<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.8.5</td>
<td>ELA.EE.RI.8.5</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td></td>
<td>Locate the topic</td>
<td>• When supplied with a member of</td>
</tr>
<tr>
<td></td>
<td>sentence and</td>
<td>a category, can determine if the member</td>
</tr>
<tr>
<td></td>
<td>supporting</td>
<td>belongs in the category</td>
</tr>
<tr>
<td></td>
<td>details in a</td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td>paragraph</td>
<td>• Able to identify explicit details in an</td>
</tr>
<tr>
<td></td>
<td></td>
<td>informational text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine which key details in an</td>
</tr>
<tr>
<td></td>
<td></td>
<td>informational text support the main idea of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the whole text or a section of it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student can identify the topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sentence and identify the details in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the paragraph that support the topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sentence. There is a slight shift</td>
</tr>
<tr>
<td></td>
<td></td>
<td>here from previous nodes as the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>student will need to use some text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>searching skill to locate the topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sentence and supporting details (they</td>
</tr>
<tr>
<td></td>
<td></td>
<td>will need to use their knowledge of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>structural elements of informational</td>
</tr>
<tr>
<td></td>
<td></td>
<td>texts to accomplish this)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can derive from an oral, digital,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or quantitative presentation of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>information the details supporting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the main idea</td>
</tr>
</tbody>
</table>

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Key to map codes in upper right corner of node boxes:

- IP: Initial Precursor
- SP: Supporting
- DP: Distal Precursor
- S: Successor
- PP: Proximal Precursor
- UN: Untested
- T: Target
ELA.EE.RI.8.5 - Locate the topic sentence and supporting details in a paragraph.
**Essential Element, Linkage Levels, and Mini-Map**

**ELA: Grade 8**

**ELA.EE.RL.8.1**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RL.8.1</td>
<td>ELA.EE.RL.8.1</td>
<td></td>
</tr>
</tbody>
</table>

**Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text**

<table>
<thead>
<tr>
<th>Initial Precursor:</th>
<th>Distal Precursor:</th>
<th>Proximal Precursor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of experience with a routine, the student is able to identify the objects that are used in the routine.</td>
<td>Can identify the concrete details, such as characters, objects, setting, and major events that are specifically stated in a narrative text.</td>
<td>Can identify details about characters, objects, setting, and major events that come from information not specifically stated in a narrative text.</td>
</tr>
</tbody>
</table>

**Target:**

- Can identify and cite the explicit information stated in the text supporting the inferences made while reading a narrative text.

**Successor:**

- Can determine which citations refer to explicit information and which citations refer to inferred information in a narrative text.

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- SP Supporting
- DP Distal Precursor
- S Successor
- PP Proximal Precursor
- UN Untested
- T Target
ELA.EE.RL.8.1 - Cite text to support inferences from stories and poems.
<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RL.8.2</td>
<td>ELA.EE.RL.8.2</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td>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</td>
<td>Recount an event related to the theme or central idea, including details about character and setting</td>
<td>- Can identify the next step or event in a sequence from a familiar routine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can identify early elements of story grammar; can point to pictures or objects or use speech to identify the characters or objects in a simple story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can identify the theme of a story, which includes a short, concise sentence about the overall meaning of the narrative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can relate an event with details about specific characters and settings that help the reader to infer the theme or central idea of a narrative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can relate two or more events with details about specific characters and settings that help the reader to infer the theme or central idea of a narrative</td>
</tr>
</tbody>
</table>

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- DP    Distal Precursor
- PP    Proximal Precursor
- T     Target
- SP    Supporting
- S     Successor
- UN    Untested
ELA.EE.RL.8.2 - Recount an event related to the theme or central idea, including details about character and setting.
ELA-753
Can identify the general theme of a narrative when asked

ELA-1345
Can identify the specific theme of a story

ELA-1175
Can identify details that are related to the theme of a narrative

ELA-1481
Can identify events that are related to the theme of a narrative

ELA-1395
Can identify the relevant events contributing to the theme or central idea of a narrative

ELA-1396
Can recount an event contributing to the theme or central idea of a narrative using specific details

ELA-1397
Can recount two or more events contributing to the theme or central idea of a narrative using specific details
## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 8

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RL.8.4</td>
<td>ELA.EE.RL.8.4</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>Determine connotative meanings of words and phrases in a text</td>
<td></td>
</tr>
<tr>
<td><strong>Initial Precursor:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Distal Precursor:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Can determine the literal meaning of words and phrases using the context in which they are located</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proximal Precursor:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Can determine the meaning of frequently occurring or transparent simple idioms and figures of speech when reading a narrative</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Target:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Successor:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Can ascertain the figurative meanings of words and phrases in narratives, such as common idioms, analogies, and figures of speech</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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- S Successor
- PP Proximal Precursor
- UN Untested
- T Target

ELA.EE.RL.8.4  Copyright © 2018 University of Kansas Center for Research. All rights reserved.
ELA.EE.RL.8.4 - Determine connotative meanings of words and phrases in a text.
# Essential Element, Linkage Levels, and Mini-Map

## ELA: Grade 8

### ELA.EE.RI.8.1

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| ELA.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text | ELA.EE.RI.8.1 Cite text to support inferences from informational text | **Initial Precursor:**  
- As a result of experience with a routine, the student is able to identify the objects that are used in the routine **Distal Precursor:**  
- Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts **Proximal Precursor:**  
- Can use information and details explicitly mentioned in the text for citing **Target:**  
- Can use information and details inferred from the information and details explicitly mentioned in the text for citing **Successor:**  
- Can determine which citations refer to explicit information and which citations refer to inferred information in an informational text |

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**Key to map codes in upper right corner of node boxes:**

- IP Initial Precursor  
- DP Distal Precursor  
- PP Proximal Precursor  
- T Target  
- SP Supporting  
- S Successor  
- UN Untested
ELA.EE.RI.8.1 - Cite text to support inferences from informational text.

- ELA.EE.RI.8.1
  - F-174
    - Can identify objects associated with familiar routines
  - ELA-1382
    - Can name objects in pictures/tactile graphics or name objects used to represent book pictures during a shared reading activity
  - ELA-1141
    - Can identify concrete details in familiar informational texts
  - ELA-970
    - Can identify a concrete detail in early informational texts
  - ELA-1371
    - Can identify explicit details in informational texts
  - ELA-966
    - Can cite textual evidence for information explicitly stated in an informational text
  - ELA-967
    - Can cite textual evidence for information inferred from an informational text
  - ELA-1242
    - Can differentiate between citations for explicit and inferred information in an informational text
## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 8

**ELA.EE.RI.8.2**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.8.2</td>
<td>ELA.EE.RI.8.2</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td>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</td>
<td>Provide a summary of a familiar informational text</td>
<td>• Can demonstrate an understanding when information is not pertinent to the current task and can prevent this information from affecting their decisions and performance, allowing him or her to focus on the relevant task information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Able to identify explicit details in an informational text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine more than one main idea in an informational text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can summarize the information in a familiar informational text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can summarize an informational text, including relevant details and descriptive information</td>
</tr>
</tbody>
</table>

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**Key to map codes in upper right corner of node boxes:**

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- **SP** Supporting
- **DP** Distal Precursor
- **S** Successor
- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
ELA.EE.RI.8.2 - Provide a summary of a familiar informational text.

F-86
Can inhibit irrelevant information

F-10
Can communicate appropriately in common social routines.

F-33
Can demonstrate understanding of personal distinction in thought

F-15
Can predict the behavior of others

ELA-1446
Can make a prediction during a shared book activity

ELA-1477
Can identify events that occur in an a shared reading of an information text

ELA-1478
Can identify events in a familiar information text
ELA-1141
Can identify concrete details in familiar informational texts

ELA-970
Can identify a concrete detail in early informational texts

ELA-1371
Can identify explicit details in informational texts

ELA-401
Can identify the main idea in a single paragraph when it appears explicitly in the first sentence

ELA-971
Can identify multiple main ideas in an informational text

ELA-1090
Can create a summary for a familiar informative text

ELA-468
Can summarize an informational text
### Grade-Level Standard

**ELA.RI.8.4**
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts

### DLM Essential Element

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

### Linkage Levels

**Initial Precursor:**
- Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different

**Distal Precursor:**
- Can determine the literal meaning of words and phrases using the context in which they are located

**Proximal Precursor:**
- Can use the surrounding context of a word in a text to determine the meaning of multiple meaning words

**Target:**
- Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text

**Successor:**
- Can determine the figurative meaning of words and phrases as the author intended in an informational text, such as common idioms, analogies, and figures of speech

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- **DP** Distal Precursor
- **PP** Proximal Precursor
- **T** Target
- **SP** Supporting
- **S** Successor
- **UN** Untested

---

**ELA.EE.RI.8.4** Copyright © 2018 University of Kansas Center for Research. All rights reserved. 1 of 2
ELA.EE.RI.8.4 - Determine connotative meanings of words and phrases in a text.
<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.8.6</td>
<td>Determin an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints</td>
<td>ELA.EE.RI.8.6</td>
</tr>
</tbody>
</table>

**Initial Precursor:**
- As a result of experience with a routine, the student is able to identify people associated with the routine

**Distal Precursor:**
- Can identify the concrete details mentioned in beginner level informational texts

**Proximal Precursor:**
- Can identify the author's point of view or purpose for writing an informational text on the topic at hand. The point of view of an author is his/her physical or mental relationship with a specific event or area of a general topic

**Target:**
- Can pick out examples in an informational text or a presentation on a topic describing or supporting the author's or presenter's point of view on the topic

**Successor:**
- Can determine the examples the author provides in an informational text on a topic that indicate or suggest his/her purpose for writing the text

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- SP Supporting
- DP Distal Precursor
- S Successor
- PP Proximal Precursor
- UN Untested
- T Target
**ELA.EE.RI.8.6** - Determine an author's purpose or point of view and identify examples from text that describe or support it.

- **F-175**
  - Can identify people associated with familiar routines

- **ELA-1464**
  - Can identify a forward sequence in a familiar story

- **ELA-1213**
  - Can identify major observable events in a familiar story.

- **ELA-1477**
  - Can identify events that occur in an a shared reading of an information text

- **ELA-1478**
  - Can identify events in a familiar information text

- **ELA-1141**
  - Can identify concrete details in familiar informational texts

- **ELA-970**
  - Can identify a concrete detail in early informational texts

- **ELA-1418**
  - Can indicate a personal point of view about a text
ELA-1240
Can determine the author's point of view or purpose for writing an informational text

ELA-1426
Can identify examples demonstrating an author's or presenter's point of view in an informational text or presentation on a topic

ELA-2000
Can identify examples in an informational text demonstrating the author's purpose for writing an informational text
### ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

**ELA: GRADE 8**

**ELA.EE.RI.8.8**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.8.8</td>
<td>ELA.EE.RI.8.8</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td>Delineate and</td>
<td>Determine the</td>
<td>• Realizes that what he or she is thinking or</td>
</tr>
<tr>
<td>evaluate the</td>
<td>argument made</td>
<td>viewing may or may not be the same as what</td>
</tr>
<tr>
<td>argument and</td>
<td>by an author in an</td>
<td>other people see or think.</td>
</tr>
<tr>
<td>specific claims in a</td>
<td>informational text</td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td>text, assessing</td>
<td></td>
<td>• Can determine what the points are that the</td>
</tr>
<tr>
<td>whether the</td>
<td></td>
<td>author of an unfamiliar informational text is</td>
</tr>
<tr>
<td>reasoning is sound</td>
<td></td>
<td>trying to communicate to the reader.</td>
</tr>
<tr>
<td>and the evidence is</td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td>relevant and</td>
<td></td>
<td>• Can find out how specific points made by an</td>
</tr>
<tr>
<td>sufficient; recognize</td>
<td></td>
<td>author in an informational text relate to the</td>
</tr>
<tr>
<td>when irrelevant</td>
<td></td>
<td>reasons supporting it.</td>
</tr>
<tr>
<td>evidence is introduced</td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify an explicitly made argument</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(must be overtly stated in the text) in an</td>
</tr>
<tr>
<td></td>
<td></td>
<td>informational text. Note - locating the overall</td>
</tr>
<tr>
<td></td>
<td></td>
<td>main idea. In a persuasive text there is a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>central argument presented with several</td>
</tr>
<tr>
<td></td>
<td></td>
<td>claims and evidence to back the claims.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify an argument as an association</td>
</tr>
<tr>
<td></td>
<td></td>
<td>between a claim and its evidence.</td>
</tr>
</tbody>
</table>

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---

**Key to map codes in upper right corner of node boxes:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IP</td>
<td>Initial Precursor</td>
</tr>
<tr>
<td>DP</td>
<td>Distal Precursor</td>
</tr>
<tr>
<td>PP</td>
<td>Proximal Precursor</td>
</tr>
<tr>
<td>S</td>
<td>Supporter</td>
</tr>
<tr>
<td>UN</td>
<td>Untested</td>
</tr>
<tr>
<td>T</td>
<td>Target</td>
</tr>
</tbody>
</table>
ELA.EE.RI.8.8 - Determine the argument made by an author in an informational text.
ELA-385
Can identify the reasons that support points made in an informational text

ELA-1412
Can identify the relationship between specific points and the reasons supporting them in an informational text

ELA-1506
Can identify an explicitly made argument in an informational text.

ELA-1479
Can identify an argument as an association between a claim and its evidence.
## Essential Element, Linkage Levels, and Mini-Map

### ELA: Grade 8

#### ELA.EE.L.8.5.a

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

**Initial Precursor:**
- Can understand adjectives in others’ speech

**Distal Precursor:**
- Can recognize that the literal meaning of a word or phrase is the meaning directly stated in the sentence

**Proximal Precursor:**
- Can use the surrounding context of a word in a text to determine the meaning of multiple meaning words

**Target:**
- Can demonstrate an understanding of the use of a multiple meaning word

**Successor:**
- Can identify the intended meaning of multiple meaning words in a text

---

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A diagram showing the relationship of nodes in the mini-map appears below.

**Key to map codes in upper right corner of node boxes:**

- **IP** Initial Precursor
- **DP** Distal Precursor
- **PP** Proximal Precursor
- **T** Target
- **SP** Supporting
- **S** Successor
- **UN** Untested
ELA.EE.L.8.5.a - Demonstrate understanding of the use of multiple meaning words.

F-75
Can demonstrate understanding of property words

F-8
Can demonstrate receptive word order

ELA-1198
Can demonstrate understanding of phrases

ELA-1199
Can identify specific phrases in a sentence

ELA-1010
Can determine new phrase meaning from spoken context

ELA-1467
Can recognize the literal meaning of a word or phrase in a sentence

ELA-1305
Can determine the literal meaning of words and phrases in context

ELA-1192
Can determine the words or phrases that can complete literal sentences in a text
ELA-1416
Can determine the meaning of unambiguous words in a text

ELA-489
Can demonstrate an understanding that words have multiple meanings

ELA-1296
Can demonstrate an understanding that words have different uses in different contexts

ELA-1332
Can determine the meaning of multiple meaning words in text (support of context)

ELA-1493
Can demonstrate an understanding of the use of multiple meaning words (limited contextual support).

ELA-1496
Can determine the intended meaning of multiple meaning words.
ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

ELA: GRADE 8

ELA.EE.RL.8.3

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| ELA.RL.8.3 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 | ELA.EE.RL.8.3 Identify which incidents in a story or drama lead to subsequent action | Initial Precursor:  
• Comprehends that all objects have some function or action typically associated with it (object action)  
Distal Precursor:  
• Student can correctly identify how a character responds to a challenge that is presented within a story  
Proximal Precursor:  
• Can recall the causes of major actions included in a story  
Target:  
• Can identify the impact that certain events have in a narrative, such as causing subsequent events to occur  
Successor:  
• Can explain how each of the character’s actions in the story is the cause of another action, and how these build on each other towards achieving the overall goal |

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Key to map codes in upper right corner of node boxes:

IP Initial Precursor  
DP Distal Precursor  
PP Proximal Precursor  
T Target  
SP Supporting  
S Successor  
UN Untested
ELA.EE.RL.8.3 - Identify which incidents in a story or drama lead to subsequent action.
ELA-1057
Can identify the overall goal or main idea of a single episode

ELA-1165
Can identify which events in a narrative lead to a subsequent action

ELA-466
Can explain how actions in a narrative contribute to the main character's overall goal
# ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

## ELA: GRADE 8

### ELA.EE.RL.8.5

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RL.8.5</td>
<td>ELA.EE.RL.8.5</td>
<td></td>
</tr>
</tbody>
</table>
| 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 | Compare and contrast the structure of two or more texts | Initial Precursor:  
  - Can identify the next step or event in a sequence from a familiar routine  
Distal Precursor:  
  - Can determine the events that occur at the beginning, middle, and end of a familiar, linear story  
Proximal Precursor:  
  - Student can compare the structure of two or more texts (e.g., stories, poems, or dramas)  
Target:  
  - Student can compare and contrast the structure of two or more texts (e.g., stories, poems, or dramas)  
Successor:  
  - Can identify where a text deviates from a chronological presentation of events |

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**Key to map codes in upper right corner of node boxes:**

- IP Initial Precursor
- SP Supporting
- DP Distal Precursor
- S Successor
- PP Proximal Precursor
- UN Untested
- T Target
ELA.EE.RL.8.5 - Compare and contrast the structure of two or more texts.
ELA-1358
Contrast the structure of two or more texts (e.g., stories, poems, or dramas

ELA-1359
Compare and contrast the structure of two or more texts (e.g., stories, poems, or dramas)

ELA-1360
Identify where a text deviates from a chronological presentation of events.
### ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

**ELA: GRADE 8**

**ELA.EE.RL.8.9**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA.RL.8.9</strong></td>
<td><strong>ELA.EE.RL.8.9</strong></td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td>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</td>
<td>Compare and contrast themes, patterns of events, or characters across two or more stories or dramas</td>
<td>• Can understand adjectives in others’ speech</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify the behavior and actions of specific characters in a familiar story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine when a character changes in how he/she/it feels emotionally over the course of and in response to the events in a story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine how different narratives are the same and different in terms of their theme, plot, and story elements, such as characters, settings, and events</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can compare and contrast how similar themes and topics are addressed in texts using different forms or from different genres, such as between stories and poems and between historical novels and fantasy stories</td>
</tr>
</tbody>
</table>

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A diagram showing the relationship of nodes in the mini-map appears below.

Key to map codes in upper right corner of node boxes:

- **IP** Initial Precursor
- **SP** Supporting
- **DP** Distal Precursor
- **S** Successor
- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
ELA.EE.RL.8.9 - Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.
## Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 8**

**ELA.EE.RI.8.3**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.8.3</td>
<td>ELA.EE.RI.8.3</td>
<td></td>
</tr>
<tr>
<td>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)</td>
<td>Recount events in the order they were presented in the text</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify the next step or event in a sequence from a familiar routine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify the concrete details mentioned in beginner level informational texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify the relationship between multiple concrete facts or details in a literature or informational text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can recall and describe the events and details in an informational text in the same order as they appeared in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can ascertain the logical relationship or interaction between two or more individuals, events, ideas, or other details in an informational text</td>
</tr>
</tbody>
</table>

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- SP Supporting
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- S Successor
- PP Proximal Precursor
- UN Untested
- T Target
ELA.EE.RI.8.3 - Recount events in the order they were presented in the text.

F-93
Can identify a forward sequence from a familiar routine

F-51
Can choose the best action

ELA-1446
Can make a prediction during a shared book activity

ELA-1477
Can identify events that occur in a shared reading or an informational text

ELA-2256
Can identify facts and details presented in a shared reading or an informational text

ELA-1141
Can identify concrete details in familiar informational texts

ELA-970
Can identify a concrete detail in early informational texts

ELA-957
Can identify the relationships between concrete facts or details
ELA-935
Can identify the implicit main idea of a paragraph in an informational text

ELA-971
Can identify multiple main ideas in an informational text

ELA-801
Can infer the central idea of a multiparagraph informational text

ELA-1362
Can recount an informational text by describing the details in the correct order

ELA-1436
Can determine how two or more details in an informational text logically interact or relate
## Essential Element, Linkage Levels, and Mini-Map
### ELA: Grade 8
### ELA.EE.RI.8.9

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.8.9</td>
<td>ELA.EE.RI.8.9</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td>Analyze a case in</td>
<td>Identify where two</td>
<td>• Realizes that what he or she is thinking or</td>
</tr>
<tr>
<td>which two or more</td>
<td>two different</td>
<td>viewing may or may not be the same as</td>
</tr>
<tr>
<td>texts provide</td>
<td>texts on the</td>
<td>what other people see or think</td>
</tr>
<tr>
<td>conflicting</td>
<td>the same topic and</td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td>information on the</td>
<td>identify where the</td>
<td>• Can determine the specific claims made by</td>
</tr>
<tr>
<td>same topic and</td>
<td>texts disagree on</td>
<td>a speaker or author</td>
</tr>
<tr>
<td>identify where the</td>
<td>matters of fact or</td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td>texts disagree on</td>
<td>interpretation</td>
<td>• Can determine the specific points that an</td>
</tr>
<tr>
<td>matters of fact or</td>
<td></td>
<td>author or speaker uses that corroborate</td>
</tr>
<tr>
<td>interpretation</td>
<td></td>
<td>and support a claim</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify how authors of two different</td>
</tr>
<tr>
<td></td>
<td></td>
<td>informational texts on the same topic use</td>
</tr>
<tr>
<td></td>
<td></td>
<td>details differently when forming their</td>
</tr>
<tr>
<td></td>
<td></td>
<td>interpretations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify similarities in how different</td>
</tr>
<tr>
<td></td>
<td></td>
<td>informational texts on the same topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>handle and/or explain alternative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>viewpoints</td>
</tr>
</tbody>
</table>

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- SP Supporting
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- S Successor
- PP Proximal Precursor
- UN Untested
- T Target
ELA.EE.RI.8.9 - Identify where two different texts on the same topic differ in their interpretation of the details.
ELA-2046
Can compare the claim(s) made by different informational texts on the same topic

ELA-2048
Can compare the author's point of view in different informational texts on the same topic

ELA-2060
Can identify how authors of different informational texts on the same topic are similar in their interpretation

ELA-1434
Can identify how authors of two different informational texts on the same topic differ in their interpretation

ELA-2058
Can compare how authors of different informational texts on the same topic deal with alternative viewpoints
### Grade-Level Standard

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| ELA.W.8.2.a          | 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 | EMERGENT WRITING (EW.8):  
  - **Initial Precursor:** Given a choice of two objects, uses eye-gaze, physical movement, gesture or vocalization to indicate choice  
  - **Distal Precursor:** Can respond to wh-questions regarding choice of topic and other questions related to writing about the topic.  

|                      | ELA.EE.W.8.2.a        | CONVENTIONAL WRITING (CW.8):  
  - **Proximal Precursor:** Can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text  
  - **Target:** Can introduce an informational topic while writing and extend by writing about ideas and information related to the topic  
  - **Successor:** Student is able to produce an informational piece of writing in which the topic is clearly introduced and the details about the topic (may be visual, tactual, or multimedia) are presented within a clear organizational structure |

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This EE is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The initial and distal precursor nodes are assessed in the emergent writing testlet in Grade 8 with four other Essential Elements: EE.W.8.2.b, EE.W.8.2.c, EE.W.8.2.d, and 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: EE.W.8.2.b, EE.W.8.2.c, EE.W.8.2.d, and EE.W.8.2.f.

A diagram showing the relationship of nodes in the mini-map appears below.
Key to map codes in upper right corner of node boxes:

- **IP**: Initial Precursor
- **SP**: Supporting
- **DP**: Distal Precursor
- **S**: Successor
- **PP**: Proximal Precursor
- **UN**: Untested
- **T**: Target
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.
## Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 8**

**ELA.EE.W.8.2.b**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.W.8.2.b</td>
<td>ELA.EE.W.8.2.b</td>
<td><strong>EMERGENT WRITING (EW.8):</strong></td>
</tr>
<tr>
<td>Develop the topic</td>
<td>Write one or more facts or details related to the topic</td>
<td>• <strong>Initial Precursor:</strong> Can determine some of the relevant words for describing people, places, things, or events familiar to the student</td>
</tr>
<tr>
<td>with relevant, well-</td>
<td></td>
<td>• <strong>Distal Precursor:</strong> Can use perceptual words (describe a noun's features) to describe common persons, places, objects, or events</td>
</tr>
<tr>
<td>chosen facts,</td>
<td></td>
<td><strong>CONVENTIONAL WRITING (CW.8):</strong></td>
</tr>
<tr>
<td>definitions, concrete details, quotations, or other information and examples</td>
<td></td>
<td>• <strong>Proximal Precursor:</strong> Student is already able to identify facts and details related to topic from a set of choices. Now they are able to provide written facts, details and/or information about a topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Target:</strong> Student is able to put facts or details identified about a topic into writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Successor:</strong> Can develop a topic with facts or details related to the topic</td>
</tr>
</tbody>
</table>

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A diagram showing the relationship of nodes in the mini-map appears below.

**Key to map codes in upper right corner of node boxes:**

- **IP** Initial Precursor
- **SP** Supporting
- **DP** Distal Precursor
- **S** Successor
- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
ELA.EE.W.8.2.b - Write one or more facts or details related to the topic.
# ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

**ELA: GRADE 8**

**ELA.EE.W.8.2.c**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.W.8.2.c</td>
<td>ELA.EE.W.8.2.c</td>
<td></td>
</tr>
<tr>
<td>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</td>
<td>Write complete thoughts as appropriate</td>
<td>EMERGENT WRITING (EW.8):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Initial Precursor: Can produce single word utterances</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Distal Precursor: Can produce utterances comprising of two words</td>
</tr>
</tbody>
</table>

**CONVENTIONAL WRITING (CW.8):**

- **Proximal Precursor:** Can use two words together when producing a written text
- **Target:** Student is able to produce a complete thought in writing. Up to this point, students may produce writing that requires some interpretation or context to understand (e.g., frg lgs = frogs use their legs to jump). By this node students are able to create a complete thought (e.g., Frogs jump). The produced thought may not be grammatically correct (i.e., The frogs can jump), but still conveys a complete thought or idea
- **Successor:** Can write coherent, semantically accurate, and grammatically correct simple sentences

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A diagram showing the relationship of nodes in the mini-map appears below.
Key to map codes in upper right corner of node boxes:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IP</td>
<td>Initial Precursor</td>
</tr>
<tr>
<td>SP</td>
<td>Supporting</td>
</tr>
<tr>
<td>DP</td>
<td>Distal Precursor</td>
</tr>
<tr>
<td>S</td>
<td>Successor</td>
</tr>
<tr>
<td>PP</td>
<td>Proximal Precursor</td>
</tr>
<tr>
<td>UN</td>
<td>Untested</td>
</tr>
<tr>
<td>T</td>
<td>Target</td>
</tr>
</tbody>
</table>
ELA.EE.W.8.2.c - Write complete thoughts as appropriate.

- **F-95**
  - One word utterances (Can use single words)

- **ELA-21**
  - Can produce a two word message.

- **ELA-31**
  - Can use simple sentences (SVO order)

- **ELA-1272**
  - Can connect two or more words together when writing

- **ELA-2273**
  - Can produce writing that expresses more than one idea

- **ELA-1872**
  - Can write a complete thought.

- **ELA-128**
  - Can write grammatically correct simple sentences
## Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 8**

**ELA.EE.W.8.2.d**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.W.8.2.d</td>
<td>ELA.EE.W.8.2.d</td>
<td></td>
</tr>
<tr>
<td><strong>Use precise language and domain-specific vocabulary to inform about or explain the topic</strong></td>
<td><strong>Use domain specific vocabulary related to the topic</strong></td>
<td><strong>EMERGENT WRITING (EW.8):</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Initial Precursor:</strong> When supplied with a member of a category, can determine if the member belongs in the category</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Distal Precursor:</strong> Using their categorical knowledge, can make generalizations about the category to novel instances of that category</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>CONVENTIONAL WRITING (CW.8):</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Proximal Precursor:</strong> Student is able to select domain-specific words to use for writing about a topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Target:</strong> Can include domain-specific vocabulary when writing an informative text</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Successor:</strong> Can use domain-specific vocabulary to strengthen claims in informative writing (student is both able to write claims at this stage and can appropriately make use of domain specific vocabulary to enhance claims)</td>
</tr>
</tbody>
</table>

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This EE is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The initial and distal precursor nodes are assessed in the emergent writing testlet in Grade 8 with four other Essential Elements: EE.W.8.2.a, EE.W.8.2.b, EE.W.8.2.c, and 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: EE.W.8.2.a, EE.W.8.2.b, EE.W.8.2.c, and EE.W.8.2.f.

A diagram showing the relationship of nodes in the mini-map appears below.

*Key to map codes in upper right corner of node boxes:*
- IP Initial Precursor
- DP Distal Precursor
- PP Proximal Precursor
- T Target
- SP Supporting
- S Successor
- UN Untested
ELA.EE.W.8.2.d - Use domain specific vocabulary related to the topic.
### ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

**ELA: GRADE 8**

**ELA.EE.W.8.2.f**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ELA.W.8.2.f</td>
<td>ELA.EE.W.8.2.f</td>
<td></td>
</tr>
<tr>
<td>Provide a concluding statement or section that follows from and supports the information or explanation presented</td>
<td>Provide a closing</td>
<td></td>
</tr>
</tbody>
</table>

**EMERGENT WRITING (EW.8):**
- **Initial Precursor:** As a result of the experience with a routine, the student is able to identify the end or completion of a routine
- **Distal Precursor:** Can produce a universal ending in writing (e.g., the student can write "the end")

**CONVENTIONAL WRITING (CW.8):**
- **Proximal Precursor:** Can write a concluding sentence, statement, or section of a written text to bring together all the information presented in the text
- **Target:** Can produce a conclusion for a text he or she is writing
- **Successor:** Can create a writing piece that includes a conclusion that is relevant to the main topic of the piece

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- **DP** Distal Precursor
- **PP** Proximal Precursor
- **T** Target
- **SP** Supporting
- **S** Successor
- **UN** Untested
ELA.EE.W.8.2.f - Provide a closing.