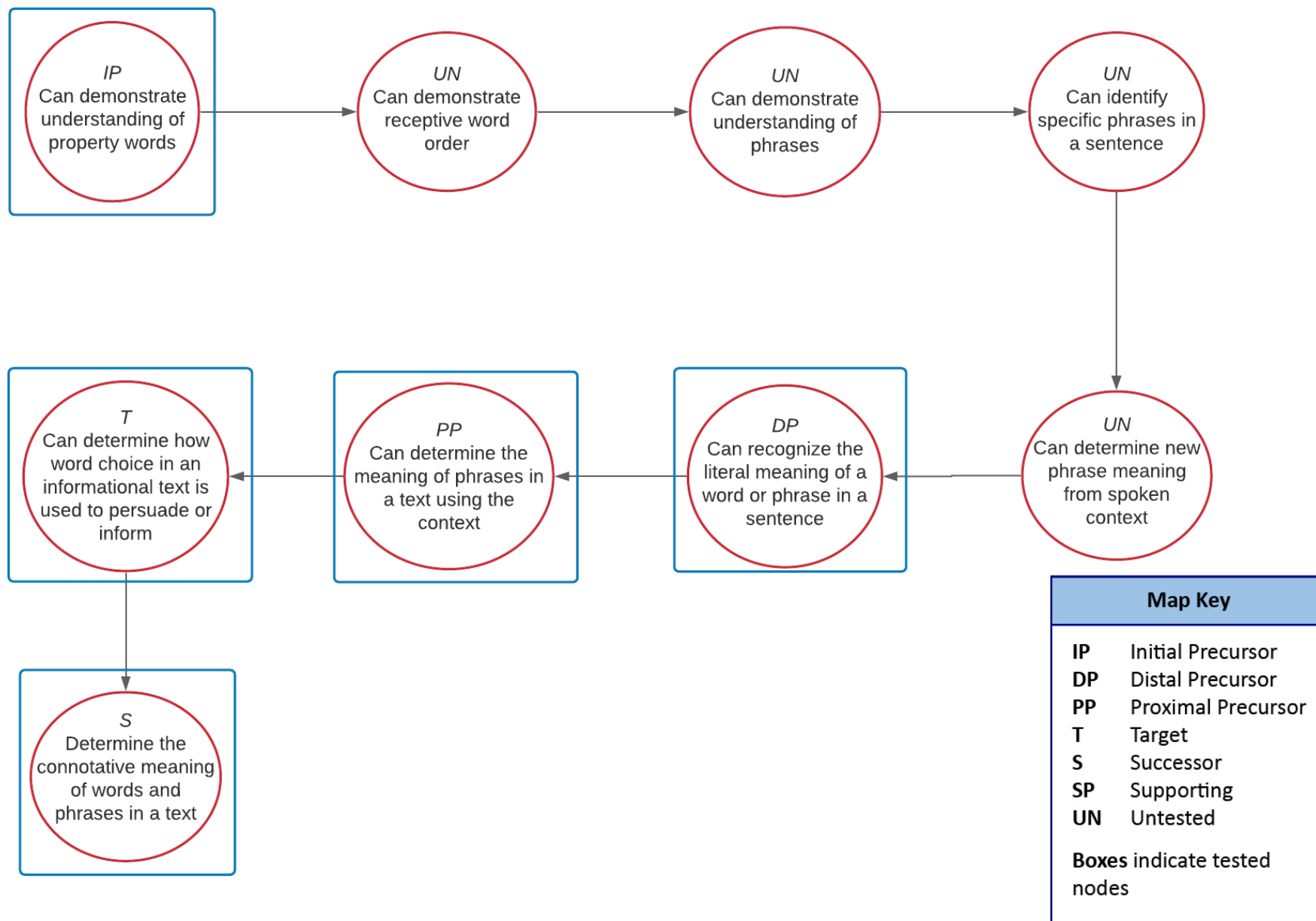
As students work toward understanding how words are used to persuade or inform, they have to learn a great deal about language. One of the things they must learn is the literal meaning of words as they are used in text. During shared reading or reading comprehension instruction, students working at the Distal Precursor linkage level can work to identify the part of the text that shows the explicit meaning of the Target words.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	The Olympic Tradition Camping Adventures * The Fair
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	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 Familiar Text Information – Grade 7.</p>	
Released Testlets	
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[Link to Text-Only Map](#)

ELA.EE.RI.7.4 Determine how words or phrases are used to persuade or inform a text.





Mini-Map for ELA.EE.RI.7.6

Subject: ELA

Reading Informational Text

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.7.6 Determine an author's purpose or point of view.	ELA.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student is able to identify the person who participates in a familiar routine with him or her.	After hearing or reading a beginner-level informational text, the student can identify a concrete detail in the text.	After reading an informational text, the student can identify words or phrases that show the author's point of view on a topic.	After reading an informational text, the student can identify the author's point of view and the reason they wrote the text.	The student is able to understand that the author uses specific language, details, and ideas to convey his or her point of view on a topic.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Understanding an author's purpose for writing a text requires that students understand the information that is included in the text. For students working at the Initial Precursor linkage level, this can begin with a focus on understanding the people that are associated with actions or activities described in text. Teachers can use DLM Familiar Texts aligned with this Essential Element and linkage level during repeated shared reading interactions to help students learn to identify the people who are associated with the routines that are featured in the texts.

How is the Distal Precursor related to the Target?

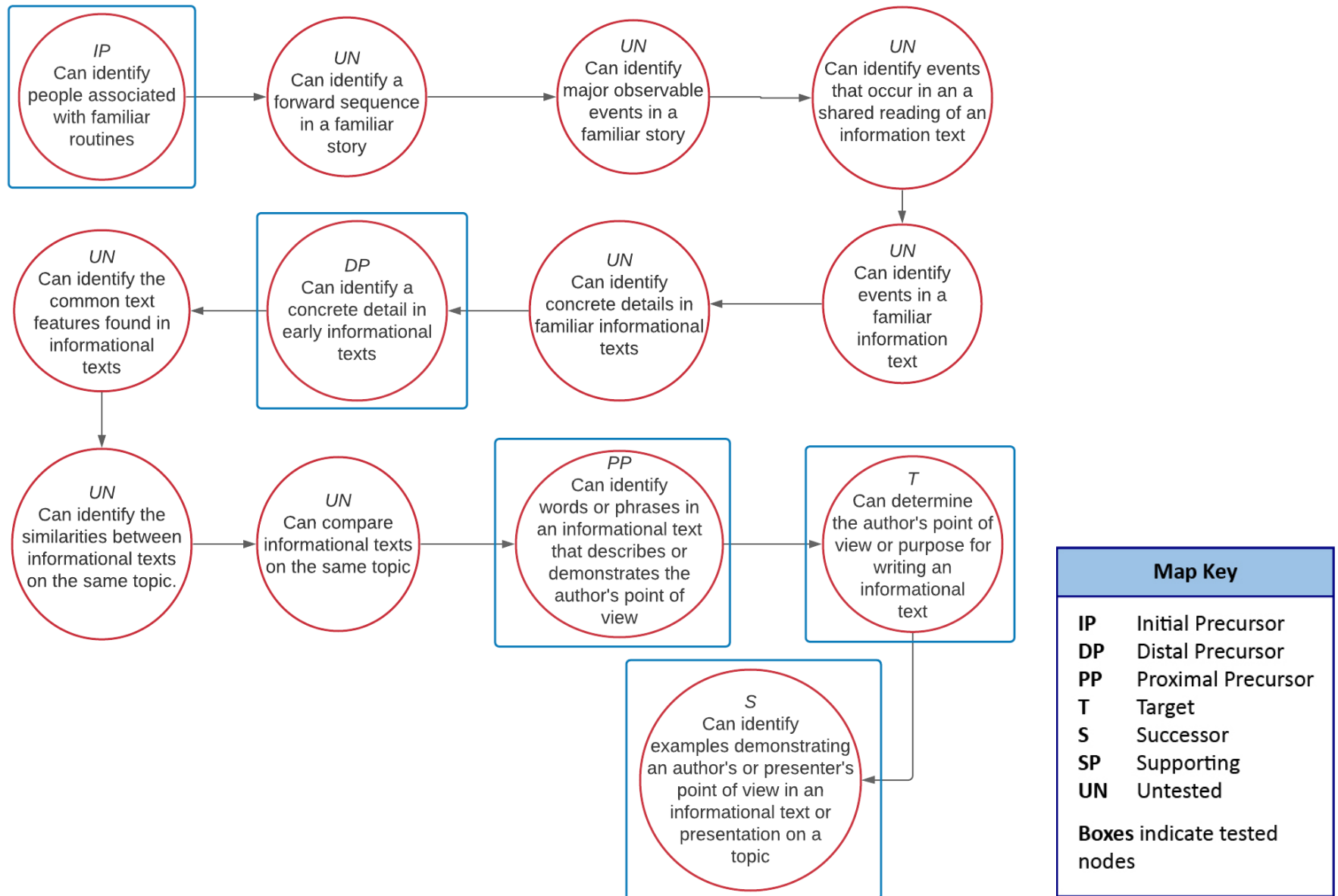
Understanding an author's purpose for writing a text requires a reader to understand the text itself and use that understanding to determine the purpose. Students at the Distal Precursor linkage level can work toward this by learning to read and/or listen to identify the details in a text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Ancient Greece Contests Observations
Distal Precursor	Birds
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 7 .	
Released Testlets	
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[Link to Text-Only Map](#)

ELA.EE.RI.7.6 Determine an author's purpose or point of view.





Mini-Map for ELA.EE.RI.7.8

Subject: ELA

Reading Informational Text

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.7.8 Determine how a claim or reason fits into the overall structure of an informational text.	ELA.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
After reading a story with a repeated line in the text, the student is able to say the repeated line during a second reading of the text.	The student can recognize that a paragraph has a main idea when it appears explicitly in the first sentence of a text.	When given a word, phrase, or paragraph from a text, the student is able to determine how it fits into the structure of the overall text.	The student can demonstrate understanding that there is a systematic order or placement of claims and reasons to support those claims to aid in understanding.	When presented with an informational text, the student is able to identify the overall structure and characteristics commonly associated with an informational text.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

For students working at the Initial Precursor linkage level, understanding the relationship between claims, reasons, and text structure can begin by learning about other relationships within texts. Using the DLM Familiar Texts aligned with this Essential Element and linkage level, teachers can use repeated shared reading interactions to help students anticipate a next step or response to the familiar events and routines featured in the texts.

How is the Distal Precursor related to the Target?

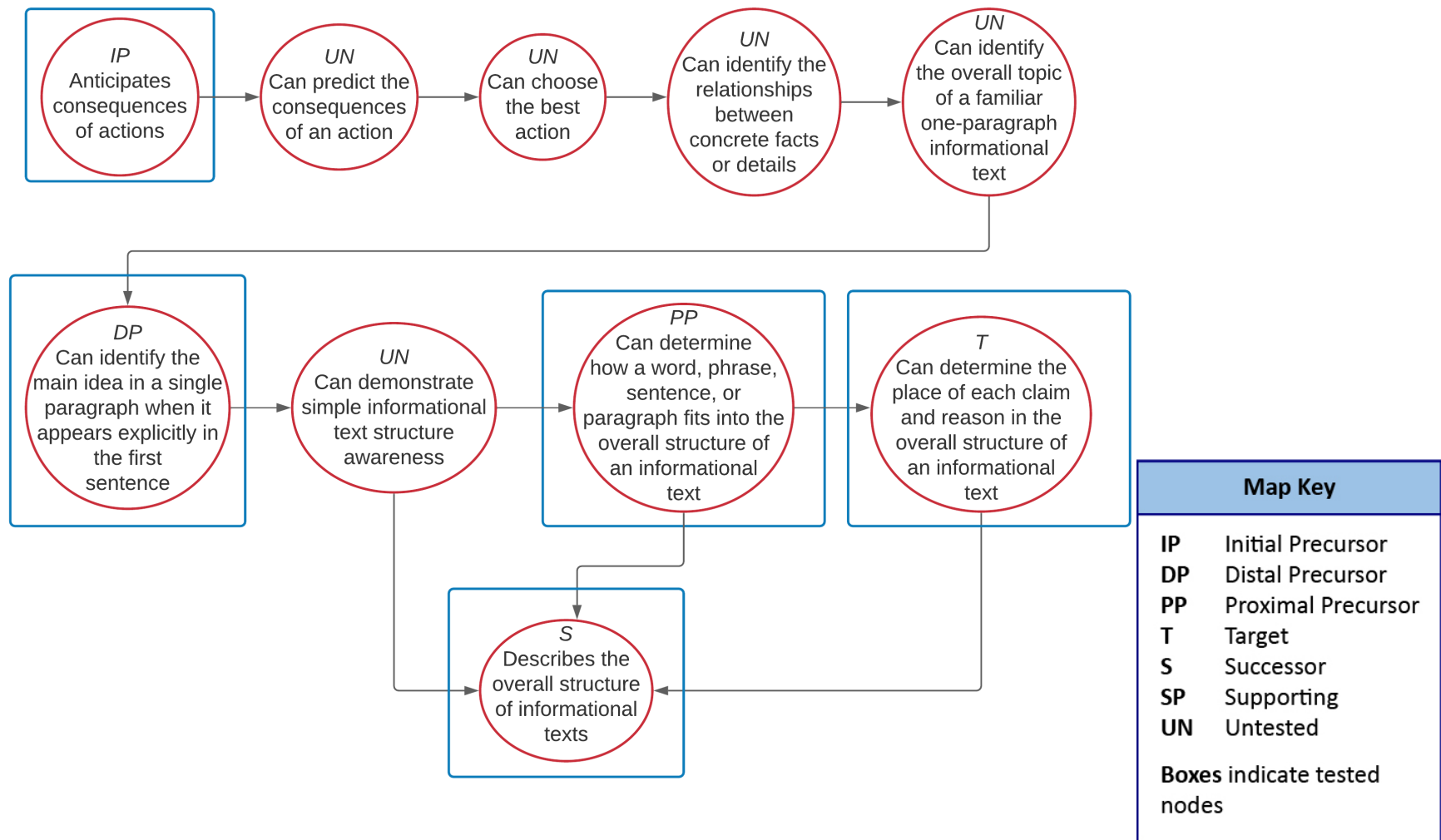
Learning about the overall structure of informational text and how claims or reasons fit in that structure can begin with a focus on identifying the main idea of text when it is stated as the first or last sentence of a text. Teachers will want to help students working at the Distal Precursor linkage level go beyond simply identifying the first or last sentence and read or listen to the text to determine which tells what the text is all about.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Camping Adventures * The Fair Observations
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	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 Familiar Text Information – Grade 7.</p>	
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[Link to Text-Only Map](#)

ELA.EE.RI.7.8 Determine how a claim or reason fits into the overall structure of an informational text.





Mini-Map for ELA.EE.RL.7.3

Subject: ELA

Reading Literature

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.7.3 Determine how two or more story elements are related.	ELA.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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.	The student can understand how a character's feelings or desires may lead to a corresponding action and how the actions can make the character feel.	The student can identify how a character responds to a specific challenge or hurdle in a story.	The student can determine how some of the characters, settings, or major events of the narrative relate to each other.	The student can identify the events or other character actions/feelings that cause a character's actions in a story and can identify the corresponding consequences.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

As students work toward being able to determine the relationships between elements of a story, they have to learn a great deal about language. One starting point is understanding adjectives and the way they describe characters, settings, or major events in a story. Adjectives often distinguish story details from one another, which is one form of relationship. In the context of repeated shared reading, teachers can use texts, including DLM Familiar Texts, that feature familiar settings and explicitly describe people, objects, and events associated with the settings. As teachers read the text with students, they might gather objects that match those from the book or use the illustrations to support students in understanding the describing words that are used.

How is the Distal Precursor related to the Target?

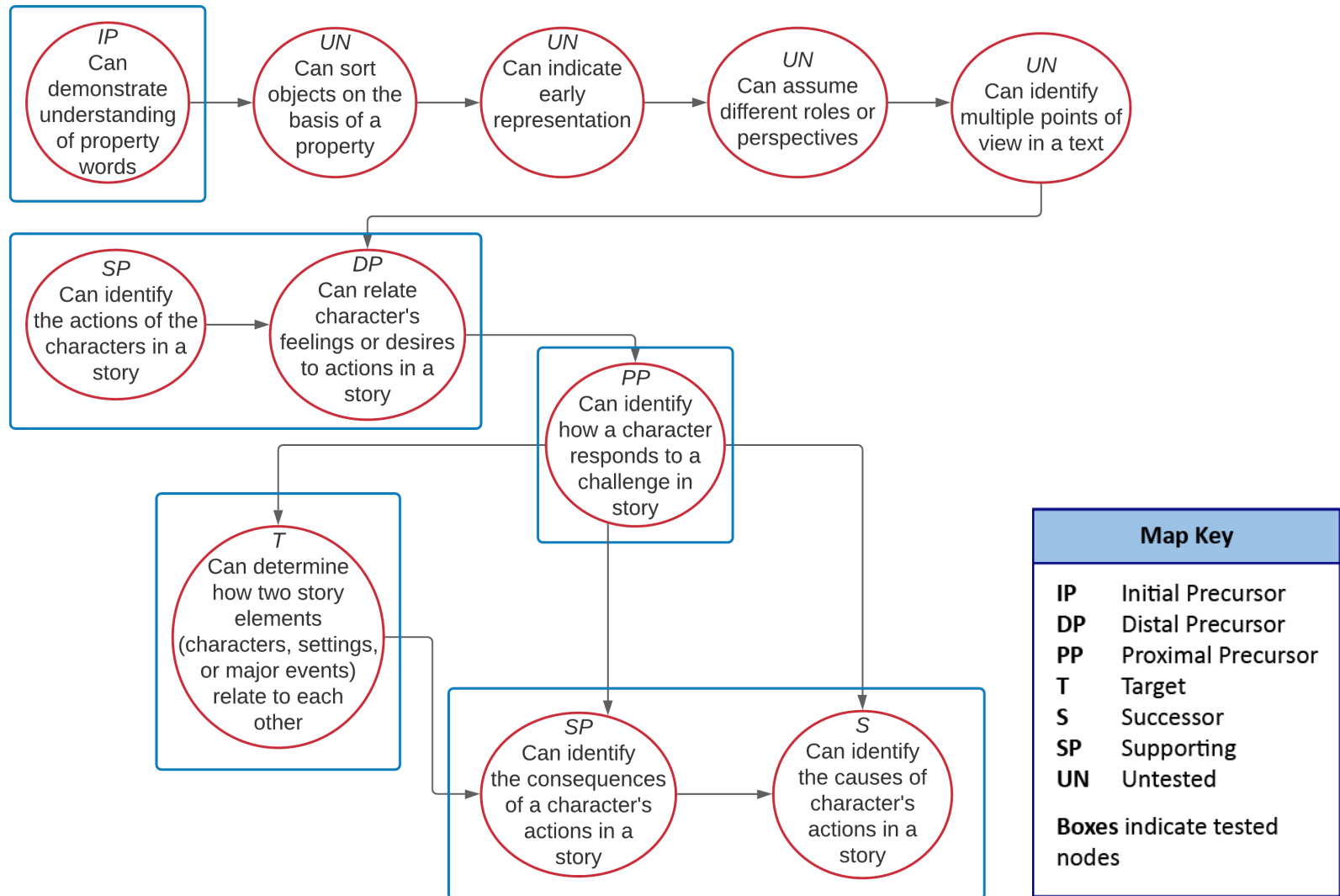
One specific way that students can begin understanding the relationships between elements of story is to identify the relationship between a character's actions and feelings. During shared or guided reading, teachers can help students identify when character feelings are explicitly stated and look for actions that are related to those feelings.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	The Golden Apple* Brian Survives* A Trip to the Fair Calpurnia Explores the Pond Green and Yellow Grasshoppers
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	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.</p> <p>For more comprehensive information, see Familiar Text Information – Grade 7.</p>	
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 .	

[Link to Text-Only Map](#)

ELA.EE.RL.7.3 Determine how two or more story elements are related.





Mini-Map for ELA.EE.RL.7.5

Subject: ELA

Reading Literature

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.7.5 Compare the structure of two or more texts (e.g., stories, poems, or dramas).	ELA.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
During a shared reading of a text, the student is able to identify, indicate, and distinguish between the words and pictures on a page in text, braille, or tactile object/graphic.	After reading or hearing a familiar story, the student can identify information or events that occur at the beginning and end of the story and concrete details within a story, such as characters and objects.	When presented with a text, the student is able to identify whether the text is a story, poem, or drama based on the structure and characteristics of the text.	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.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Understanding the structure of a text requires students to begin to attend to the specific words and illustrations or tactual information that is presented in a text. Students working at the Initial Precursor linkage level can begin to work on this during repeated shared reading of DLM Familiar Texts aligned with this linkage level. These texts include photos, tactile graphics, or objects that match the text to provide numerous opportunities for students to learn to differentiate between the text and the pictures/tactile graphics and begin matching pictures or objects with the words or other symbols they represent.

How is the Distal Precursor related to the Target?

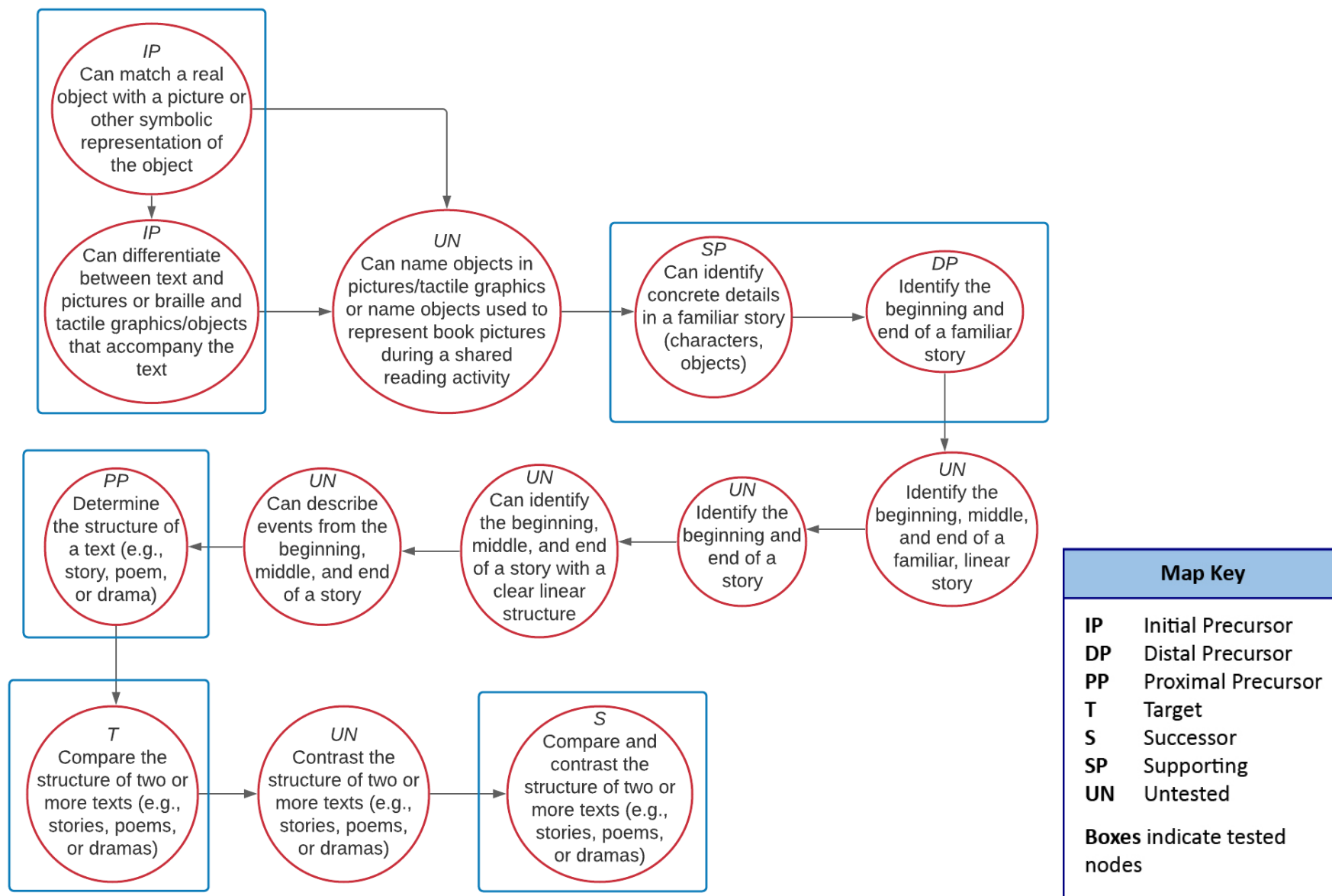
All text comprehension begins with being able to identify details in the text. Readers then use these details to support more complex understandings as is required to compare the structure of two texts. Students at the Distal Precursor linkage level are working on identifying the elements in stories, poems, dramas, and other texts they read with teachers. During shared reading interactions, teachers can ask students to indicate when a specific character or other text element appears in the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	The Golden Apple * The Three Women * Brian Survives * Calpurnia's Grandfather Calpurnia Explores the Pond
Distal Precursor	The Golden Apple * Brian Survives * Calpurnia's Grandfather
Proximal Precursor	N/A
Target	N/A
Successor	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 Familiar Text Information – Grade 7.</p>	
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 .	

[Link to Text-Only Map](#)

ELA.EE.RL.7.5 Compare the structure of two or more texts (e.g., stories, poems, or dramas).





Mini-Map for ELA.EE.RI.7.3

Subject: ELA

Reading Informational Text

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.7.3 Determine how two individuals, events or ideas in a text are related.	ELA.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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.	After reading an informational text, the student is able to distinguish the author's most important points.	The student can identify the points that are made by an author of an informational text, and identify points that are related.	After reading a text, the student can identify the relationships between individuals, events, and ideas and how they relate to one another.	The student is able to understand how details in an informational text relate and interact with one another in different ways.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining how two or more details in a text are related requires students to understand how things are related to one another. Categorical knowledge is one way to understand 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 highlight the objects that are used in familiar routines and the broader categories for the objects (e.g., items you buy when you go shopping).

How is the Distal Precursor related to the Target?

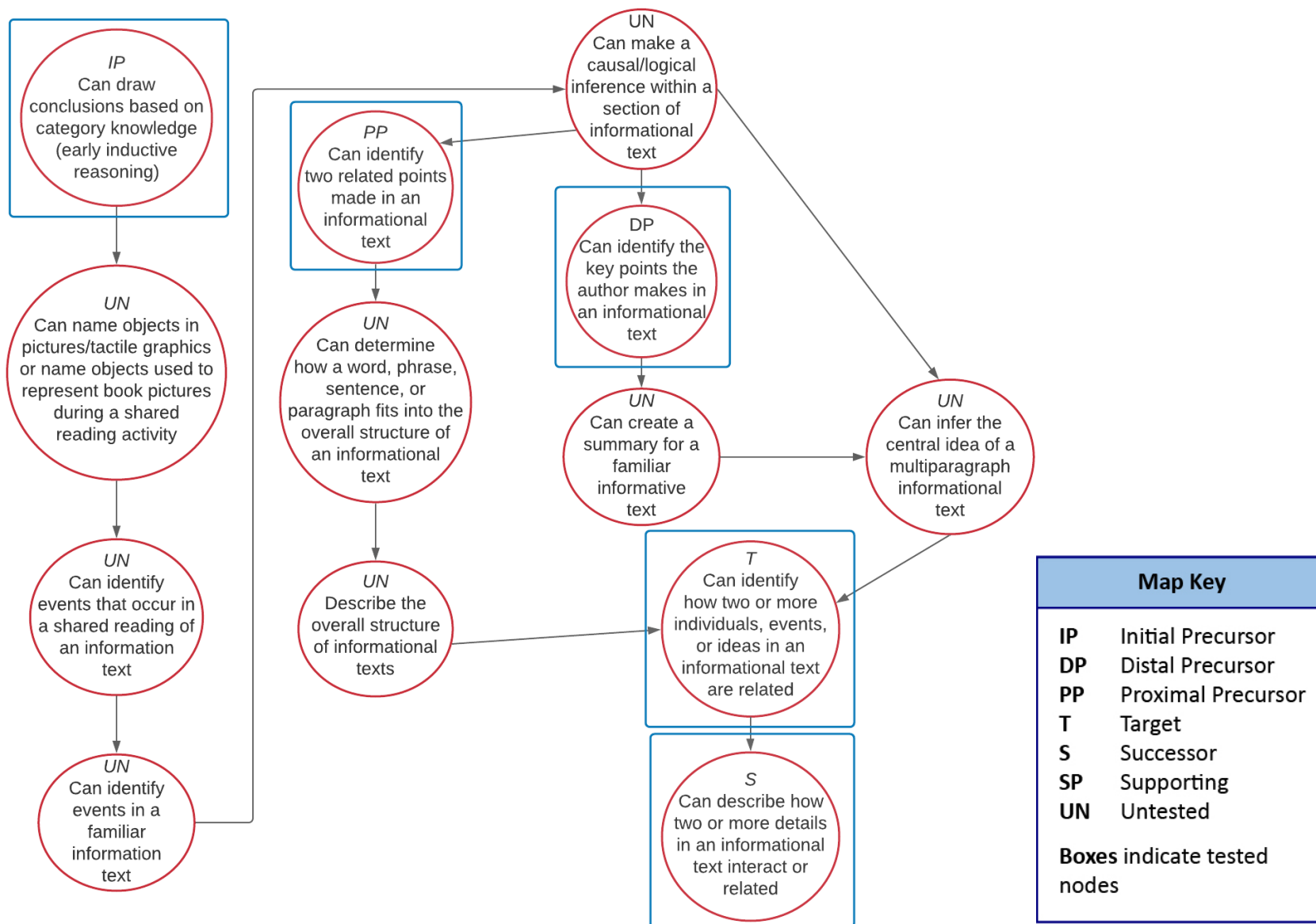
Recognizing and remembering the details in a text is a critical component of being able to recognize the relationships between details. As students begin to recognize and remember details, but before they can determine the specific relationship between them, they can work toward determining which details are the most important. Teachers can work on this during shared reading by asking students to identify all of the details and then select the details that are most important.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	The Fair Observations
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 7 .	
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 .	

[Link to Text-Only Map](#)

ELA.EE.RI.7.3 Determine how two individuals, events or ideas in a text are related.





Mini-Map for ELA.EE.RI.7.9

Subject: ELA

Reading Informational Text

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.7.9 Compare and contrast how different texts on the same topic present the details.	ELA.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

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 can identify that two different informational texts can make common points and statements, or share common facts, and can identify these connections.	After reading two informational texts, the student can recognize similarities and differences between them (facts, points, claims) and how these differences alter the purpose and information in the text.	The student can demonstrate understanding that two informational texts on the same topic can present details differently and that this affects how they relate to each other, including how they relate details on the theme, arguments, or central ideas.	After reading two informational texts on the same topic, the student is able to see how the central ideas, themes, arguments, and supporting details relate to each other.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Comparing and contrasting texts for any purpose requires students to understand how different ideas are similar to and different from one another. Categorical knowledge is one way to help students begin to understand these similarities and differences. In the context of repeated 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 highlight the objects that are used in familiar routines and the broader categories for the objects.

How is the Distal Precursor related to the Target?

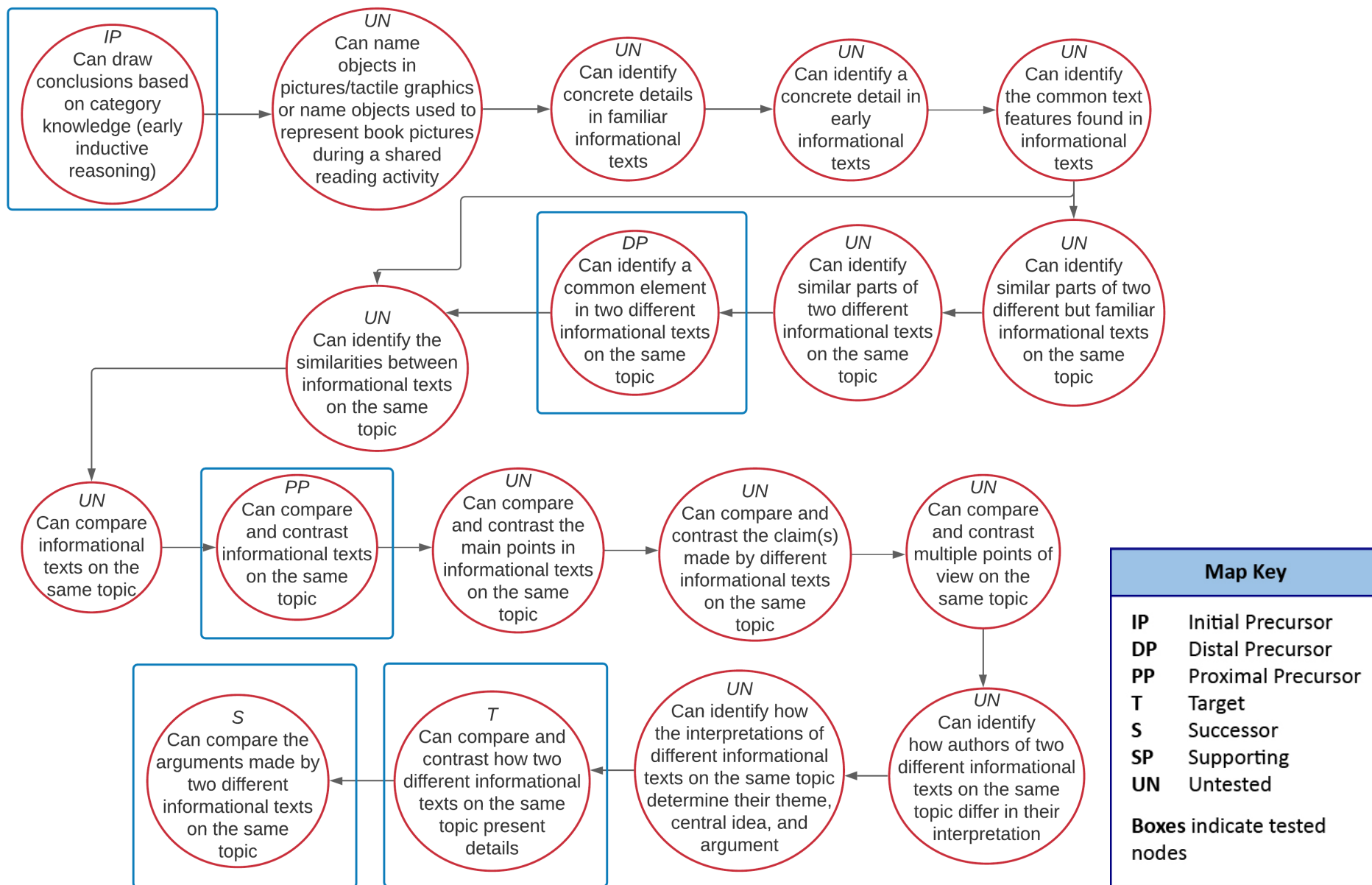
Comparing and contrasting different texts on the same topic requires understanding each text. Students working at the Distal Precursor linkage level can first read or listen to two texts on the same topic to determine the points that are made. They can then be encouraged to look back across the texts to determine whether the authors made similar points.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	The Olympic Tradition Camping Adventures * Taking Care of Animals
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	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 Familiar Text Information – Grade 7.</p>	
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See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RI.7.9 Compare and contrast how different texts on the same topic present the details.





Mini-Map for ELA.EE.L.7.2.a

Subject: ELA

Writing

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.7.2.a Use end punctuation when writing a sentence or question.	ELA.L.7.2.a Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can demonstrate an understanding that all objects have a function or action associated with them by indicating the object's function or action.	The student can identify the first word to read on a page and point to the upper left of a page of text when asked where to start reading.	The student can demonstrate an understanding that some type of punctuation needs to occur after each sentence and can recognize the different types of end punctuation.	The student can appropriately use various types of end punctuation when writing.	The student can identify commas as a form of punctuation and use commas when writing.

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 7 with four other Essential Elements: ELA.EE.L.7.2.b, ELA.EE.W.7.2.a, ELA.EE.W.7.2.b, and ELA.EE.W.7.2.d. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 7 with four other Essential Elements: ELA.EE.L.7.2.b, ELA.EE.W.7.2.a, ELA.EE.W.7.2.b, and ELA.EE.W.7.2.d.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Using correct ending punctuation requires an understanding of the symbols themselves as well as their use. Students at the Initial Precursor level are working on understanding that objects have functions so that one day they can identify and use symbols for punctuation. Teachers can work on this by asking students to identify the function of tools used during writing and the function of objects related to the topics they select for writing.

How is the Distal Precursor related to the Target?

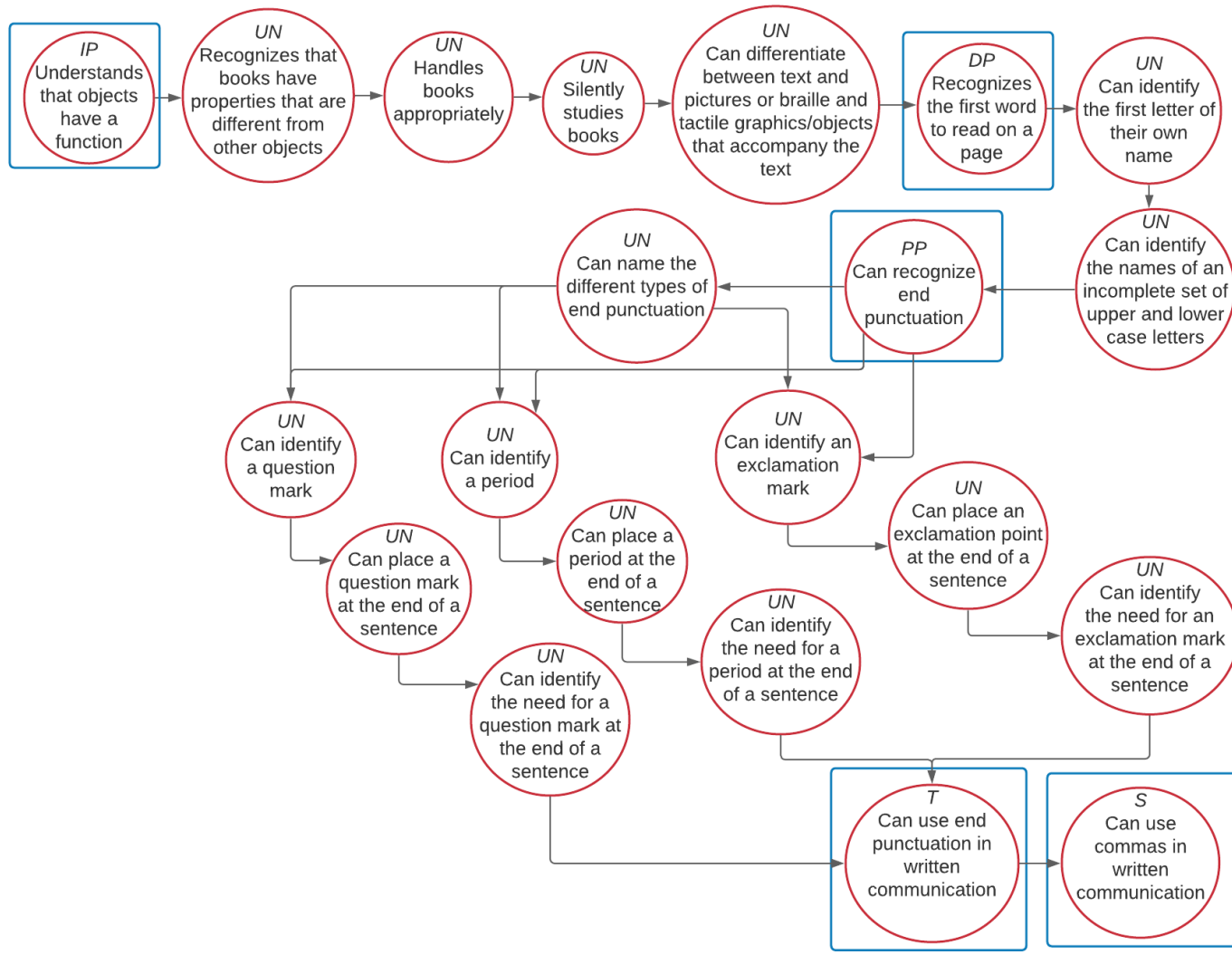
In the context of writing, using appropriate ending punctuation is an extension of the concepts about print students learn as they are emerging in their understandings of reading and writing. One specific form of print concept knowledge is understanding that print starts in the upper left corner when reading and writing. Teachers can work on this skill during writing instruction by asking students to show where to start writing. When students use alternate pencils or keyboards, teachers can ask where the first word will go.

Instructional Resources

Writing Testlet FAQs
Instructionally Embedded Assessment
Year-End Assessment
Released Testlets
See the Guide to Practice Activities and Released Testlets .
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction .

[Link to Text-Only Map](#)

ELA.EE.L.7.2.a Use end punctuation when writing a sentence or question.





Mini-Map for ELA.EE.L.7.2.b

Subject: ELA

Writing

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.7.2.b Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	ELA.EE.L.7.2.b Spell correctly.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can recognize the sound of the initial letter in their first name in words they hear and see and can correctly represent this letter when spelling words that start with the same letter.	The student can produce a string of letters by combining random letters.	The student can use spelling patterns in familiar, single-syllable words to spell new words when given a limited list of initial consonants (e.g., -l, -m, -r) and rimes (e.g., -og, -at, -im).	The student can spell words phonetically using their knowledge of letter-sound relationships and common spelling patterns.	The student can orally spell, fingerspell, or write words with inflectional endings (e.g., walked, eats, sleeping).

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 7 with four other Essential Elements: ELA.EE.L.7.2.a, ELA.EE.W.7.2.a, ELA.EE.W.7.2.b, and ELA.EE.W.7.2.d. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 7 with four other Essential Elements: ELA.EE.L.7.2.a, ELA.EE.W.7.2.a, ELA.EE.W.7.2.b, and ELA.EE.W.7.2.d.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Research suggests that the first letter most children learn to recognize is the first letter of their first name. Over time, they learn to identify and use more letters and eventually associate those letters with sounds in decoding and spelling. Teachers can work on the Initial Precursor skill by asking students to sign their name to their writing each time they write.

How is the Distal Precursor related to the Target?

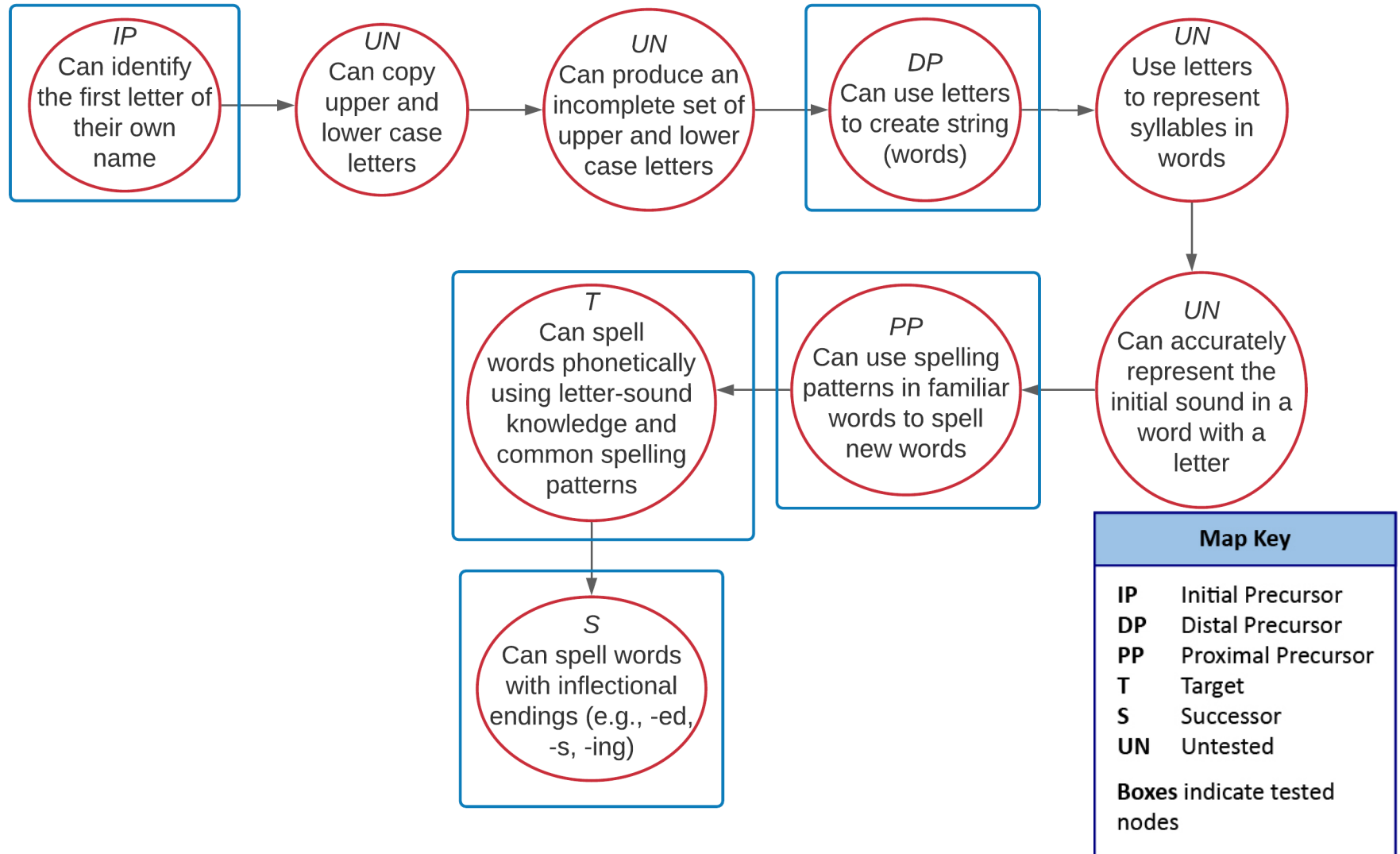
As students learn more about selecting topics, generating ideas, and using the alphabet to write, they begin to string together letters into word-like strings. They are not yet demonstrating understandings of letter-sound relationships, but they consistently write or select strings of letters when asked to write about the topics they choose.

Instructional Resources

Writing Testlet FAQs
Instructionally Embedded Assessment
Year-End Assessment
Released Testlets
See the Guide to Practice Activities and Released Testlets .
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction .

[Link to Text-Only Map](#)

ELA.EE.L.7.2.b Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.





Mini-Map for ELA.EE.W.7.2.a

Subject: ELA

Writing

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.7.2.a Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.	ELA.EE.W.7.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can indicate a choice between two objects through eye gaze, physical movement, gesture, or vocalization.	The student can produce appropriate responses to wh- questions concerning free play, storybooks, snack time, sequence cards, and puppet play or semantically appropriate responses to comprehension questions intermittently asked throughout the reading of a story.	The student can select a topic and write about it using relevant tactile, visual, and multimedia information.	The student can produce an informative text that introduces the topic and presents information and ideas about the topic using visual, tactile, and multimedia information, as appropriate.	The student can produce an informative text in which the topic is clearly introduced and the details about the topic, which may be visual, tactual, or multimedia, are presented within a clear organizational structure.

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 7 with four other Essential Elements: ELA.EE.L.7.2.a, ELA.EE.L.7.2.b, ELA.EE.W.7.2.b, and ELA.EE.W.7.2.d. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 7 with four other Essential Elements: ELA.EE.L.7.2.a, ELA.EE.L.7.2.b, ELA.EE.W.7.2.b, and ELA.EE.W.7.2.d.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Selecting and writing about a topic requires students to successfully communicate a choice of topics. In the context of emergent writing, students at the Initial Precursor level can work on clearly communicating a choice between two familiar, preferred objects as a topic for writing. The key here is to practice communicating a choice before writing about the choice rather than communicating a choice during an activity unrelated to writing.

How is the Distal Precursor related to the Target?

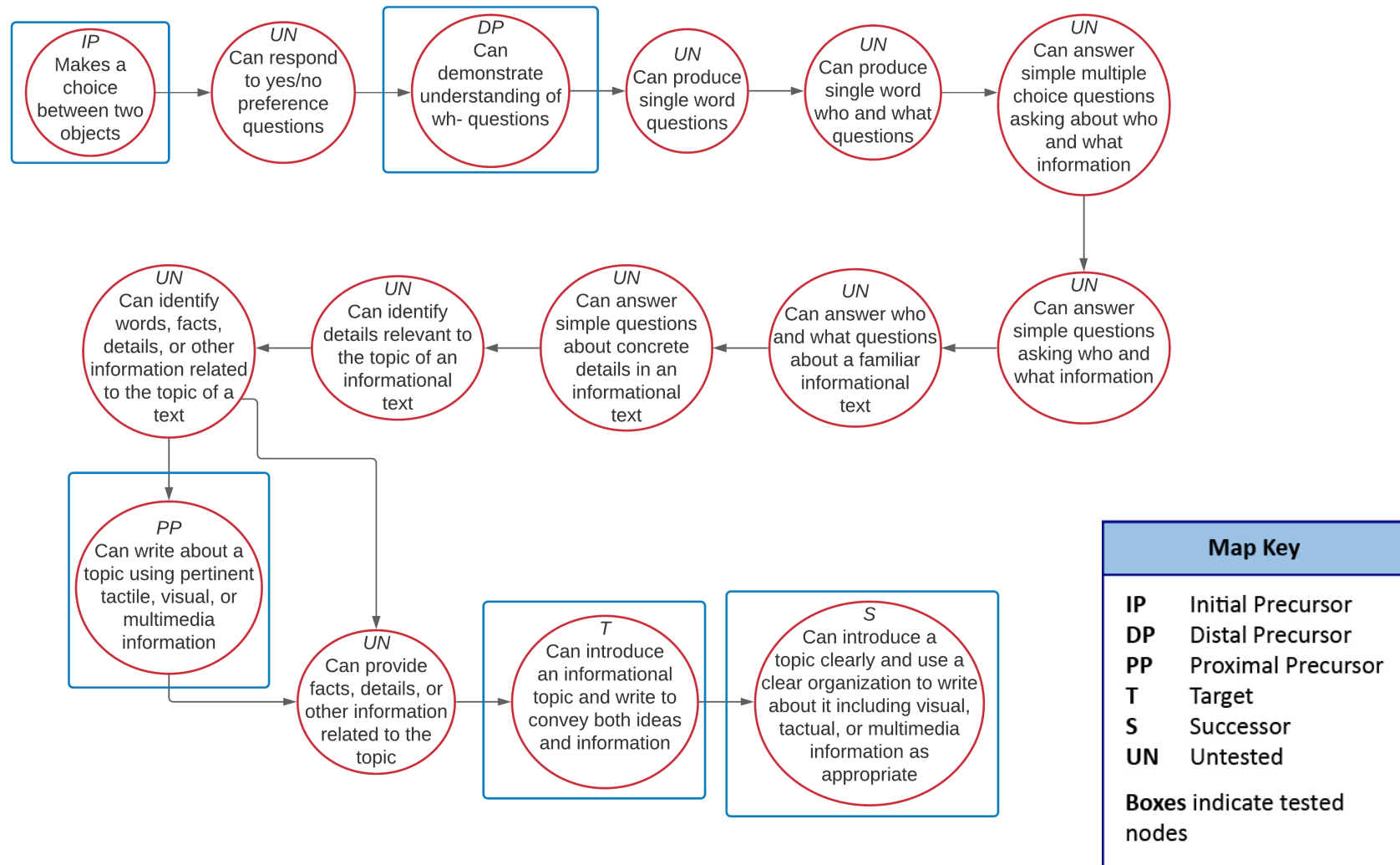
One way to help students learn to write an informational text is to help them brainstorm ideas about the topics they select. Teachers can work on this by asking students to select a topic for writing and then ask them basic questions about the topic. These questions might begin with yes/no personal preference questions, but as students grow more successful, can include the wh-questions that are the focus of this linkage level.

Instructional Resources

Writing Testlet FAQs
Instructionally Embedded Assessment
Year-End Assessment
Released Testlets
See the Guide to Practice Activities and Released Testlets .
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction .

[Link to Text-Only Map](#)

ELA.EE.W.7.2.a Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.





Mini-Map for ELA.EE.W.7.2.b

Subject: ELA

Writing

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.7.2.b Provide facts, details, or other information related to the topic.	ELA.EE.W.7.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can identify relevant descriptive words that describe familiar people, objects, places, and events.	The student can identify functional words to describe common people, places, or objects when presented with or asked about them.	The student can strengthen a message by adding relevant information and details when writing, drawing, or dictating.	The student can provide facts, details, and other information related to a topic when writing about it.	The student can include one or more facts or details related to a topic when writing about it.

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 7 with four other Essential Elements: ELA.EE.L.7.2.a, ELA.EE.L.7.2.b, ELA.EE.W.7.2.a, and ELA.EE.W.7.2.d. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 7 with four other Essential Elements: ELA.EE.L.7.2.a, ELA.EE.L.7.2.b, ELA.EE.W.7.2.a, and ELA.EE.W.7.2.d.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Successful writing requires the writer to know something about the topic. When students are familiar with the topics they choose, they can begin working to use words that describe the people, places, things, or events that relate to the topic. In the context of writing, teachers can work with students to select from a range of familiar topics and then determine words that could be used to describe the people, places, things, or events they might write about.

How is the Distal Precursor related to the Target?

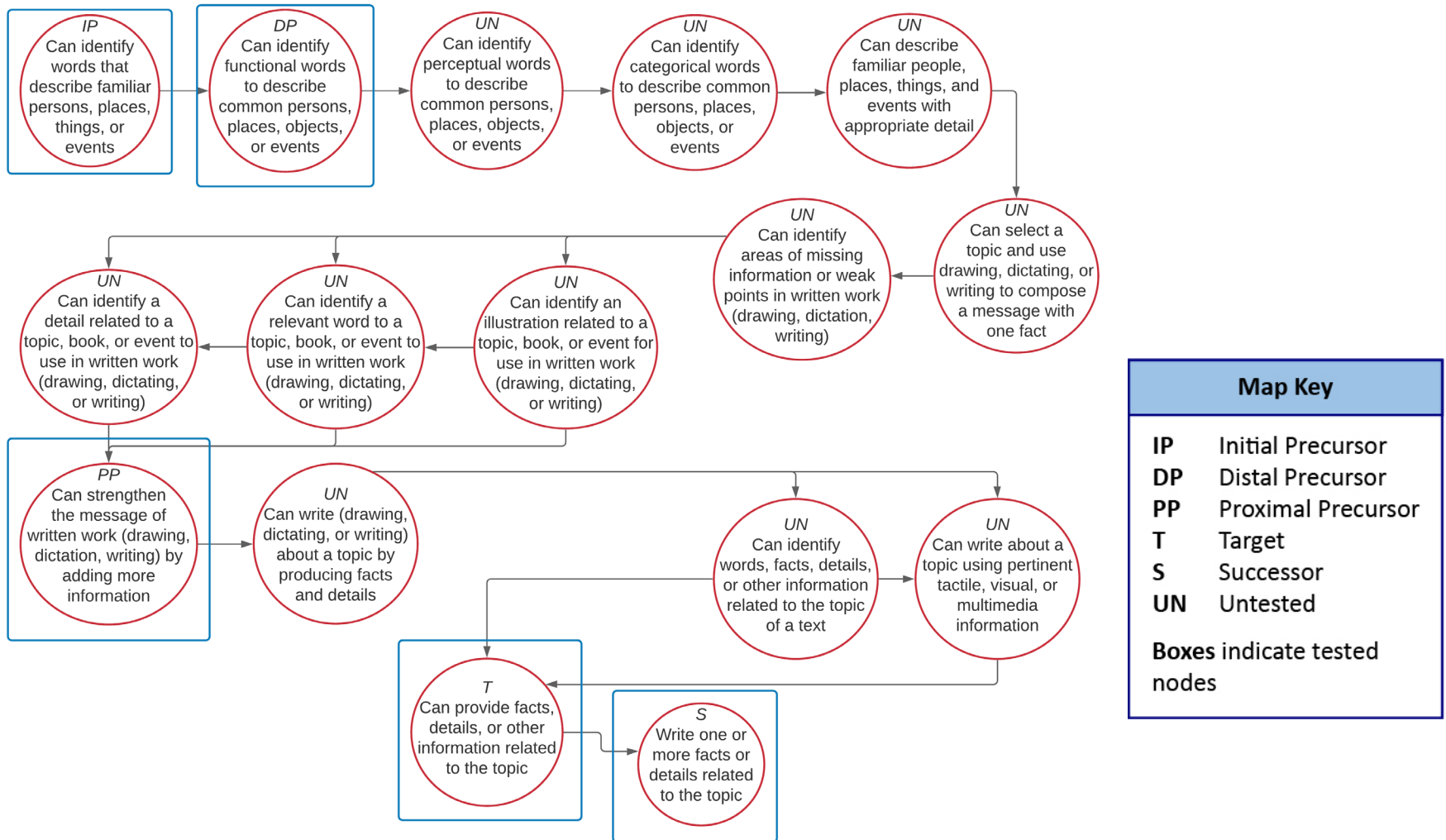
As students work toward providing written facts, details, and/or information about a selected topic when writing, they can start adding words that describe the people, places, objects, and events they include in their writing.

Instructional Resources

Writing Testlet FAQs
Instructionally Embedded Assessment
Year-End Assessment
Released Testlets
See the Guide to Practice Activities and Released Testlets .
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction .

[Link to Text-Only Map](#)

ELA.EE.W.7.2.b Provide facts, details, or other information related to the topic.





Mini-Map for ELA.EE.W.7.2.d

Subject: ELA

Writing

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.7.2.d Select domain-specific vocabulary to use in writing about the topic.	ELA.EE.W.7.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can demonstrate an understanding that members of a category share at least one common characteristic by indicating specific members of the same category when given graphic examples of mixed categories of people, animals, objects, events, or conditions.	The student can draw conclusions or make generalizations about a familiar category of objects by indicating novel objects that belong to the category from a set of relevant and irrelevant objects.	The student can recognize domain-specific words presented in an informative text after reading it.	The student can select relevant, domain-specific words to use when writing about a topic.	The student can use domain-specific vocabulary when writing about a topic in an informative text.

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 7 with four other Essential Elements: ELA.EE.L.7.2.a, ELA.EE.L.7.2.b, ELA.EE.W.7.2.a, and ELA.EE.W.7.2.b. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 7 with four other Essential Elements: ELA.EE.L.7.2.a, ELA.EE.L.7.2.b, ELA.EE.W.7.2.a, and ELA.EE.W.7.2.b.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Selecting domain-specific words when writing about a selected topic requires students to understand the relationship between words and domains. This can begin with an understanding of words that are part of a broad category. Students can develop these understandings during writing. After working with students to select a topic for writing, teachers could generate a list of words and work with students to identify those that do and do not belong to a category related to the topic.

How is the Distal Precursor related to the Target?

Selecting domain-specific words when writing about a selected topic requires students to understand how words relate to specific domains. Students can work toward this understanding by applying knowledge of words from familiar categories. In the context of writing, students can select a topic for writing and then work to generate words in categories related to the topic.

Instructional Resources

Writing Testlet FAQs
Instructionally Embedded Assessment
Year-End Assessment
Released Testlets
See the Guide to Practice Activities and Released Testlets .
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction .

[Link to Text-Only Map](#)

ELA.EE.W.7.2.d Select domain-specific vocabulary to use in writing about the topic.

