



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

Subject: ELA

Reading Informational Text

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.8.5</b> Locate the topic sentence and supporting details in a paragraph.	<b>ELA.RI.8.5</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify specific members of a given category and use knowledge of a category to draw conclusions about the characteristics of objects that are part of that category.	After hearing or reading an informational text, the student can identify explicit details that are key to the information in the text.	After reading or hearing an informational text, the student can identify more than one main idea in the text and identify how these details support the main ideas of the text.	When presented with a text, the student is able to recognize that details in a paragraph can support both the topic sentence of the text and supporting details.	The student is able to identify the main idea and the details that support the main idea in an informational text.

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

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

Identifying the topic sentence and the details that support it requires students to understand the relationship between the topic and information in the text. Students at the Initial Precursor linkage level can work toward understanding these relationships by recognizing whether or not something belongs in a category. Teachers can work on this during repeated shared reading using texts, including the DLM Familiar Texts aligned with this linkage level, that explicitly include objects or characters that are part of a category and others that are not. Teachers might gather objects that are included in the story and have students decide whether they belong in a teacher-identified category or not.

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

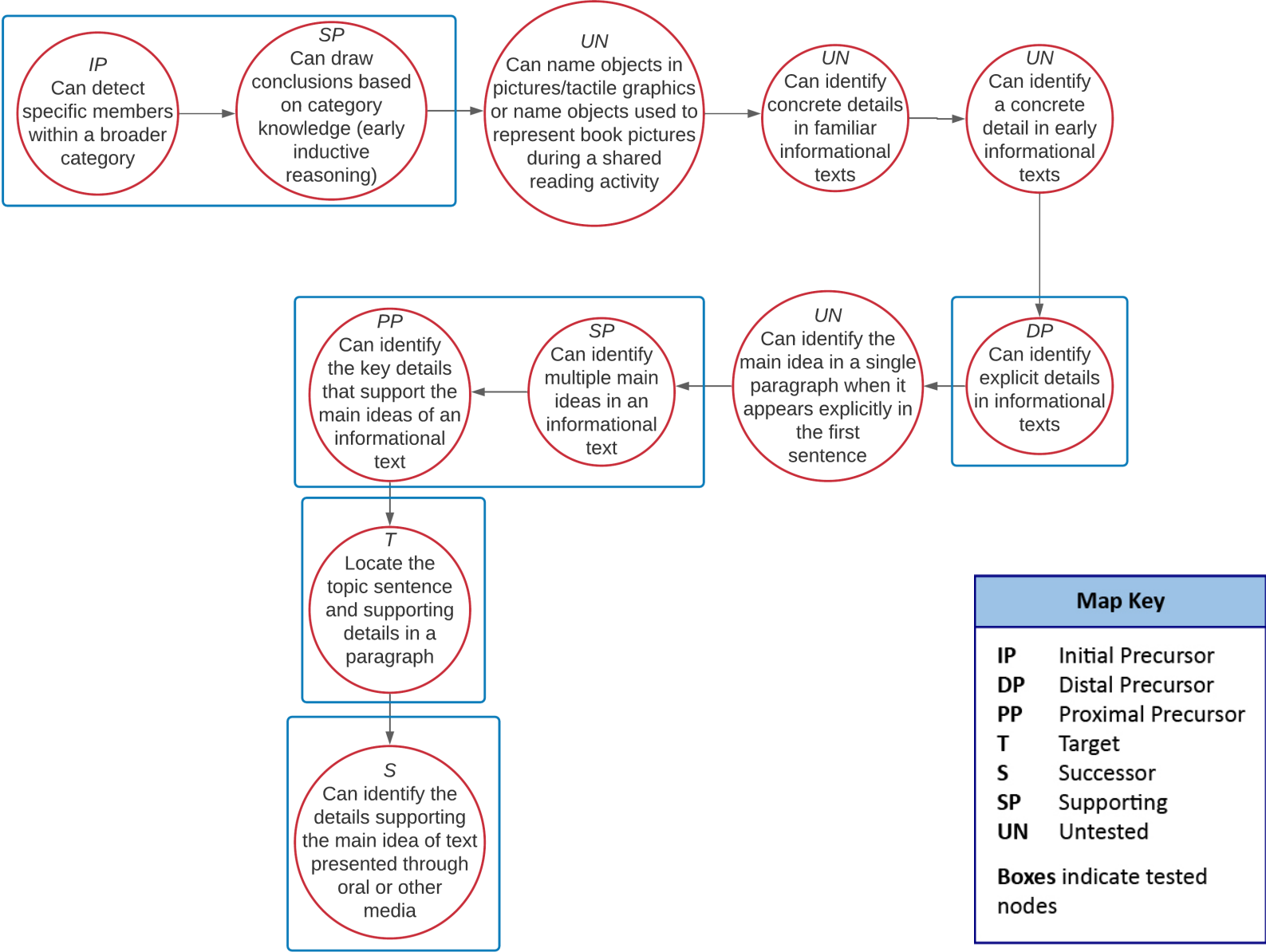
The Target for this Essential Element includes identifying the topic sentence and the details in the paragraph that support the topic sentence. Students at the Distal Precursor linkage level are working toward the second part of this by identifying explicit details in an informational text. Teachers can support this through guided reading (anchor-read-apply) lessons that focus on reading to identify the details as they occur in a text.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Swimming</a> <a href="#">Camping Supplies</a> <a href="#">Hospitals*</a>
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 <a href="#">Familiar Text Information – Grade 8</a>.</p>	
Released Testlets	
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .	

[Link to Text-Only Map](#)

**ELA.EE.RI.8.5** Locate the topic sentence and supporting details in a paragraph.





## Mini-Map for ELA.EE.RL.8.1

Subject: ELA

Reading Literature

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RL.8.1</b> Cite text to support inferences from stories and poems.	<b>ELA.RL.8.1</b> Cite the textual evidence that most strongly supports an 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
When given a group of objects to choose from, the student can find the object needed to complete a familiar routine.	The student can identify concrete details, such as characters, objects, setting, and major events, that are stated explicitly in a narrative text.	The student can recognize that implicit information is not directly stated in a text and can answer questions about characters, objects, setting, and events that require them to identify and understand implicit information.	When reading a story, the student can identify textual evidence that supports implied information.	The student can recognize that textual evidence can be used to support explicit and inferred information and can distinguish between citations of textual evidence which refer to either explicit or implicit information.

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

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

Making inferences while reading begins with the ability to understand the explicit meaning of the text. Students at the Initial Precursor linkage level can work toward understanding the explicit information in text through repeated shared reading of DLM Familiar Texts aligned with this Essential Element and linkage level. These texts feature familiar contexts and routines. Over time, students can learn to identify objects that are associated with the routines in the texts.

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

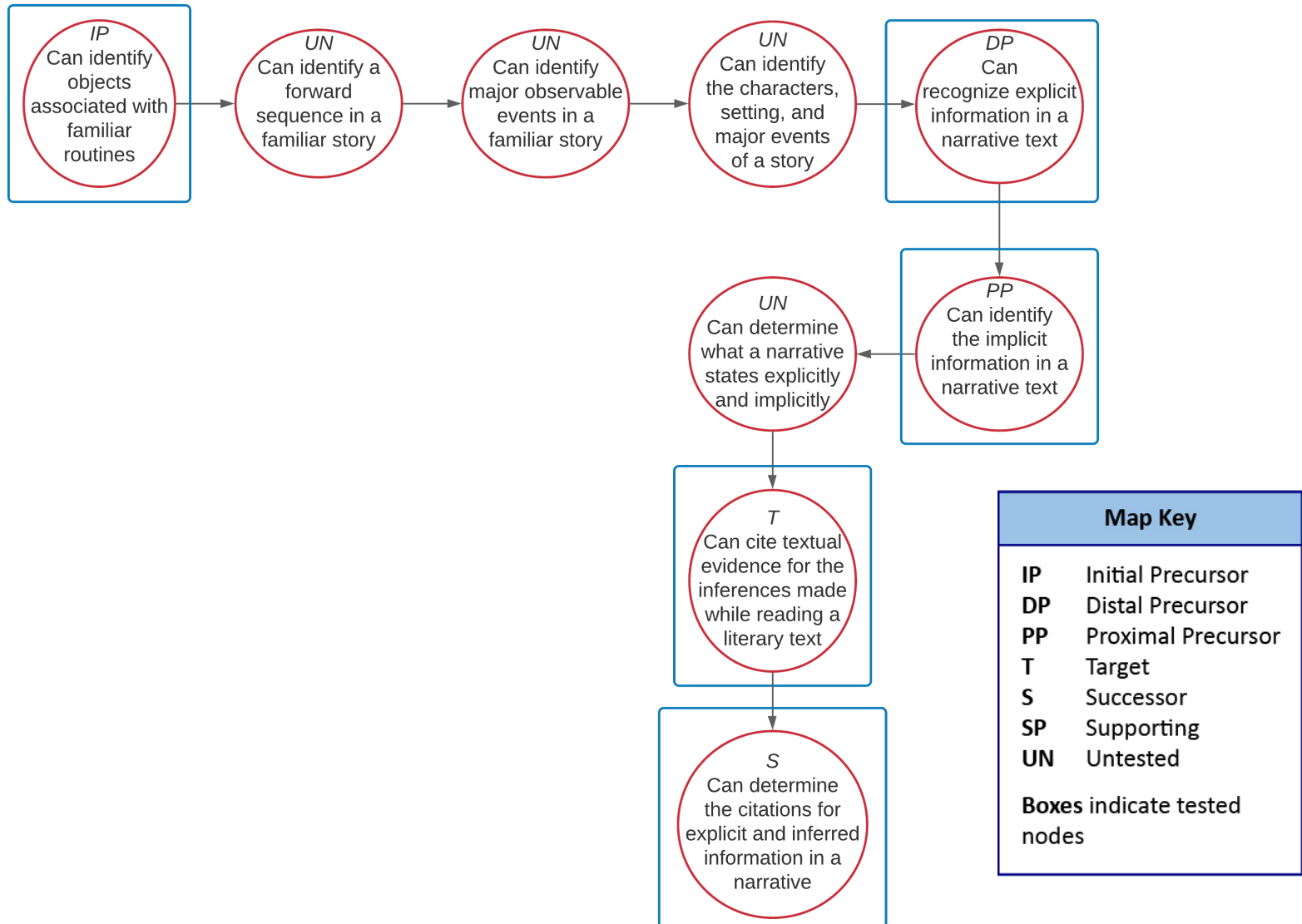
Making inferences while reading begins with the ability to understand the explicit meaning of the text. Students at the Distal Precursor linkage level can work toward learning to make inferences by reading or listening to texts to identify the concrete details including characters, objects, setting, and major events.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Tom's Adventurous Day*</a> <a href="#">Return to the Island</a> <a href="#">Finding Peace</a> <a href="#">Roy and the Running Boy</a>
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 <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> .	
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See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .	

[Link to Text-Only Map](#)

**ELA.EE.RL.8.1** Cite text to support inferences from stories and poems.







## Mini-Map for ELA.EE.RL.8.2

Subject: ELA

Reading Literature

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RL.8.2</b> Recount an event related to the theme or central idea, including details about character and setting.	<b>ELA.RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

### 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).	The student can identify concrete details in a text, including characters and objects.	After reading or hearing a story, the student can identify a brief explanation of the theme of the story and identify details related to the theme.	After reading or hearing an unfamiliar story, the student can identify the theme or central idea and recount an event, using specific details about characters and settings, that contributes to the theme or central idea.	After reading or hearing an unfamiliar story, the student can identify the theme or central idea and recount two or more events, using specific details about characters and settings, that contribute to the theme or central idea.

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

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

Relating story events with details about characters and the settings to infer the theme or central idea of a narrative requires the integration of understanding of many story elements. This requires students to identify details. Students at the Initial Precursor can work toward these skills by engaged in repeated shared reading of books that focus on familiar routines. 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?*

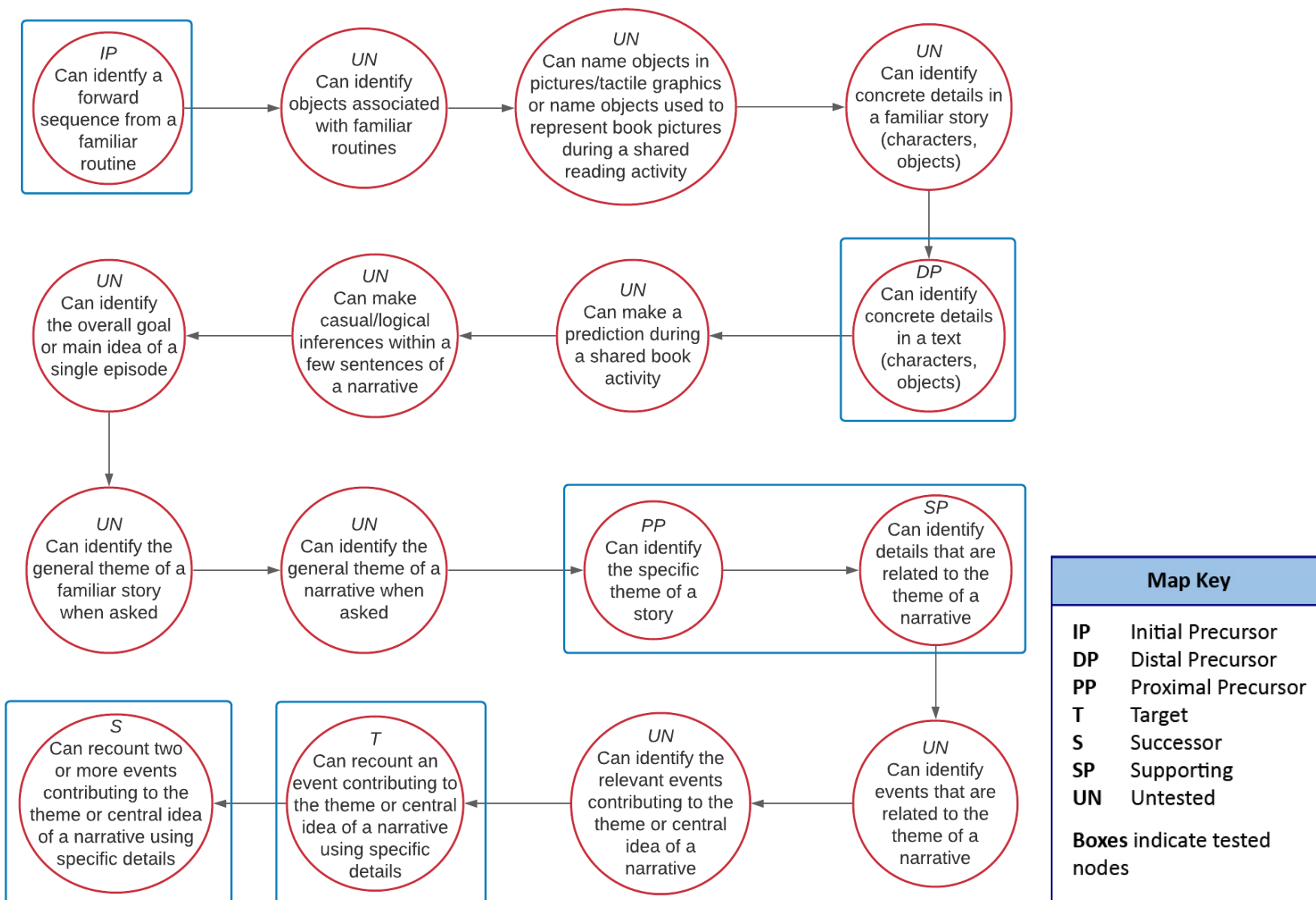
Relating story events with details about characters and the settings to infer the theme or central idea of a narrative requires the integration of understanding of many story elements. Students at the Distal Precursor linkage level are working to identify the story elements that they will eventually learn to use to infer the theme or central idea. Teachers can work on this during shared or guided reading (anchor-read-apply) as they set purposes related to identifying and remembering story elements like settings, events, and characters.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Tom's in Trouble*</a> <a href="#">Roy's New School</a> <a href="#">Roy and the Running Boy</a>
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 <a href="#">Familiar Text Information – Grade 8</a>.</p>	
Released Testlets	
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Using Supporting (SP) and Untested (UN) Nodes	
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[Link to Text-Only Map](#)

**ELA.EE.RL.8.2** Recount an event related to the theme or central idea, including details about character and setting.





## Mini-Map for ELA.EE.RL.8.4

Subject: ELA

Reading Literature

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RL.8.4</b> Determine connotative meanings of words and phrases in a text.	<b>ELA.RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can make judgments about pairs of words with similar or different meanings.	After reading or hearing a sentence, the student can determine the literal meaning of words and phrases using the surrounding context.	After reading or hearing a story, the student can determine the meaning of frequently occurring or simple idioms and figures of speech.	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.	After reading or hearing a story, the student can determine the meaning of words and phrases, such as common idioms, analogies, and figures of speech.

## **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 the connotative meaning of words in text, they can begin to recognize words that have meanings that are the same or different. Teachers can work on this using the DLM Familiar Texts aligned with this linkage level. These texts intentionally use words that have similar and different meanings so teachers can work with students to begin to identify them.

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

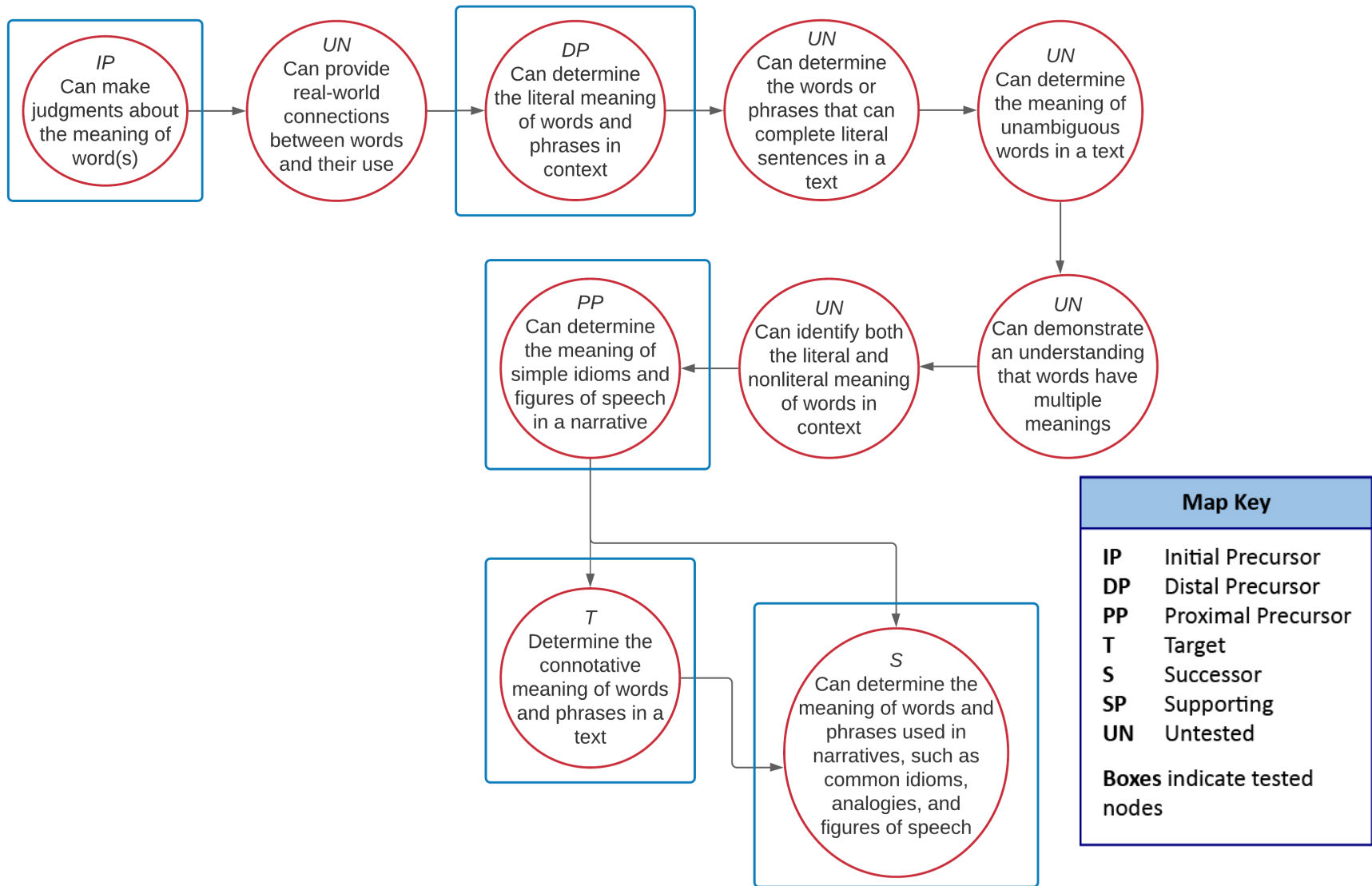
As students work toward understanding the way words make them feel or the connotative meaning of words in text, they have to identify the literal meaning of words. Students at the Distal Precursor linkage level should be working to use context to determine the literal meaning of words they encounter during shared reading or reading comprehension instruction.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Tom's Adventurous Day</a> * <a href="#">Tom Goes to School</a> <a href="#">Circle Justice</a> *
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 <a href="#">Familiar Text Information – Grade 8</a>.</p>	
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See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .	

[Link to Text-Only Map](#)

**ELA.EE.RL.8.4** Determine connotative meanings of words and phrases in a text.







## Mini-Map for ELA.EE.RI.8.1

Subject: ELA

Reading Informational Text

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.8.1</b> Cite text to support inferences from informational text.	<b>ELA.RI.8.1</b> Cite the textual evidence that most strongly supports an 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
When given a group of objects to choose from, the student can find the object they need to complete a familiar routine.	The student can identify concrete details, such as individuals, events, or ideas, in a familiar informational text.	After reading an informational text, the student can identify and cite details that are stated explicitly and identify how these details enable them to infer other information.	After reading an informational text, the student can identify explicit details that imply unstated information and make correct inferences from the detail(s).	After reading an informational text, the student can distinguish between citations which refer to explicit information and those for inferred information.

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

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

Making inferences while reading begins with the ability to understand the explicit meaning of the text. Students at the Initial Precursor linkage level can work toward understanding the explicit information in text through repeated shared reading of DLM Familiar Texts aligned with this Essential Element and linkage level. These texts feature familiar contexts and routines. Over time, students can learn to identify objects that are associated with the routines in the texts.

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

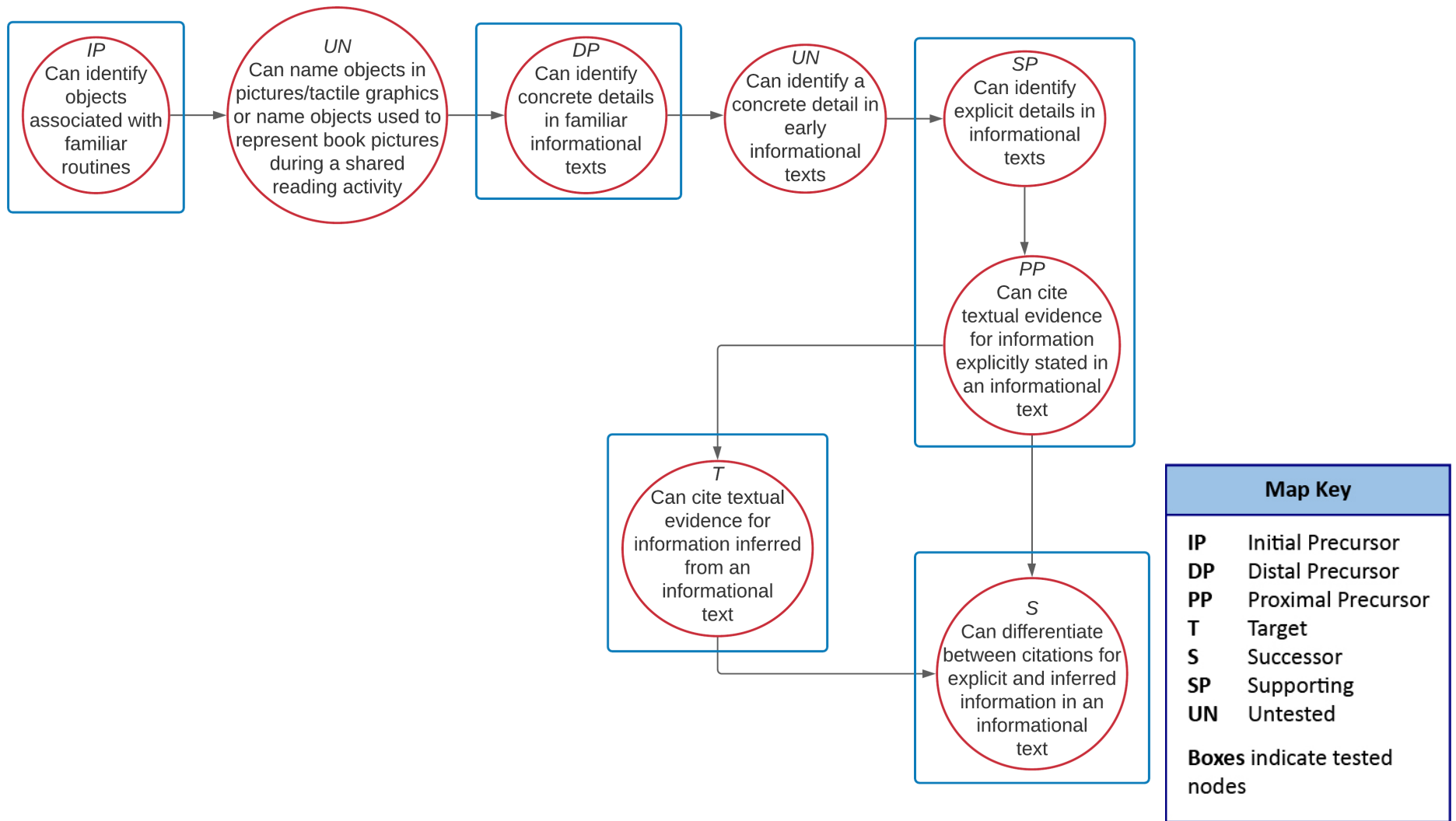
Making inferences while reading begins with the ability to understand the explicit meaning of the text. Students working at the Distal Precursor linkage level can work toward making inferences by reading to identify the concrete or explicit details in the text.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Trouble*</a> <a href="#">Hospitals*</a> <a href="#">Service Dogs</a> <a href="#">Animal Biologists</a>
Distal Precursor	<a href="#">Treasure and Pirates</a> <a href="#">Animals in Alaska</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 <a href="#">Familiar Text Information – Grade 8</a>.</p>	
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[Link to Text-Only Map](#)

**ELA.EE.RI.8.1** Cite text to support inferences from informational text.





## Mini-Map for ELA.EE.RI.8.2

Subject: ELA

Reading Informational Text

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.8.2</b> Provide a summary of a familiar informational text.	<b>ELA.RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When presented with an assortment of objects that may be needed to complete a task, the student can select when an object is not needed to complete the task.	After hearing or reading an informational text, the student can identify explicit details that are key to the information in the text.	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.	After reading or hearing an informational text, the student can identify an accurate summary of the text, including relevant details and descriptive information.

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

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

Providing a summary of a text requires readers to identify the information in the text that is important and use it to provide an overview of the main points. Students at the Initial Precursor linkage level can work toward this during repeated shared reading of familiar texts. During these repeated readings, teachers can help students identify objects that are needed to complete actions and activities featured in familiar texts and distinguish these objects that are needed from those that are not needed.

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

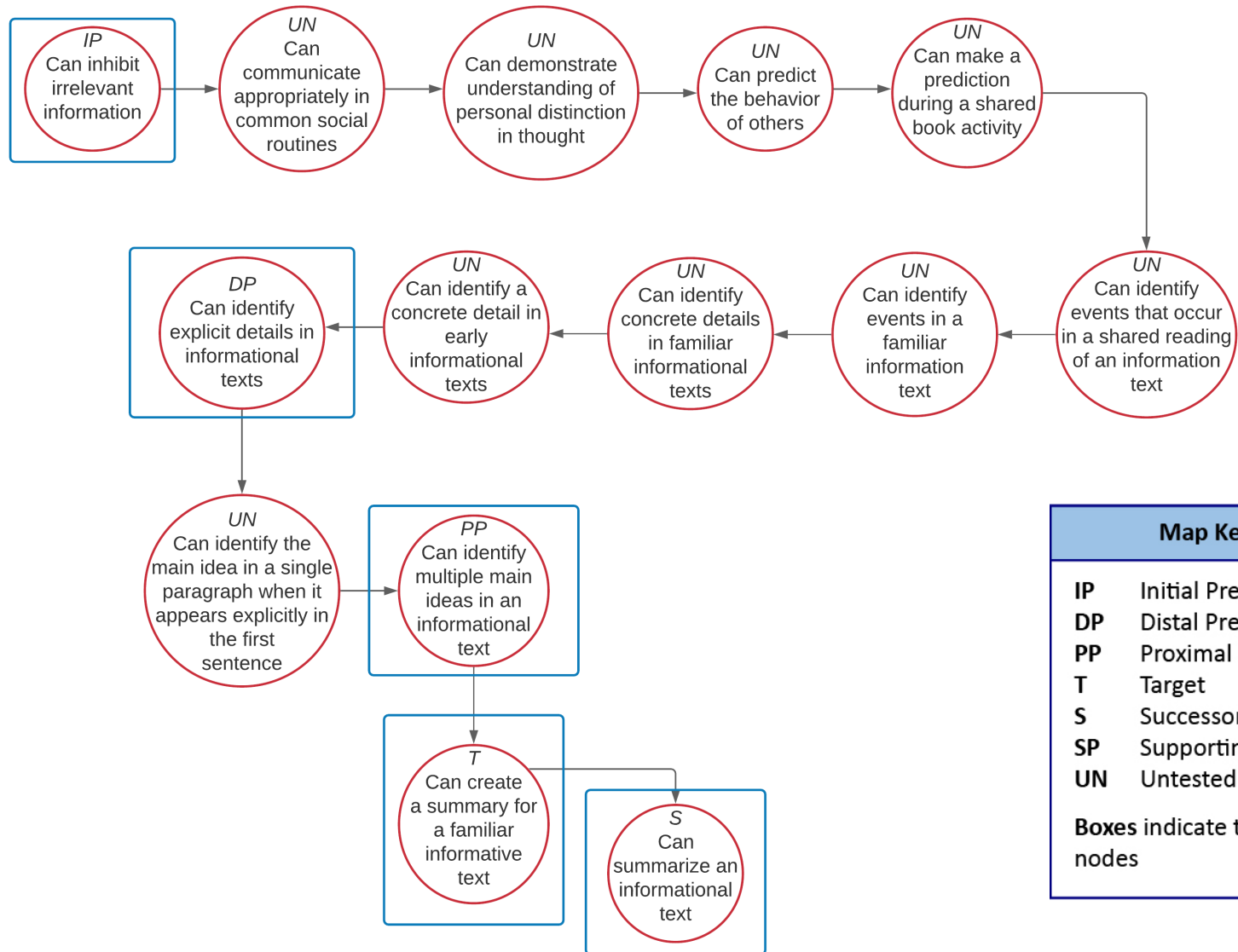
Providing a summary of a text requires readers to identify the information in the text that is important and use it to provide an overview of the main points in the summary. Students at the Distal Precursor linkage level can work toward providing summaries by reading or listening to informational texts to identify the concrete or explicit details in the text.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Swimming</a> <a href="#">Hospitals*</a> <a href="#">Service Dogs</a>
Distal Precursor	N/A
Proximal Precursor	N/A
Target	<a href="#">Treasure and Pirates</a> <a href="#">Animals in Alaska</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 <a href="#">Familiar Text Information – Grade 8</a>.</p>	
<b>Released Testlets</b>	
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See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .	

[Link to Text-Only Map](#)

**ELA.EE.RI.8.2** Provide a summary of a familiar informational text.







## Mini-Map for ELA.EE.RI.8.4

Subject: ELA

Reading Informational Text

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.8.4</b> Determine connotative meanings of words and phrases in a text.	<b>ELA.RI.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can make judgments about pairs of words with similar or different meanings.	After reading or hearing a sentence, the student can determine the literal meaning of words and phrases using the surrounding context.	The student can identify a singular meaning of a multiple-meaning word by using contextual and textual clues.	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.	After reading or hearing an informational text, the student can determine the figurative meaning of words and phrases, such as idioms, analogies, and figures of speech.

## **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 the connotative meaning of words in text, they can begin to recognize words that have meanings that are the same or different. Teachers can work on this using the DLM Familiar Texts aligned with this linkage level. These texts intentionally use words that have similar and different meanings so teachers can work with students to begin to identify them.

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

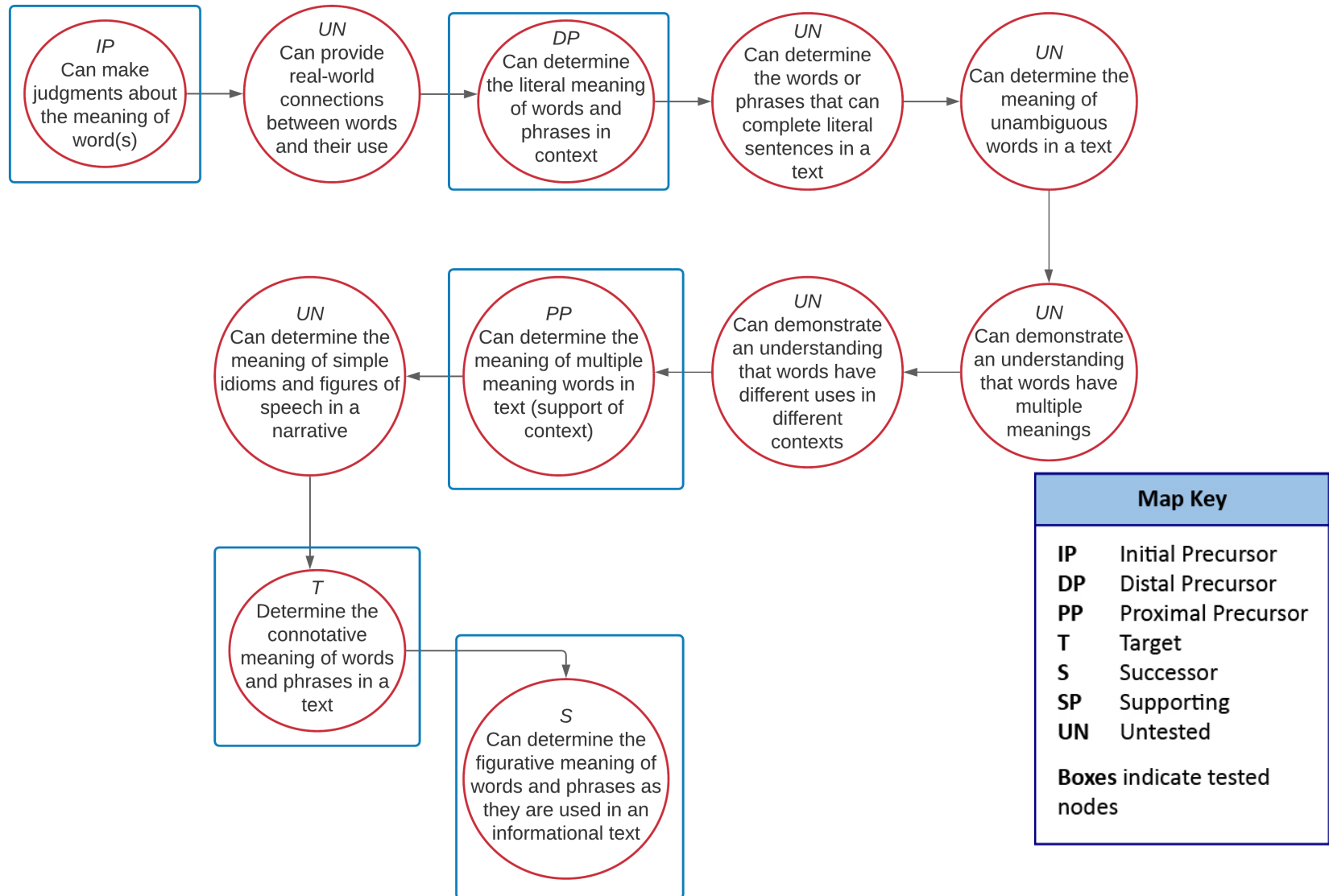
As students work toward understanding the way words make them feel or the connotative meaning of words in text, they have to identify the literal meaning of words. Students at the Distal Precursor linkage level should be working to use context to determine the literal meaning of words they encounter during shared reading or reading comprehension instruction.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Pirates Love Treasure</a> <a href="#">People at School</a> <a href="#">Camping Supplies</a> <a href="#">Rafts</a> <a href="#">Alaska Animals</a>
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 8</a> .	
<b>Released Testlets</b>	
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .	
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See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .	

[Link to Text-Only Map](#)

**ELA.EE.RI.8.4** Determine connotative meanings of words and phrases in a text.





## Mini-Map for ELA.EE.RI.8.6

Subject: ELA

Reading Informational Text

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.8.6</b> Determine an author's purpose or point of view and identify examples from text that describe or support it.	<b>ELA.RI.8.6</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

### 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 them.	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 the author's point of view and the reason they wrote it.	The student is able to understand that the author uses specific language, details, and ideas to convey a point of view on a topic and can identify those details.	After reading an informational text, the student is able to identify examples from the text that show the author's purpose for writing the text.

## **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 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?***

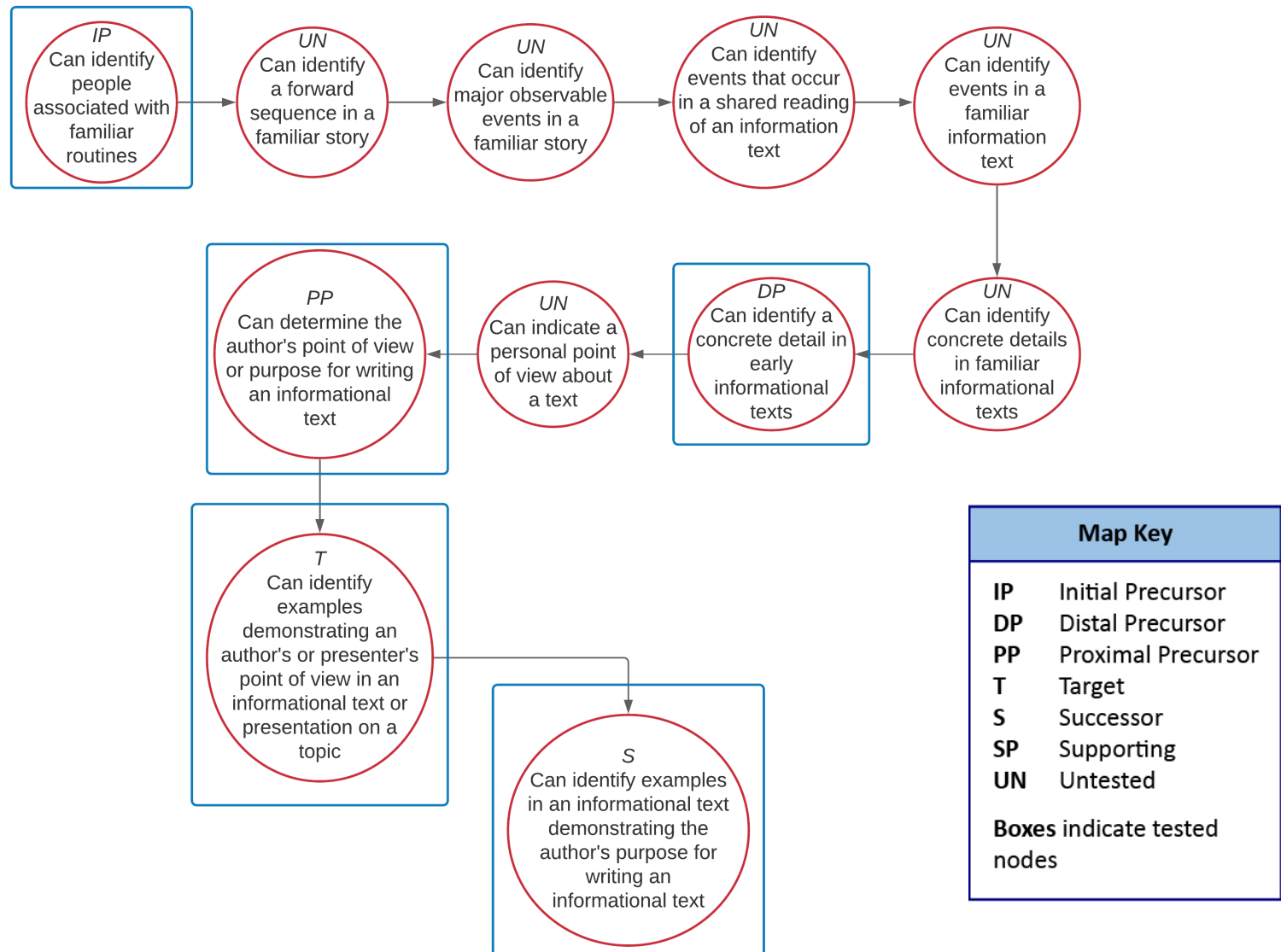
Understanding an author's purpose for writing a text requires a reader to understand the text itself and use that understanding to determine the purpose. Students at the Distal Precursor linkage level can work toward this by reading or listening in order to identify the details in a text.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">People at School</a> <a href="#">School Community</a> <a href="#">Nurses</a> <a href="#">Field Trips</a>
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 8</a> .	
<b>Released Testlets</b>	
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .	
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[Link to Text-Only Map](#)

**ELA.EE.RI.8.6** Determine an author's purpose or point of view and identify examples from text that describe or support it.







## Mini-Map for ELA.EE.RI.8.8

Subject: ELA

Reading Informational Text

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.8.8</b> Determine the argument made by an author in an informational text.	<b>ELA.RI.8.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

### 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.	When reading an informational text, the student is able to identify the main points of the text and distinguish these from the details which support the main points.	The student can identify how specific details of a text help the author make a particular point/claim and can match details to the corresponding point/claim.	After reading an informational text that states an explicit argument, the student is able to identify the statement from the text that reflects the main argument.	The student can understand that an argument is made up of a claim which has evidence to support it, and the student can identify these components in a 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 determining the argument an author is making, students can work on recognizing 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.

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

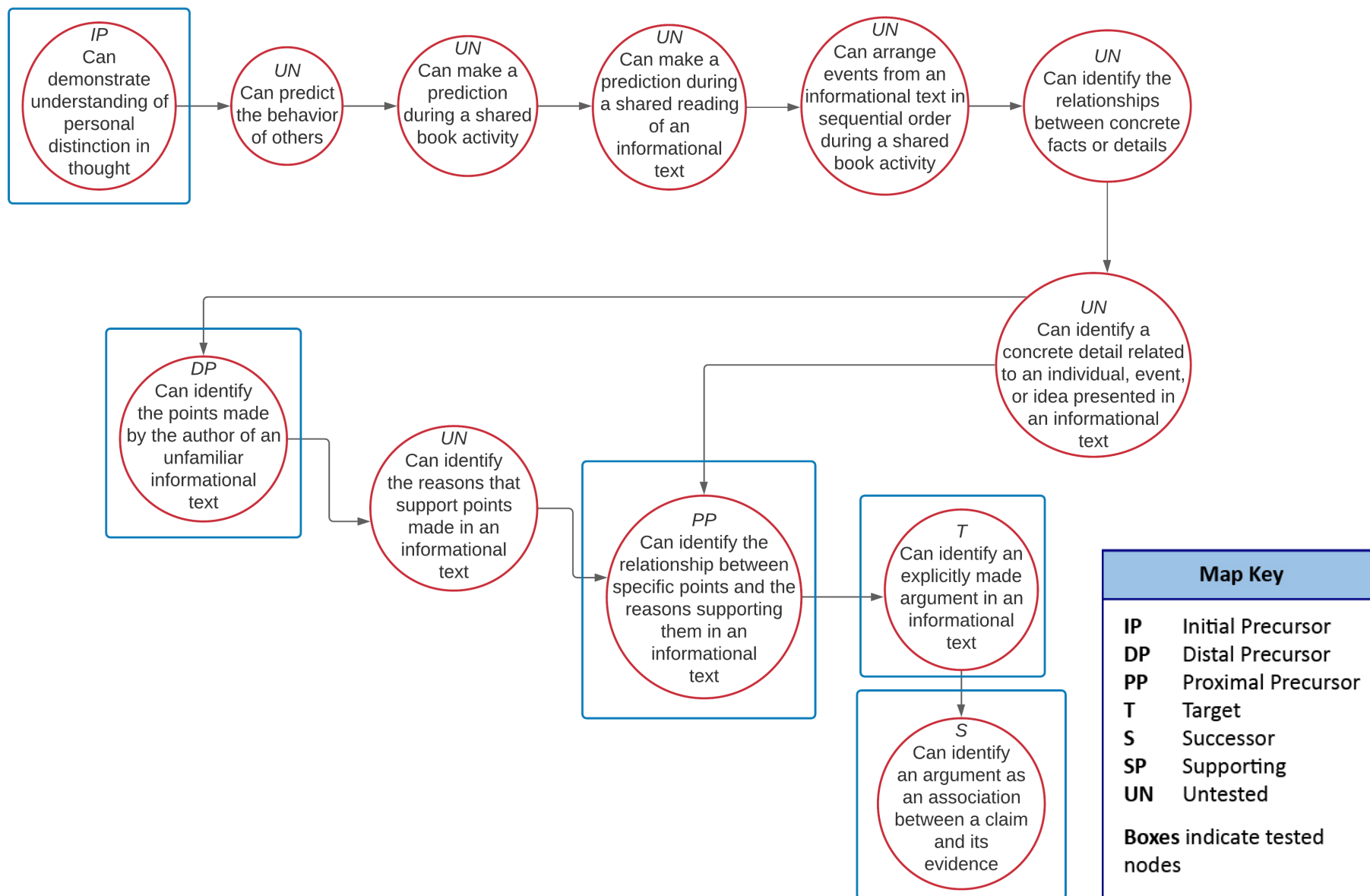
Determining the argument an author is making in a text requires readers to understand the explicit points or information the author includes in the text. Students at the Distal Precursor linkage level can work toward this by reading informational texts to determine what explicit points the author makes.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Relaxing Field Trips</a>
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 8</a> .	
Released Testlets	
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[Link to Text-Only Map](#)

**ELA.EE.RI.8.8** Determine the argument made by an author in an informational text.





## Mini-Map for ELA.EE.L.8.5.a

Subject: ELA

Language

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.L.8.5.a</b> Demonstrate understanding of the use of multiple meaning words.	<b>ELA.L.8.5.a</b> Interpret figures of speech (e.g. verbal irony, puns) in context.

### 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.	When reading 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 can identify a singular meaning of a multiple-meaning word using contextual and textual clues.	The student can identify more than one meaning of a multiple-meaning word when given limited examples that contain the word.	The student can identify the intended meaning of multiple-meaning words.

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

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

Understanding words with multiple meanings requires students to understand language in an abstract way. Working toward this understanding requires that students move beyond words that represent concrete objects and actions. One way to do this is to focus on adjectives or words that describe the objects. In the context of repeated shared reading, teachers can use 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?*

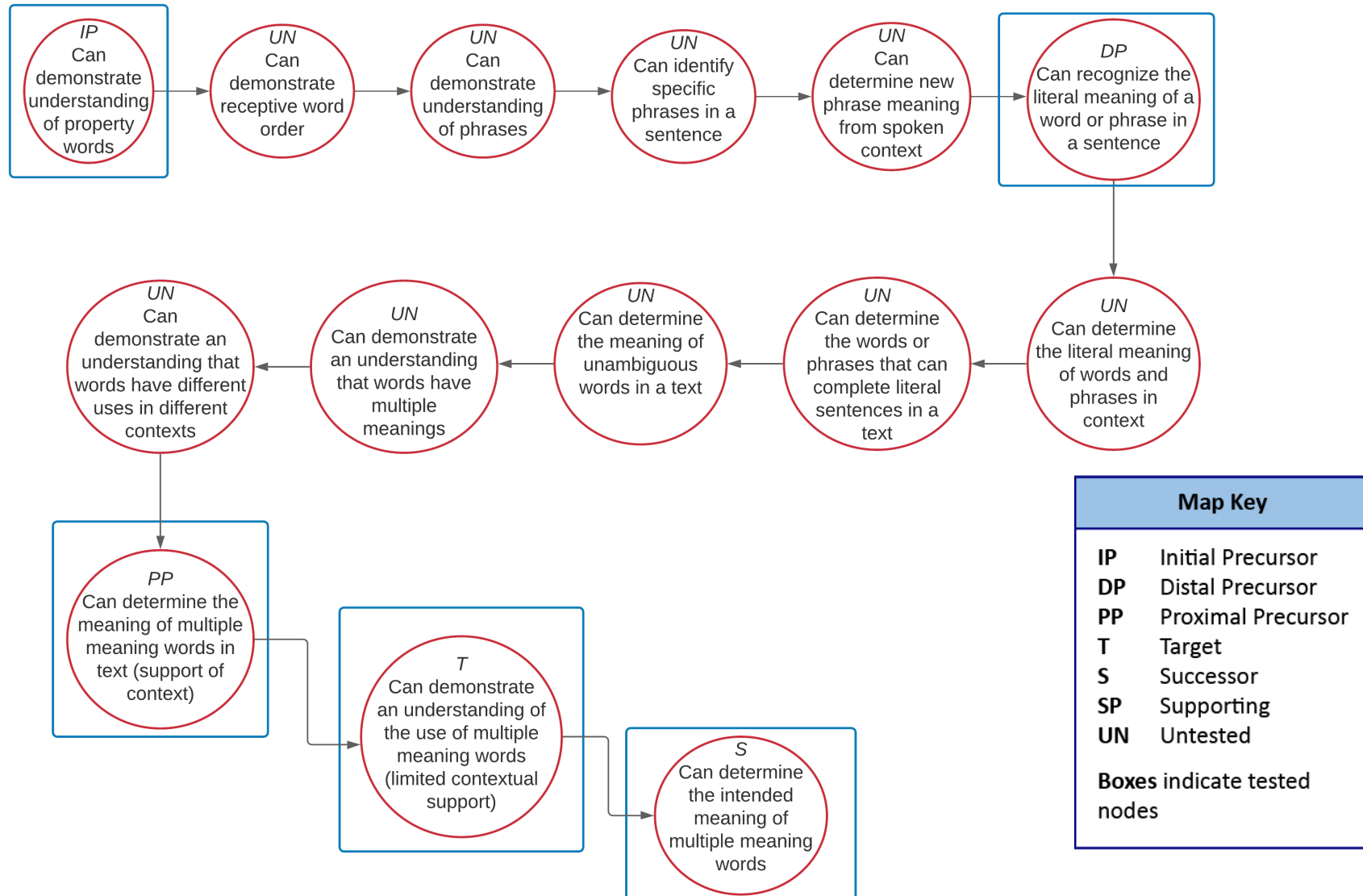
Understanding that words can have multiple meanings requires students to begin paying attention to the meaning of words they do and do not know. Students working at the Distal Precursor linkage level can work toward this by beginning to recognize when an author is explicitly stating the meaning of the word. Teachers might help students work on this by rereading definitions when they appear in a text and asking students, "What word is the author telling us about?" Teachers might begin a page by telling students that the author is going to define a word, and they should listen to decide which word is being defined.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Tom's Stories*</a> (RL) <a href="#">Swimming</a> (RI) <a href="#">Camping Supplies</a> (RI)
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 <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.L.8.5.a** Demonstrate understanding of the use of multiple meaning words.







## Mini-Map for ELA.EE.RL.8.3

Subject: ELA

Reading Literature

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RL.8.3</b> Identify which incidents in a story or drama lead to subsequent action.	<b>ELA.RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

### 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.	The student can identify how a character responds to a specific challenge or hurdle in a story.	The student can identify the cause of a character's action in a story.	The student can identify the effect or result caused by certain actions, behaviors, or events in a narrative.	The student can connect a character's actions with corresponding events and identify how they contribute to the character's main goal.

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

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

Identifying the way one event causes another requires students to understand the impact things have on one another. At the Initial Precursor level, students are working toward this understanding by learning to identify the function of familiar objects. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level to work on this skill in repeated shared reading. The texts feature familiar routines and explicitly reference objects and their function. Teachers might gather the objects that are referenced in the book and act out or otherwise help students experience the actions that are associated with each object.

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

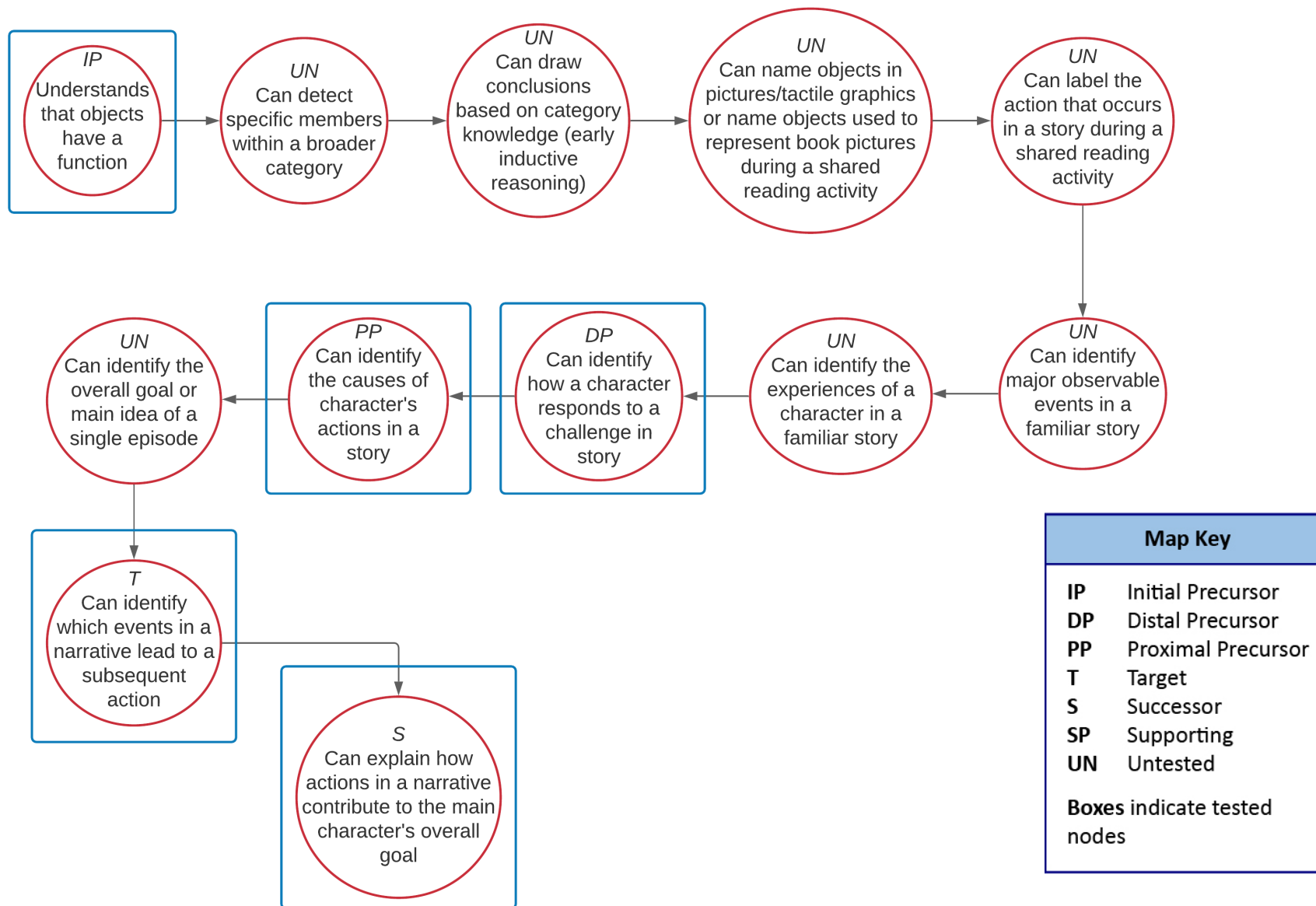
Identifying the impact events have on subsequent events in a narrative includes the ability to identify how challenges impact characters and their responses. Teachers can work on this during shared or guided reading (anchor-read-apply) as they set purposes related to identifying challenges and character responses to them.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Tom's Stories</a> * <a href="#">Tom Goes Camping</a> <a href="#">Return to the Island</a>
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 <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.8.3** Identify which incidents in a story or drama lead to subsequent action.





## 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?*

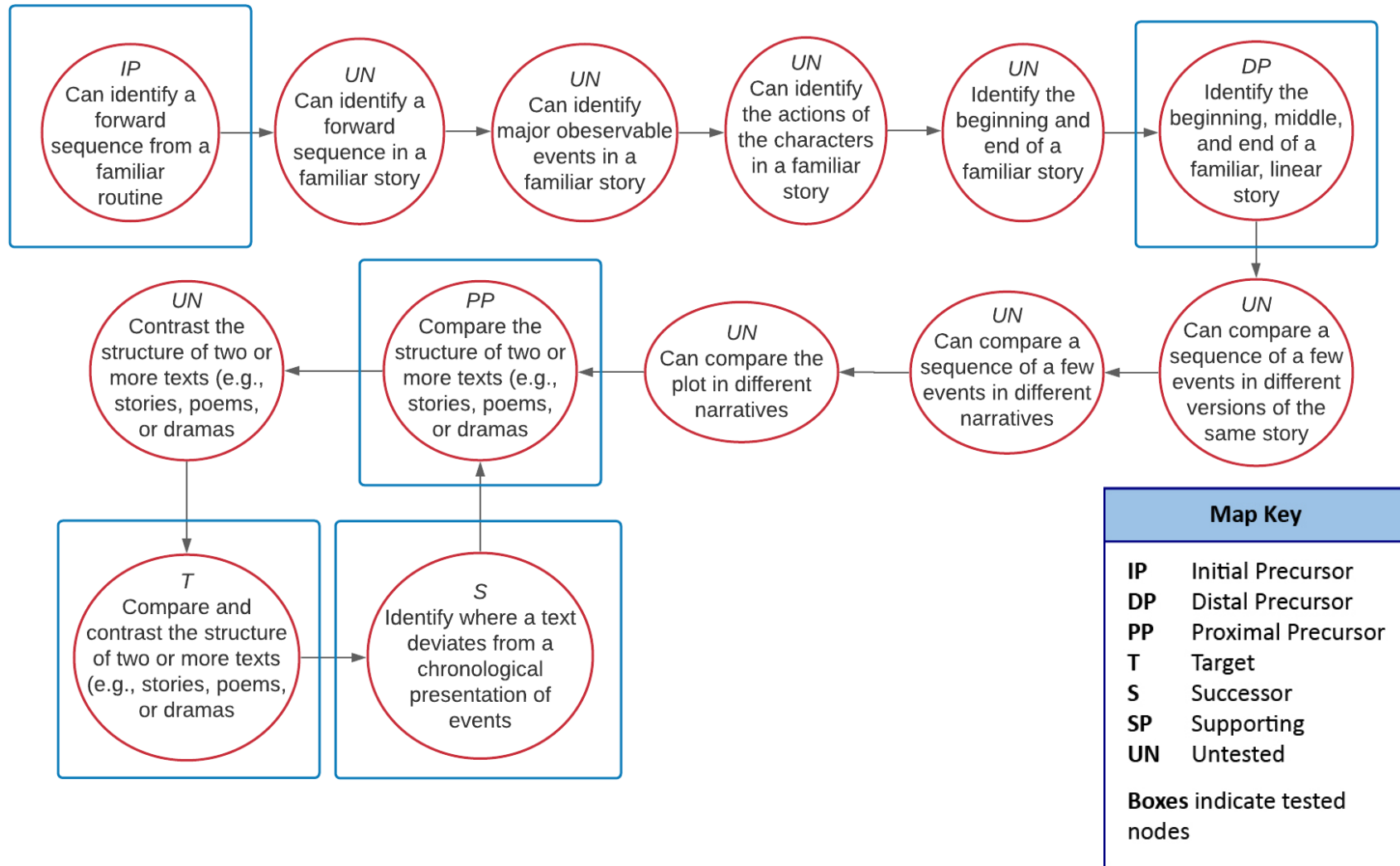
Comparing the structure of two or more texts requires an understanding of different text structures. One common structure is a simple, chronological ordering of events. Students at the Distal Precursor linkage level can work toward recognizing a text with a chronological structure by learning to identify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

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Tom's Adventurous Day*</a> <a href="#">Tom's Stories*</a> <a href="#">Tom Goes to School</a>
Distal Precursor	<a href="#">Tom's Adventurous Day*</a> <a href="#">Tom Goes to School</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 <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.







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

Subject: ELA

Reading Literature

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RL.8.9</b> Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.	<b>ELA.EE.RL.8.9</b> 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?*

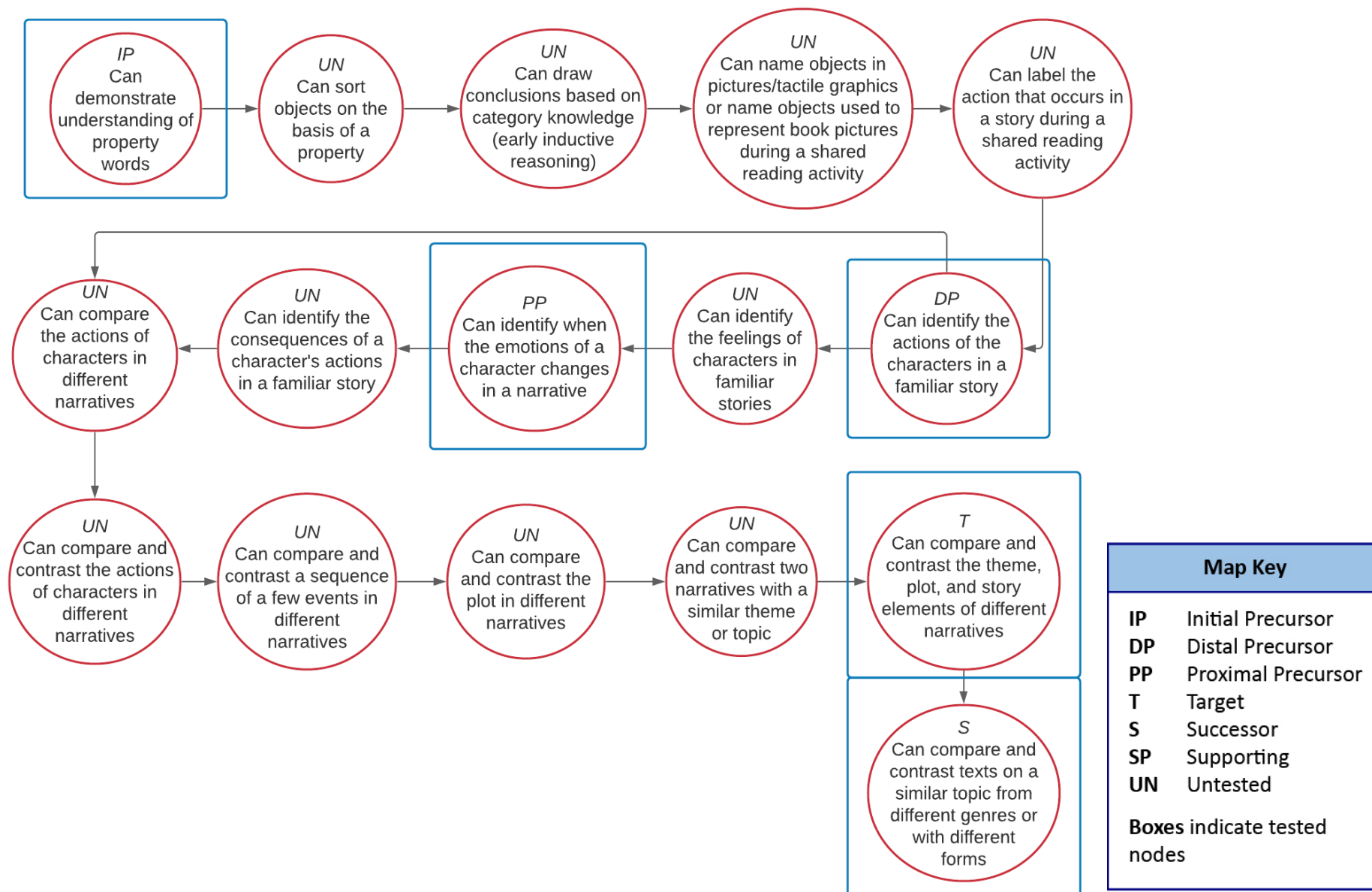
Comparing and contrasting themes, plots, and other story elements requires students to identify those elements and their key features. Teachers can help students at the Distal Precursor linkage level work toward this by focusing on identifying characters and their behaviors and actions. The DLM Familiar 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	<a href="#">Tom Picks Vegetables</a> <a href="#">Tom Goes to School</a> <a href="#">Return to the Island</a>
Distal Precursor	<a href="#">Roy and the Beach</a>
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 8</a> .	
<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.8.9** Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.





## Mini-Map for ELA.EE.RI.8.3

Subject: ELA

Reading Informational Text

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.8.3</b> Recount events in the order they were presented in the text.	<b>ELA.RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

### 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 hearing or reading a beginner-level informational text, the student can identify a concrete detail in the text.	The student can identify the relationships between multiple concrete facts or details.	After reading or hearing an informational text, the student can accurately identify key details and events in the correct order to recount the informational text.	After reading or hearing an informational text, the student can identify the relationship between two or more individuals, ideas, or other details in the text.

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

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

Recalling the sequence of events in a story begins with being able to identify the next steps (first-next) in everyday, familiar routines. Students at the Initial Precursor linkage level can work toward this understanding during repeated shared reading. Whether teachers use the DLM Familiar Texts aligned with this linkage level, or other texts that features a familiar routine with a clear sequence of events, they can use the repeated shared reading as a way to help students learn the steps in the routine and identify what comes next as each step is encountered in the book.

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

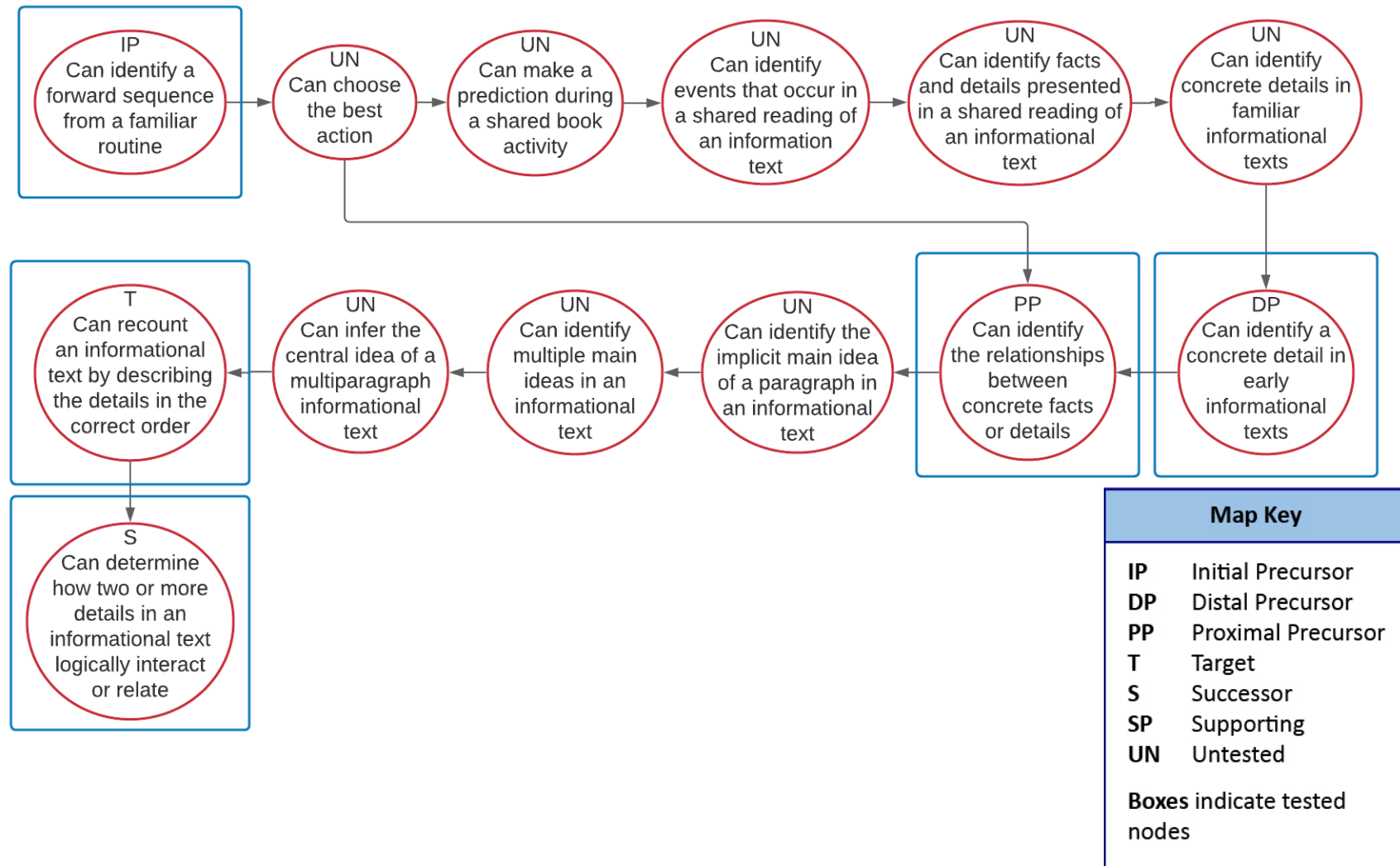
Recalling and describing the events and details in a text in the order they appear in the text requires students to identify the details. Students at the Distal Precursor linkage level are expected to identify the concrete details in a text. Teachers can support this through guided reading (anchor-read-apply) lessons that focus on reading to identify the details as they occur in a text.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Hospitals*</a> <a href="#">School Community</a> <a href="#">Nurses</a>
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 <a href="#">Familiar Text Information – Grade 8</a>.</p>	
Released Testlets	
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .	

[Link to Text-Only Map](#)

**ELA.EE.RI.8.3** Recount events in the order they were presented in the text.







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

Subject: ELA

Reading Informational Text

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.8.9</b> Identify where two different texts on the same topic differ in their interpretation of the details.	<b>ELA.RI.8.9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

### 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 identify specific points in the text that support a claim made by the author.	After reading two informational texts on the same topic, the student is able to identify differences in the interpretations/viewpoints of the authors.	After reading two informational texts on the same topic that acknowledge the existence of alternative viewpoints, the student can understand that authors may choose to include viewpoints that are different and can understand how authors explain these alternative viewpoints.

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

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

Identifying differences in the way two texts address the details related to a topic requires students to understand that two authors can have different views. Teachers can help students at the Initial Precursor linkage level work toward this by helping them recognize that their thoughts and point of view may not be the same as everyone else. In the context of ELA instruction, teachers can work on this through repeated shared reading of the DLM Familiar Texts aligned with this Essential Element and linkage level. These texts feature mostly familiar contexts (e.g., home, school, or neighborhood) and describe topics by providing a range of options or preferences. Teachers can use these options and preferences to help students think about their own preferences and the preferences of their peers. Teachers might make T-charts or graphs to record student preferences to offer further text to help students think about the differences between their own preferences and others.

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

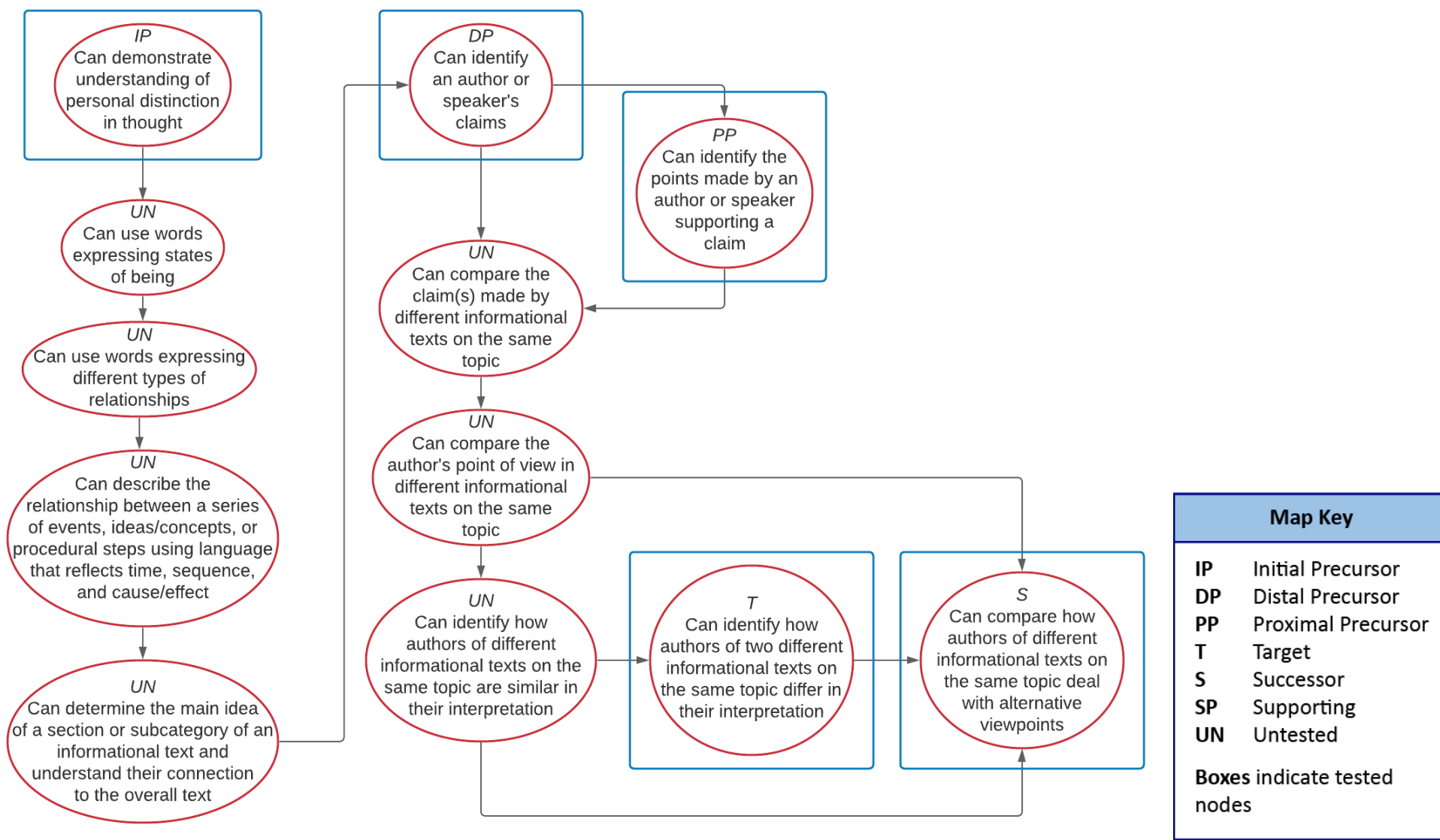
Identifying differences in the way two texts address the details related to a topic requires students to identify the details or claims that the two authors made. Students working at the Distal Precursor linkage level can work toward this by learning to identify the claims authors make in a text. Teachers can support this through shared reading of text that includes clearly stated claims and asking students to listen and look to determine what the author says about the topic the teacher specifies.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Summer Fun</a> <a href="#">Picnics at the Park</a> <a href="#">Traditions</a>
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 8</a> .	
<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.RI.8.9** Identify where two different texts on the same topic differ in their interpretation of the details.





## Mini-Map for ELA.EE.W.8.2.a

Subject: ELA

Writing

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.W.8.2.a</b> Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.	<b>ELA.W.8.2.a</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; 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 8 with four other Essential Elements: ELA.EE.W.8.2.b, ELA.EE.W.8.2.c, ELA.EE.W.8.2.d, and ELA.EE.W.8.2.f. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 8 with four other Essential Elements: ELA.EE.W.8.2.b, ELA.EE.W.8.2.c, ELA.EE.W.8.2.d, and ELA.EE.W.8.2.f.

## 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?*

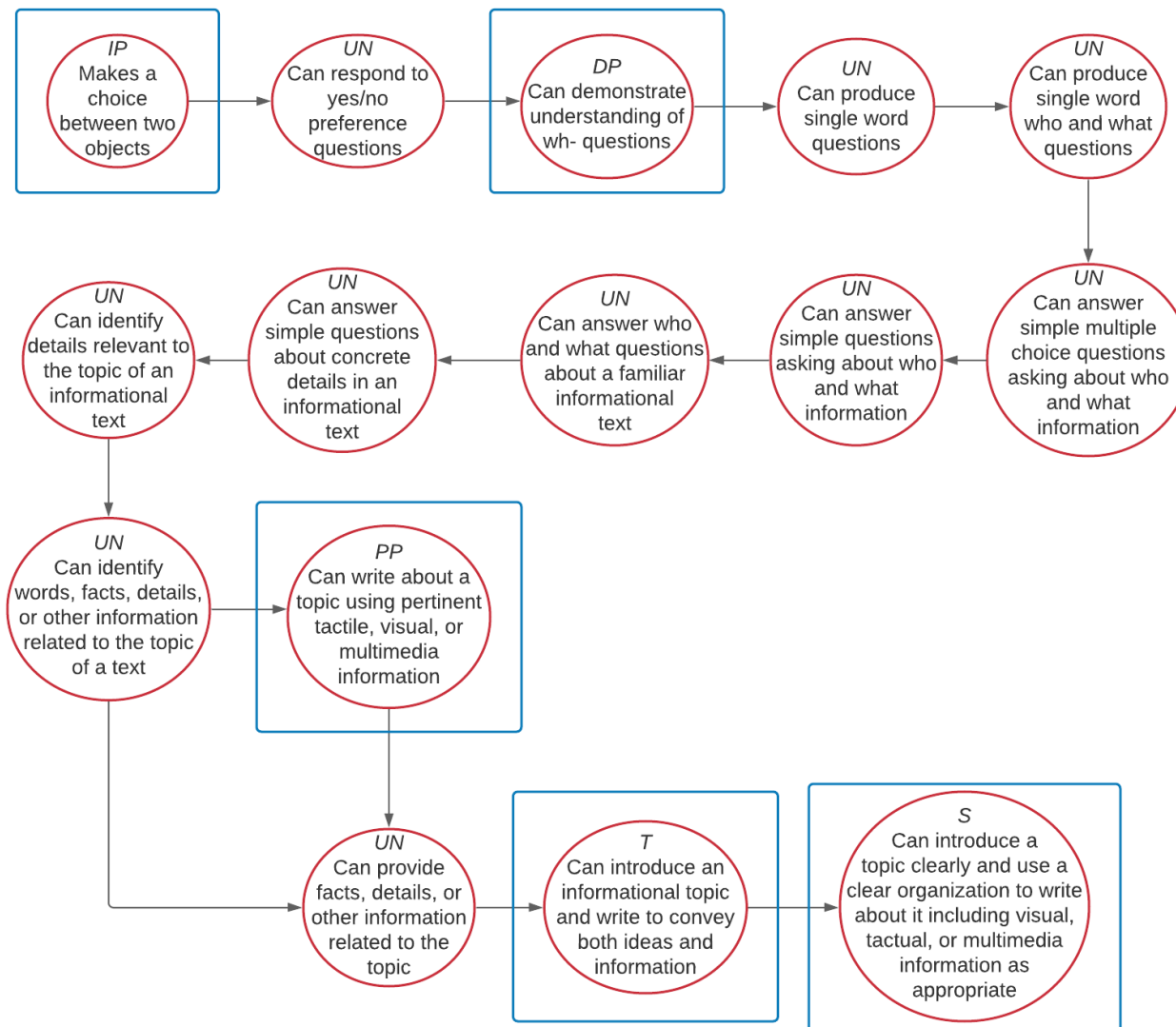
One way to help students learn to write an informational text is to help them brainstorm ideas about the topics they select. Teachers can work on this by asking students to select a topic for writing and then ask them basic questions about the topic. These questions might begin with yes/no personal preference 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
<a href="#">Instructionally Embedded Assessment</a>
<a href="#">Year-End Assessment</a>
Released Testlets
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .
Using Untested (UN) Nodes
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .

## [Link to Text-Only Map](#)

**ELA.EE.W.8.2.a** Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.



Map Key	
IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
UN	Untested
Boxes indicate tested nodes	





## Mini-Map for ELA.EE.W.8.2.b

Subject: ELA

Writing

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.W.8.2.b</b> Write one or more facts or details related to the topic.	<b>ELA.W.8.2.b</b> Develop the topic with relevant, well-chosen 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 words that describe familiar people, objects, places, and events when presented with both unfamiliar and familiar people, objects, places, and events.	The student can identify perceptual words to describe the features of common people, objects, places, and events.	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.	The student can develop a topic with facts or details when writing 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 8 with four other Essential Elements: ELA.EE.W.8.2.a, ELA.EE.W.8.2.c, ELA.EE.W.8.2.d, and ELA.EE.W.8.2.f. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 8 with four other Essential Elements: ELA.EE.W.8.2.a, ELA.EE.W.8.2.c, ELA.EE.W.8.2.d, and ELA.EE.W.8.2.f.

## 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?*

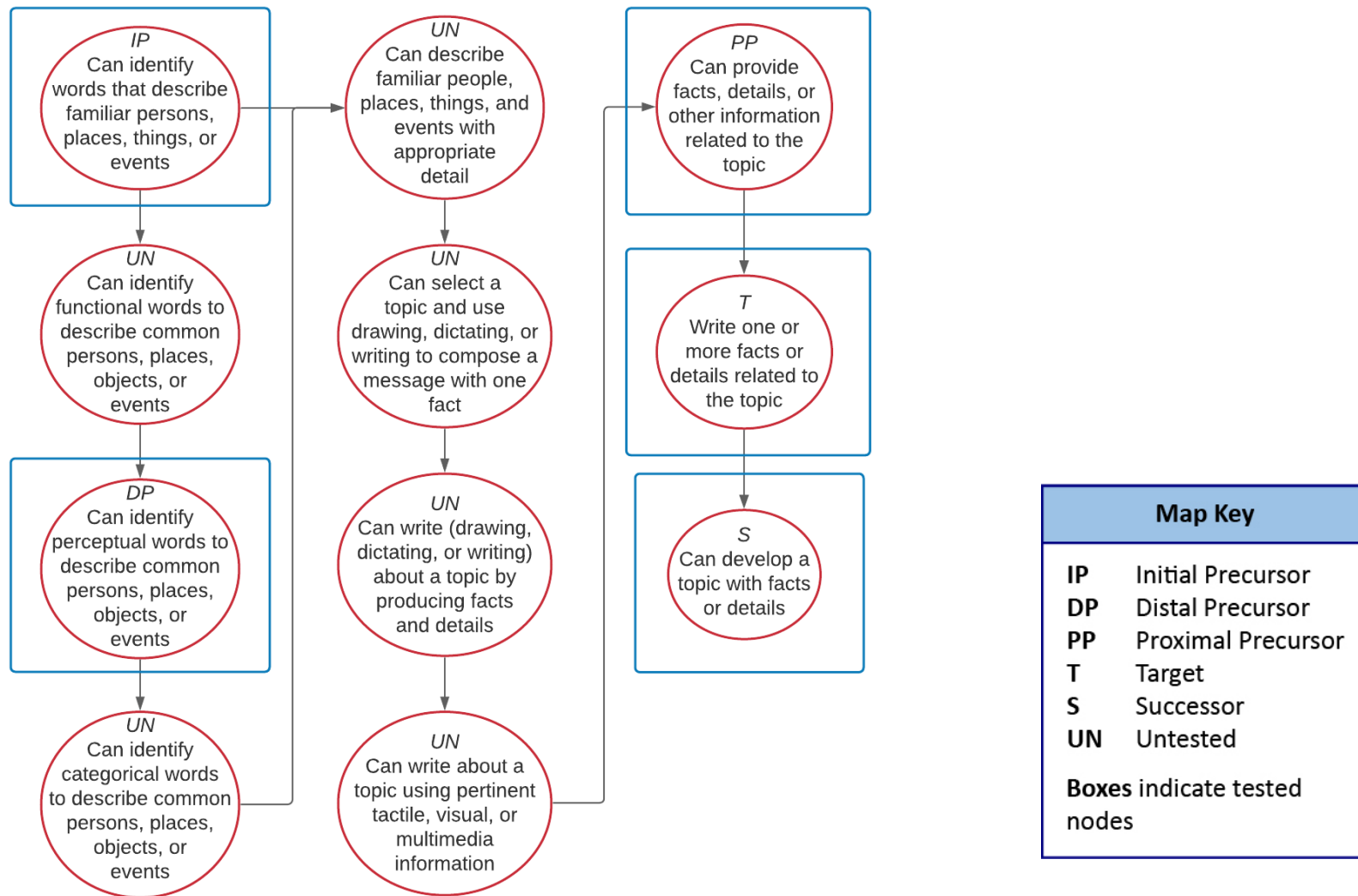
As students work toward being able to include facts and details about the selected topic when writing, it is helpful for them to have the skills to elaborate on the words they plan to include. One way to do this is to ask students to select a topic, communicate some ideas (e.g., people, places, objects, and events) they might write about, and then use words that describe the ideas to elaborate on them.

## Instructional Resources

Writing Testlet FAQs
<a href="#">Instructionally Embedded Assessment</a>
<a href="#">Year-End Assessment</a>
Released Testlets
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .
Using Untested (UN) Nodes
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .

[Link to Text-Only Map](#)

**ELA.EE.W.8.2.b** Write one or more facts or details related to the topic.





## Mini-Map for ELA.EE.W.8.2.c

Subject: ELA

Writing

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.8.2.c Write complete thoughts as appropriate.	ELA.W.8.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

### Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can produce single-word utterances when communicating with others.	The student can produce utterances comprised of two words that may include a number of linguistic structures.	The student can connect two or more words together when writing a text.	The student can write a complete thought or idea (may be grammatically incorrect) about a topic.	The student can write coherent, semantically accurate, and grammatically correct simple sentences with a subject, verb, and object.

### 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 8 with four other Essential Elements: ELA.EE.W.8.2.a, ELA.EE.W.8.2.b, ELA.EE.W.8.2.d, and ELA.EE.W.8.2.f. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 8 with four other Essential Elements: ELA.EE.W.8.2.a, ELA.EE.W.8.2.b, ELA.EE.W.8.2.d, and ELA.EE.W.8.2.f.

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

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

In the context of writing, students can work on producing words (utterances) when communicating about the topic they have selected. Teachers can support this by providing students with word banks or other augmentative and alternative communication supports with words related to the selected topic.

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

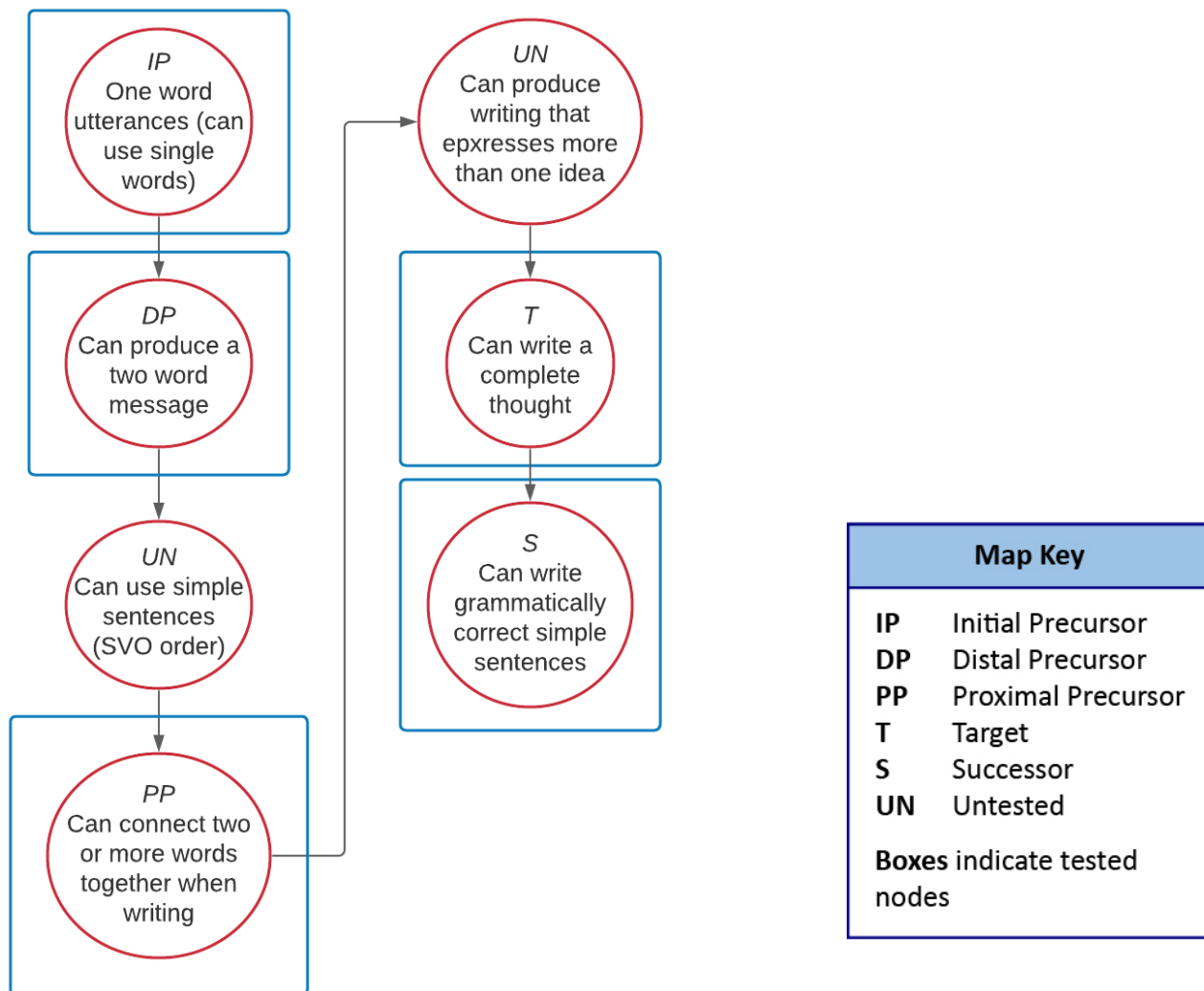
In the context of writing, students can work on linking together two or more words when brainstorming ideas to write relative to a selected topic. Teachers can support this by providing students with word banks or other augmentative and alternative communication supports with words related to the selected topic.

## Instructional Resources

Writing Testlet FAQs
<a href="#">Instructionally Embedded Assessment</a>
<a href="#">Year-End Assessment</a>
Released Testlets
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .
Using Untested (UN) Nodes
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .

[Link to Text-Only Map](#)

**ELA.EE.W.8.2.c** Write complete thoughts as appropriate.





## Mini-Map for ELA.EE.W.8.2.d

Subject: ELA

Writing

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.W.8.2.d</b> Use domain specific vocabulary related to the topic.	<b>ELA.W.8.2.d</b> 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 identify members of a broader category when presented with them.	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 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.	The student can use appropriate, domain-specific vocabulary to strengthen claims in informative 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 8 with four other Essential Elements: ELA.EE.W.8.2.a, ELA.EE.W.8.2.b, ELA.EE.W.8.2.c, and ELA.EE.W.8.2.f. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 8 with four other Essential Elements: ELA.EE.W.8.2.a, ELA.EE.W.8.2.b, ELA.EE.W.8.2.c, and ELA.EE.W.8.2.f.

## 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 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. The teacher can then list words, and students indicate if they are or are not members of 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.

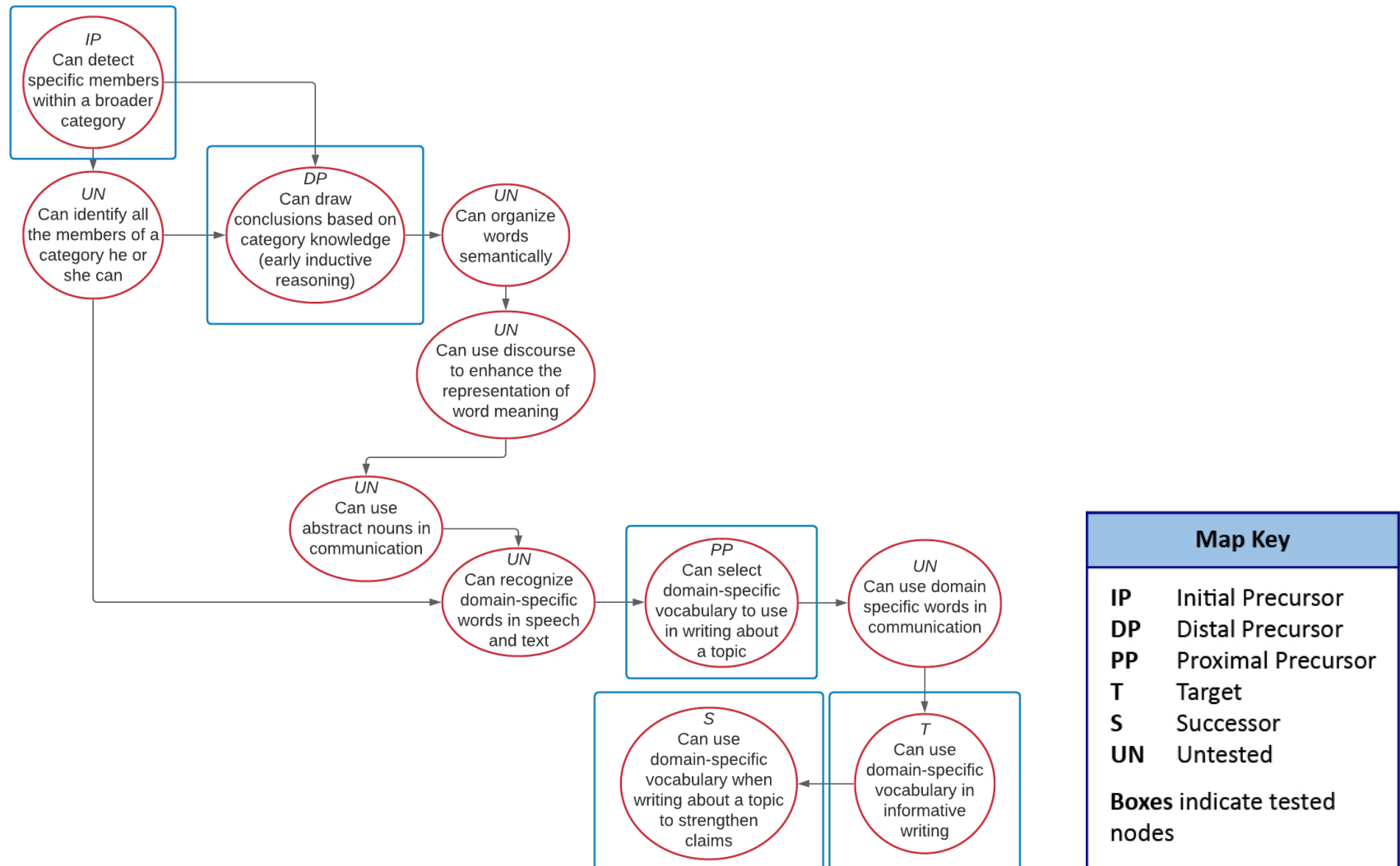
## Instructional Resources

Writing Testlet FAQs
<a href="#">Instructionally Embedded Assessment</a>
<a href="#">Year-End Assessment</a>
Released Testlets
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .
Using Untested (UN) Nodes
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .



[Link to Text-Only Map](#)

**ELA.EE.W.8.2.d** Use domain specific vocabulary related to the topic.





## Mini-Map for ELA.EE.W.8.2.f

Subject: ELA

Writing

Grade: 8

### Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.8.2.f Provide a closing.	ELA.W.8.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

### 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 the end or completion of a familiar routine.	The student can produce a universal or widely accepted ending when writing a text (e.g., "The End" or "That's all I have to say.").	The student can write a concluding sentence, statement, or section of a written text to bring together all the information presented in the text.	The student can produce a conclusion for a written text.	The student can produce a conclusion that is relevant to the main topic when writing 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 8 with four other Essential Elements: ELA.EE.W.8.2.a, ELA.EE.W.8.2.b, ELA.EE.W.8.2.c, and ELA.EE.W.8.2.d. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 8 with four other Essential Elements: ELA.EE.W.8.2.a, ELA.EE.W.8.2.b, ELA.EE.W.8.2.c, and ELA.EE.W.8.2.d.

## 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 conclusions as endings when writing, they need to work on developing understandings of the end or completion of familiar routines. In the context of writing, teachers can help students understand this by marking the end of the writing routine with a gesture or symbol indicating finished and then carry that over to other routines across the day.

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

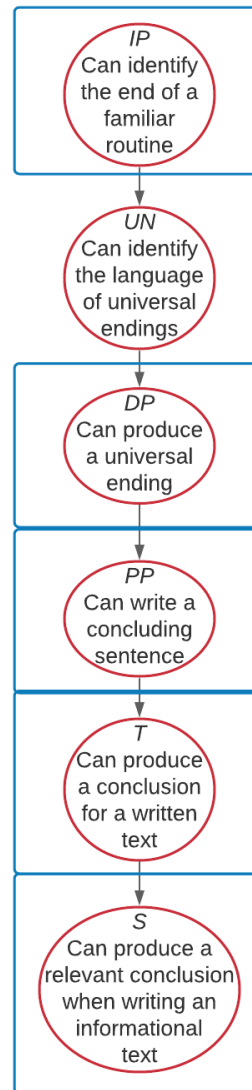
As students work toward writing a meaningful conclusion, they can use more universal endings to mark the end of their writing. For example, students can write "the end" to mark the completion of the things they write.

## Instructional Resources

Writing Testlet FAQs
<a href="#">Instructionally Embedded Assessment</a>
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[Link to Text-Only Map](#)

**ELA.EE.W.8.2.f** Provide a closing.



Map Key	
<b>IP</b>	Initial Precursor
<b>DP</b>	Distal Precursor
<b>PP</b>	Proximal Precursor
<b>T</b>	Target
<b>S</b>	Successor
<b>UN</b>	Untested
<b>Boxes</b> indicate tested nodes	