<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RL.9-10.1</td>
<td>ELA.EE.RL.9-10.1</td>
<td></td>
</tr>
</tbody>
</table>
| Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text | Initial Precursor:  
- Can identify elements in a story (characters, other key details in the text) when asked  
Distal Precursor:  
- Can answer questions posed by others regarding a narrative by using information from the text  
Proximal Precursor:  
- Can use information and details explicitly mentioned in the text for citing  
Target:  
- Can determine which citations refer to explicit information and which citations refer to inferred information in a narrative text  
Successor:  
- Can analyze a narrative text to determine the explicit meaning based on the information directly stated in it |

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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.9-10.1 - Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.
ELA-787
Can use details from a narrative to make inferences about the text

ELA-946
Can cite textual evidence for information explicitly stated in a literary text

ELA-1176
Can determine what a narrative states explicitly and implicitly

ELA-947
Can cite textual evidence for the inferences made while reading a literary text

ELA-1155
Can determine the citations for explicit and inferred information in a narrative

ELA-1148
Can determine a narrative's explicit meaning
# Essential Element, Linkage Levels, and Mini-Map

## ELA: Grade 9-10

### ELA.EE.RL.9-10.2

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RL.9-10.2</td>
<td>ELA.EE.RL.9-10.2</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</td>
<td>Recount events 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 what the overall goal or main idea of a single episode is in a narrative by inferring from the characters, settings, and actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine the details that provide for the foundation of the theme in a narrative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</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>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The student can recount the most important events from a story</td>
</tr>
</tbody>
</table>

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- **UN**: Untested
- **T**: Target
ELA.EE.RL.9-10.2 - Recount events related to the theme or central idea, including details about character and setting.
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-1355
Can identify the relevant events contributing to the theme or central idea of a narrative

ELA-1356
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

ELA-1439
Recount the main events of a story related to the theme
<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RL.9-10.4</td>
<td>ELA.EE.RL.9-10.4</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can determine some of the relevant words for describing people, places, things, or events familiar to the student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can determine the meaning of frequently occurring or transparent simple idioms and figures of speech when reading a narrative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can ascertain the figurative meanings of words and phrases in narratives, such as common idioms, analogies, and figures of speech</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can determine the specific contextual meaning of a word or phrase as it is used in a single instance in a text or how it is gradually altered throughout the sentences, paragraphs, chapters, and sections of a text, regardless of whether the student may know the word in terms of its typical use</td>
</tr>
</tbody>
</table>

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- DP  Distal Precursor
- S   Successor
- PP  Proximal Precursor
- UN  Untested
- T   Target
ELA.EE.RL.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.
ELA-489
Can demonstrate an understanding that words have multiple meanings

ELA-1413
Can identify both the literal and nonliteral meaning of words in context

ELA-1174
Can determine the meaning of simple idioms and figures of speech in a narrative.

ELA-1153
Can determine the meaning of words and phrases used in narratives, such as common idioms, analogies, and figures of speech.

ELA-1025
Can determine the meaning and impact of words and phrases as defined in a particular text.
### ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

#### ELA: GRADE 11-12

**ELA.EE.RL.11-12.1**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RL.11-12.1</td>
<td>ELA.EE.RL.11-12.1</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain</td>
<td>Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings</td>
<td>• Can identify elements in a story (characters, other key details in the text) when asked</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can find specific details in a narrative to answer questions asking about information explicitly stated in the narrative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can analyze a narrative text to determine what is its explicit meaning based on the information directly stated in it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can analyze the explicit and implicit meanings of a narrative and provide citations as evidence supporting each of the different meanings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine when strong evidence is presented in a text and can use it when citing the text</td>
</tr>
</tbody>
</table>

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- **DP** Distal Precursor
- **S** Successor
- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
ELA.EE.RL.11-12.1 - Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.
ELA-1176
Can determine what a narrative states explicitly and implicitly

ELA-947
Can cite textual evidence for the inferences made while reading a literary text

ELA-1155
Can determine the citations for explicit and inferred information in a narrative

ELA-1148
Can determine a narrative’s explicit meaning

ELA-1569
Can identify the details related to the lesson of a narrative

ELA-1396
Can analyze the explicit and implicit meanings of a narrative and cite textual evidence for them

ELA-948
Can select strong textual evidence when citing a literature text
## Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 11-12**

**ELA.EE.RL.11-12.2**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RL.11-12.2</td>
<td>ELA.EE.RL.11-12.2</td>
<td></td>
</tr>
</tbody>
</table>
| Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text | Recount the main events of the text which are related to the theme or central idea | Initial Precursor:  
- As a result of experience with a routine, the student is able to identify actions associated with the routine  

**Distal Precursor:**  
- Can identify the theme of a familiar story, which includes a short, concise sentence about the overall meaning of the narrative  

**Proximal Precursor:**  
- Can determine the events that are relevant to the theme or central idea and help the reader to infer it  

**Target:**  
- The student can recount the most important events from a story  

**Successor:**  
- Can analyze the way the characters, setting, and plot contribute to the development of the theme across the course of a literature text |

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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
Recount the main events of the text which are related to the theme or central idea.

- **F-176** Can identify actions 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-1354** Can identify elements that change during the course of the story.
- **ELA-1356** Determine the structure of a text (e.g., story, poem, or drama)
- **ELA-752** Can identify the overall goal or main idea of a character in a story
- **ELA-1344** Can identify the specific theme of a familiar story
- **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-1439  
Recount the main events of a story related to the theme

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

ELA-822  
Determine how a theme or central idea in a literature text is conveyed through the use of details

ELA-824  
Analyze the development of a literature text’s central idea or theme over the span of the text
<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.11-12.4</strong></td>
<td><strong>ELA.EE.RL.11-12.4</strong></td>
<td><strong>Initial Precursor:</strong></td>
</tr>
<tr>
<td>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</td>
<td>Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning</td>
<td><strong>•</strong> Can provide real-life examples of words connected to a use (describe people who are friendly)</td>
</tr>
<tr>
<td><strong>ELA.RL.11-12.4</strong></td>
<td><strong>ELA.EE.RL.11-12.4</strong></td>
<td><strong>Distal Precursor:</strong></td>
</tr>
<tr>
<td>Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning</td>
<td><strong>•</strong> Can demonstrate an understanding that when two words have the same meaning, they are synonyms (the student may or may not explicitly use the term synonym, but this term should be used with the student)</td>
<td></td>
</tr>
<tr>
<td><strong>ELA.RL.11-12.4</strong></td>
<td><strong>ELA.EE.RL.11-12.4</strong></td>
<td><strong>Proximal Precursor:</strong></td>
</tr>
<tr>
<td>Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning</td>
<td><strong>•</strong> Can demonstrate an understanding that words might have a slightly different meaning or use depending on the specific context in which they are used</td>
<td></td>
</tr>
<tr>
<td><strong>ELA.RL.11-12.4</strong></td>
<td><strong>ELA.EE.RL.11-12.4</strong></td>
<td><strong>Target:</strong></td>
</tr>
<tr>
<td>Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning</td>
<td><strong>•</strong> Can determine the specific contextual meaning of a word or phrase as it is used in a single instance in a text or how it is gradually altered throughout the sentences, paragraphs, chapters, and sections of a text, regardless of whether the student may know the word in terms of its typical use</td>
<td></td>
</tr>
<tr>
<td><strong>ELA.RL.11-12.4</strong></td>
<td><strong>ELA.EE.RL.11-12.4</strong></td>
<td><strong>Successor:</strong></td>
</tr>
<tr>
<td>Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning</td>
<td><strong>•</strong> Can identify the words and phrases used by a narrative’s author to create mystery, tension, or surprise</td>
<td></td>
</tr>
</tbody>
</table>

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IP     Initial Precursor    SP     Supporting
DP     Distal Precursor     S      Successor
PP     Proximal Precursor  UN     Untested
T      Target
ELA.EE.RL.11-12.4 - Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.
# Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 9-10**

**ELA.EE.RI.9-10.1**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| ELA.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | ELA.EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially | Initial Precursor:  
- Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts  

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

Proximal Precursor:  
- Can use information and details inferred from the information and details explicitly mentioned in the text for citing  

Target:  
- Can determine which citations refer to explicit information and which citations refer to inferred information in an informational text  

Successor:  
- Can determine the explicit meaning of an informational text and refer to specific citations or details to support the meaning |

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- **DP** Distal Precursor
- **S** Successor
- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
ELA.EE.RI.9-10.1 - Determine which citations demonstrate what the text says explicitly as well as inferentially.
**ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP**  
**ELA: GRADE 9-10**  
ELA.EE.RI.9-10.2

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| ELA.RI.9-10.2        | ELA.EE.RI.9-10.2      | Initial Precursor:  
- Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts  
Distal Precursor:  
- Can identify the details in an informational text that relate to the topic of the text based on their similarities  
Proximal Precursor:  
- Can summarize the information in a familiar informational text  
Target:  
- Can pick out the details that are relevant and contribute to the understanding of the central idea of an informational text  
Successor:  
- Can support the identification of the implicit and explicit meaning of an informational text using specific details and citations |

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- DP  Distal Precursor  
- PP  Proximal Precursor  
- T  Target  
- SP  Supporting  
- S  Successor  
- UN  Untested
ELA.EE.RI.9-10.2 - Determine the central idea of the text and select details to support it.

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

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

- **ELA-381**
  Can answer simple questions about concrete details in an informational text.

- **ELA-1136**
  Can identify details relevant to the topic of an informational text

- **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

ELA-1351
Can identify the details that support the central idea of an informational text

ELA-1373
Can support the identification of the implicit and explicit meaning of an information text using specific details and citations
# Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 9-10**

**ELA.EE.RI.9-10.4**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.9-10.4</td>
<td>ELA.EE.RI.9-10.4</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)</td>
<td>Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech</td>
<td>Can determine some of the relevant words for describing people, places, things, or events familiar to the student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can determine how words and phrases, especially words with multiple meanings and figurative meaning, impacts the meaning that a reader derives from an informational text</td>
</tr>
</tbody>
</table>

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- **SP** Supporting
- **DP** Distal Precursor
- **S** Successor
- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
ELA.EE.RI.9-10.4 - Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.
# Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 9-10**

**ELA.EE.RI.9-10.5**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.9-10.5</td>
<td>ELA.EE.RI.9-10.5</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Using their categorical knowledge, can make generalizations about the category to novel instances of that category</td>
</tr>
<tr>
<td></td>
<td>Locate sentences that support an author’s central idea or claim</td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can answer who and what questions about concrete details in a familiar informational text to demonstrate his or her understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine which details in an informational text are important</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine the specific evidence used to support a claim regarding either an informational or literary text or the topic of a presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can distinguish between claims that a speaker or author supports with evidence from those that are not factually supported</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 |
| DP  | Distal Precursor  |
| PP  | Proximal Precursor|
| T   | Target            |

| SP  | Supporting       |
| S   | Successor        |
| UN  | Untested         |
ELA.EE.RI.9-10.5 - Locate sentences that support an author's central idea or claim.
ELA-1136
Can identify details relevant to the topic of an informational text

ELA-1128
Can identify key details in an informational text

ELA-382
Can identify details that may be used to defend a claim

ELA-1702
Can locate sentences supporting the central idea or a claim in an informational text

ELA-977
Can identify evidence for a claim

ELA-937
Can differentiate between claims with evidence from claims without evidence
### Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 9-10**  
**ELA.EE.RI.9-10.8**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.9-10.8</td>
<td>ELA.EE.RI.9-10.8</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning</td>
<td>Determine how the specific claims support the argument made in an informational text</td>
<td>- Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think</td>
</tr>
</tbody>
</table>

**Distal Precursor:**  
- Can determine the specific claims made by a speaker or author

**Proximal Precursor:**  
- Can determine the specific evidence used to support a claim regarding either an informational or literary text or the topic of a presentation

**Target:**  
- Can analyze how specific evidence supports claims that form an argument in an informational text or presentation on a topic

**Successor:**  
- Can determine if the structure of the text contributes to the author’s claims. Students can identify how word choice and organization enhance an author’s claim

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- **DP** Distal Precursor  
- **S** Successor  
- **PP** Proximal Precursor  
- **UN** Untested  
- **T** Target
ELA.EE.RI.9-10.8 - Determine how the specific claims support the argument made in an informational text.
ELA-2002
Can identify the implicit claims made by an author of an informational text

ELA-1104
Can indicate the specific claims in an informational text

ELA-977
Can identify evidence for a claim

ELA-1705
Can identify how the claims support the argument made in an informational text

ELA-1244
Can analyze an argument and determine what evidence supports the claims

ELA-1248
Can determine if the structure of a text contributes to the author's claims
## Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 11-12**  
**ELA.EE.RI.11-12.1**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| ELA.RI.11-12.1       | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain | ELA.RI.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding | **Initial Precursor:**  
  - Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts  
**Distal Precursor:**  
  - Can find specific details in an informational text to answer questions asking about information explicitly stated in the text  
**Proximal Precursor:**  
  - Can use information and details inferred from the information and details explicitly mentioned in the text for citing  
**Target:**  
  - Can support the identification of the implicit and explicit meaning of an informational text using specific details and citations  
**Successor:**  
  - Can determine when strong evidence is presented in a text and can use it when citing the 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
- SP Supporting
- S Successor
- UN Untested
- T Target
ELA.EE.RI.11-12.1 - Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.

ELA-1141
Can identify concrete details in familiar informational texts

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

ELA-331
Can answer simple questions about concrete details in an informational text.

ELA-1550
Identify words in the text to answer a question about explicit information

ELA-1113
Can identify details in an informational text to answer a question about explicit information

ELA-1551
Analyze a text to determine what it says explicitly as well as what inferences should be drawn.

ELA-1552
Analyze text to identify where information is explicitly stated and where inferences must be drawn.
ELA-RI.11-12.1

Can determine the difference between explicit and implicit information 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.

ELA-1246
Can determine the explicit meaning of an information text and cite evidence for it.

ELA-1372
Can correctly infer implicit meaning of an information text.

ELA-1373
Can support the identification of the implicit and explicit meaning of an information text using specific details and citations.

ELA-969
Can determine strong textual evidence when citing an informational text.
# ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

## ELA: GRADE 11-12

### ELA.EE.RI.11-12.2

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.11-12.2</td>
<td>ELA.EE.RI.11-12.2</td>
<td></td>
</tr>
<tr>
<td>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text</td>
<td>Determine the central idea of a text; recount the text</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can find two points made by an author of an informational text that relate to each other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can summarize an informational text, including relevant details and descriptive information</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
- **DP** Distal Precursor
- **S** Successor
- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
ELA.EE.RI.11-12.2 - Determine the central idea of a text; recount the text.
ELA-1116
Can identify the logical arrangement of sentences and paragraphs in an informational text

ELA-531
Can describe the logical arrangement of sentences or paragraphs in an informational text

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

ELA-468
Can summarize an informational text

ELA-1361
Can identify the details that support the central idea of an informational text

ELA-1352
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
<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.11-12.4</td>
<td>ELA.EE.RI.11-12.4</td>
<td></td>
</tr>
<tr>
<td>Determine the</td>
<td>Determine how</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td>meaning of words</td>
<td>words or phrases in a</td>
<td>• Can provide real-life examples of words</td>
</tr>
<tr>
<td>and phrases as they</td>
<td>text, including</td>
<td>connected to a use (describe people who</td>
</tr>
<tr>
<td>are used in a text,</td>
<td>words or phrases with</td>
<td>are friendly)</td>
</tr>
<tr>
<td>including figurative,</td>
<td>multiple meanings and</td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td>connotative, and</td>
<td>figurative language,</td>
<td>• Can demonstrate an understanding that</td>
</tr>
<tr>
<td>technical meanings;</td>
<td>impact the meaning of</td>
<td>when two words have the same meaning,</td>
</tr>
<tr>
<td>analyze how an</td>
<td>a key term or terms</td>
<td>they are synonyms (the student may or</td>
</tr>
<tr>
<td>author uses and</td>
<td>over the course of a</td>
<td>may not explicitly use the term synonym,</td>
</tr>
<tr>
<td>refines the meaning</td>
<td>text (e.g., how</td>
<td>but this term should be used with the</td>
</tr>
<tr>
<td>of a key term or</td>
<td>Madison defines</td>
<td>student)</td>
</tr>
<tr>
<td>terms over the</td>
<td>faction in Federalist</td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td>course of a text</td>
<td>No. 10)</td>
<td>• Can determine the figurative meaning of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>words and phrases as the author intended</td>
</tr>
<tr>
<td></td>
<td></td>
<td>in an informational text, such as common</td>
</tr>
<tr>
<td></td>
<td></td>
<td>idioms, analogies, and figures of speech</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine how words and phrases,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>especially words with multiple meanings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and figurative meaning, impacts the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>meaning that a reader derives from an</td>
</tr>
<tr>
<td></td>
<td></td>
<td>informational text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can analyze how the author of an</td>
</tr>
<tr>
<td></td>
<td></td>
<td>informational text gradually shapes his or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>her ideas through his or her word and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>phrase choices and through the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>arrangement of the sentences, paragraphs,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>chapters, and sections</td>
</tr>
</tbody>
</table>

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A diagram showing the relationship of nodes in the mini-map appears below.
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IP  Initial Precursor      SP  Supporting
DP  Distal Precursor      S   Successor
PP  Proximal Precursor    UN  Untested
T   Target

ELA.EE.RI.11-12.4 - Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning of the text.
ELA-1023
Can rely on semantic clues to determine the meaning of a word in context

ELA-832
Determine the connotative meaning of words and phrases in a text

ELA-1243
Can determine the figurative meaning of words and phrases as they are used in an informational text

ELA-1247
Can determine how words and phrases impact the meaning of an informational text

ELA-1044
Can identify how the author gradually refines the ideas and claims in an informational text
### Grade-Level Standard

**ELA.RI.11-12.8**

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

### DLM Essential Element

**ELA.EE.RI.11-12.8**

Determine whether the claims and reasoning enhance the author's argument in an informational text.

### Linkage Levels

**Initial Precursor:**
- Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think.

**Distal Precursor:**
- Can determine the details used to defend a claim in a text.

**Proximal Precursor:**
- Can analyze how specific evidence supports claims that form an argument in an informational text or presentation on a topic.

**Target:**
- Can evaluate the quality of the evidence and reasoning related to the argument made by an author in an informational text and arrive at a conclusion about the claim.

**Successor:**
- Can compare and contrast the arguments and the supporting claims, reasons, and evidence made by authors of two different informational texts on the same topic.

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- **SP**: Supporting
- **DP**: Distal Precursor
- **S**: Successor
- **PP**: Proximal Precursor
- **UN**: Untested
- **T**: Target
ELA.EE.RI.11-12.8 - Determine whether the claims and reasoning enhance the author's argument in an informational text.
ELA-977
Can identify evidence for a claim

ELA-1705
Can identify how the claims support the argument made in an informational text

ELA-1244
Can analyze an argument and determine what evidence supports the claims

ELA-1248
Can determine if the structure of a text contributes to the author’s claims

ELA-1045
Can analyze and evaluate the effectiveness of the structure of an informational text in expressing its exposition or argument

ELA-984
Determine whether the claims and reasoning enhance the author’s argument in an informational text.

ELA-1433
Can compare and contrast the arguments made by two different informational texts on the same topic
**ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP**

**ELA: GRADE 11-12**

**ELA.EE.RI.11-12.5**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.11-12.5</td>
<td>ELA.EE.RI.11-12.5</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td></td>
<td>Determine whether the structure of a text enhances an author’s claim</td>
<td>- Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can find specific details in an informational text to answer questions asking about information explicitly stated in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can determine the specific evidence used to support a claim regarding either an informational or literary text or the topic of a presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can determine if the structure of the text contributes to the author’s claims. Students can identify how word choice and organization enhance an author’s claim</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can compare the arguments and the supporting claims, reasons, and evidence made by authors of two different informational texts on the same topic</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.11-12.5 - Determine whether the structure of a text enhances an author’s claim.
ELA-382
Can identify details that may be used to defend a claim

ELA-1702
Can locate sentences supporting the central idea or a claim in an informational text

ELA-377
Can identify evidence for a claim

ELA-1705
Can identify how the claims support the argument made in an informational text

ELA-1244
Can analyze an argument and determine what evidence supports the claims

ELA-1248
Can determine if the structure of a text contributes to the author’s claims

ELA-1432
Can compare the arguments made by two different informational texts on the same topic
### Grade-Level Standard

**ELA.L.9-10.4.a**  
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase

### DLM Essential Element

**ELA.EE.L.9-10.4.a**  
Use context to determine the meaning of unknown words

### Linkage Levels

<table>
<thead>
<tr>
<th>Initial Precursor:</th>
<th>Distal Precursor:</th>
<th>Proximal Precursor:</th>
<th>Target:</th>
<th>Successor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines</td>
<td>Can determine the meaning of a word when the definition is given using appositives, relative clauses, within a conjunction, or a direct explanation within a text. Examples and restatements may also be used in the sentence</td>
<td>Can identify what word is missing in a written sentence by using the surrounding words in the sentence and the sentence’s meaning as clues</td>
<td>Can infer word meaning using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, summary, and cause/effect</td>
<td>Can infer the meaning of a phrase using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, and cause/effect</td>
</tr>
</tbody>
</table>

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IP  Initial Precursor    SP  Supporting
DP  Distal Precursor    S  Successor
PP  Proximal Precursor  UN  Untested
T   Target
ELA.EE.L.9-10.4.a - Use context to determine the meaning of unknown words.
ELA-1563
Can use the surrounding context in a text to identify a missing word

ELA-1022
Can rely on syntactic context clues to determine the meaning of an unknown word when the definition is implicit

ELA-1023
Can rely on semantic clues to determine the meaning of a word in context

ELA-1956
Can rely on semantic clues to determine the meaning of a phrase in context
<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.L.9-10.5.b</td>
<td>ELA.EE.L.9-10.5.b</td>
<td></td>
</tr>
<tr>
<td>Analyze nuances in</td>
<td>Determine the</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td>the meaning of words</td>
<td>intended meaning of</td>
<td>- Using their categorical knowledge, can</td>
</tr>
<tr>
<td>with similar</td>
<td>multiple meaning</td>
<td>make generalizations about the category to</td>
</tr>
<tr>
<td>denotations</td>
<td>words</td>
<td>novel instances of that category</td>
</tr>
</tbody>
</table>

**Initial Precursor:**
- Using their categorical knowledge, can make generalizations about the category to novel instances of that category

**Distal Precursor:**
- Can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., "sweet")

**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 intended meaning of multiple meaning words in a text

**Successor:**
- Student exhibits understanding that words with multiple meanings can be used for humor

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- IP Initial Precursor
- SP Supporting
- DP Distal Precursor
- S Successor
- PP Proximal Precursor
- UN Untested
- T Target
ELA.EE.L.9-10.5.b - Determine the intended meaning of multiple meaning words.
ELA.EE.L.11-12.4.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.11-12.4.a</td>
<td>ELA.EE.L.11-12.4.a</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase</td>
<td>Use context to determine the meaning of unknown words</td>
<td>• Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine the meaning of a word when the definition is given using appositives, relative clauses, within a conjunction, or a direct explanation within a text. Examples and restatements may also be used in the sentence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify what word is missing in a written sentence by using the surrounding words in the sentence and the sentence’s meaning as clues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can infer word meaning using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, summary, and cause/effect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can infer the meaning of a phrase using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, and cause/effect</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.L.11-12.4.a - Use context to determine the meaning of unknown

- F-154: Can demonstrate understanding of property words corresponding to the objects used during familiar routines
- F-75: Can demonstrate understanding of property words
- F-8: Can demonstrate receptive word order
- F-23: Can make judgments about the meaning of word(s)
- ELA-1211: Can identify an unknown or missing word in familiar text
- ELA-172: Can use discourse to enhance the representation of word meaning
- ELA-400: Can rely on syntactic clues to determine the meaning of an unknown word when the definition is directly stated in the sentence
ELA-2109
Can use the sentence level context to identify the missing word in a text

ELA-1563
Can use the surrounding context in a text to identify a missing word

ELA-1022
Can rely on syntactic context clues to determine the meaning of an unknown word when the definition is implicit

ELA-1023
Can rely on semantic clues to determine the meaning of a word in context

ELA-1955
Can rely on semantic clues to determine the meaning of a phrase in context
## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 9-10

### ELA.RL.9-10.3

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RL.9-10.3</td>
<td>ELA.RL.9-10.3</td>
<td></td>
</tr>
</tbody>
</table>
| Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme | Determine how characters change or develop over the course of a text | Initial Precursor:  
- Can demonstrate an understanding that categories are broad and contain varying subgroups differing on their characteristics (furniture = chairs, tables, couches, etc.)  
Distal Precursor:  
- Student can identify the feelings of characters when explicitly stated in familiar stories  
Proximal Precursor:  
- Can describe the internal (motivations, feelings) and external traits (appearance) of a character  
Target:  
- Can determine the changes or development that occurs in a specific character in a narrative  
Successor:  
- Can demonstrate an understanding of how the characters, settings, and events of a narrative progress or develop throughout the narrative |

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- IP: Initial Precursor
- DP: Distal Precursor
- PP: Proximal Precursor
- SP: Supporting
- S: Successor
- UN: Untested
- T: Target
ELA.RL.9-10.3 - Determine how characters change or develop over the course of a text.
### Grade-Level Standard

**ELA.RL.9-10.5**
Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise

<table>
<thead>
<tr>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.EE.RL.9-10.5</td>
<td></td>
</tr>
<tr>
<td>Identify where a text deviates from a chronological presentation of events</td>
<td></td>
</tr>
</tbody>
</table>

**Initial Precursor:**
- Can identify the next event in a sequence from a familiar story

**Distal Precursor:**
- Student can identify the beginning and end of an unfamiliar story

**Proximal Precursor:**
- The student will identify an element of the story that undergoes change(s) from beginning to end (e.g., character or setting)

**Target:**
- Can identify where a text deviates from a chronological presentation of events

**Successor:**
- Student determines how structure contributes to the meaning of a story

---

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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.9-10.5 - Identify where a text deviates from a chronological presentation of events.
**ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP**

**ELA: GRADE 11-12**

**ELA.EE.RL.11-12.3**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RL.11-12.3</td>
<td>ELA.EE.RL.11-12.3</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Using their categorical knowledge, can make generalizations about the category to novel instances of that category</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify the key elements in a story, including the main characters, setting, and the major events</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine the changes or development that occurs in a specific character in a narrative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can demonstrate an understanding of how the characters, settings, and events of a narrative progress or develop throughout the narrative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can describe the series of episodes comprising the plot and how characters respond or change throughout them</td>
</tr>
</tbody>
</table>

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<tr>
<th>IP</th>
<th>DP</th>
<th>PP</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Precursor</td>
<td>Distal Precursor</td>
<td>Proximal Precursor</td>
<td>Target</td>
</tr>
<tr>
<td>SP</td>
<td>S</td>
<td>UN</td>
<td></td>
</tr>
<tr>
<td>Supporting</td>
<td>Successor</td>
<td>Untested</td>
<td></td>
</tr>
</tbody>
</table>

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ELA.EE.RL.11-12.3 - Determine how characters, the setting or events change over the course of the story or drama.
### Grade-Level Standard
ELA.RL.11-12.5
Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

### DLM Essential Element
ELA.EE.RL.11-12.5
Determine how the author’s choice of where to end the story contributes to the meaning.

### Linkage Levels

<table>
<thead>
<tr>
<th>Initial Precursor</th>
<th>Distal Precursor</th>
<th>Proximal Precursor</th>
<th>Target</th>
<th>Successor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Can identify the major events of a familiar story.</td>
<td>• Can determine the events that come at the beginning, middle, and end of a narrative containing a clear and linear text structure.</td>
<td>• Student determines how structure contributes to the meaning of a story.</td>
<td>• Can identify how an author ends a story impacts the meaning of the narrative.</td>
<td>• Can compare and contrast how meaning and style is transferred across multiple texts based on their text structure.</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.RL.11-12.5 - Determine how the author's choice of where to end the story contributes to the meaning.
ELA-373
Can describe events from the beginning, middle, and end of a story

ELA-1366
Determine the structure of a text (e.g., story, poem, or drama)

ELA-1361
Determine how structure contributes to the meaning of a story.

ELA-1146
Can determine how the author's choice of a narrative's ending will impact its meaning

ELA-953
Compare and contrast how structure contributes to meaning across multiple texts
# ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

**ELA: Grade 9-10**

**ELA.EE.RI.9-10.3**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.9-10.3</td>
<td>ELA.EE.RI.9-10.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyze how the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>author unfolds an</td>
<td></td>
</tr>
<tr>
<td></td>
<td>analysis or series of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ideas or events,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>including the order</td>
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<tr>
<td></td>
<td>in which the points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>are made, how they</td>
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</tr>
<tr>
<td></td>
<td>are introduced and</td>
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</tr>
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<td></td>
<td>developed, and the</td>
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</tr>
<tr>
<td></td>
<td>connections that are</td>
<td></td>
</tr>
<tr>
<td></td>
<td>drawn between them</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Determine logical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>connections between</td>
<td></td>
</tr>
<tr>
<td></td>
<td>individuals, ideas,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or events in a text</td>
<td></td>
</tr>
</tbody>
</table>

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

**Distal Precursor:**
- Can identify the order in which two events occur in an informational text.

**Proximal Precursor:**
- Can identify the relationship between multiple concrete facts or details in a literature or informational text.

**Target:**
- Can ascertain the logical relationship or interaction between two or more individuals, events, ideas, or other details in an informational text.

**Successor:**
- Can determine how the individuals, ideas, events, and other details change over the course of an informational text.

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- SP Supporting
- DP Distal Precursor
- S Successor
- PP Proximal Precursor
- UN Untested
- T Target
ELA.EE.RI.9-10.3 - Determine logical connections between individuals, ideas, or events in a text.
ELA-999
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-1000
Can identify the overall structure of a "considerate" informational text

ELA-1118
Can identify the logical arrangement of sentences and paragraphs in an informational text

ELA-1436
Can determine how two or more details in an informational text logically interact or relate

ELA-1701
Can identify how specific details (individuals, ideas, or events) change throughout an informational text
## Essential Element, Linkage Levels, and Mini-Map

### ELA: Grade 11-12

**ELA.EE.RI.11-12.3**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| ELA.RI.11-12.3       | ELA.EE.RI.11-12.3     | Initial Precursor:  
  - As a result of experience with a routine, the student is able to identify actions associated with the routine |
|                      |                       | Distal Precursor:  
  - Can identify the order in which two events occur in an informational text |
|                      |                       | Proximal Precursor:  
  - Can identify information that indicates the temporal order of ideas or events presented in an informational text |
|                      |                       | Target:  
  - Can determine how the individuals, ideas, events, and other details change over the course of an informational text |
|                      |                       | Successor:  
  - Can identify how the author elaborates on the topic mentioned in the introduction and indicates how individuals, events, and ideas relate to and influence each other |

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- **DP** Distal Precursor
- **PP** Proximal Precursor
- **T** Target
- **SP** Supporting
- **S** Successor
- **UN** Untested
ELA.EE.RI.11-12.3 - Determine how individuals, ideas, or events change over the course of the text.
ELA-1929
Can identify a comparison relationship between details in an informational text

ELA-1930
Can describe a comparison relationship between details in an informational text

ELA-1118
Can identify the logical arrangement of sentences and paragraphs in an informational text

ELA-1436
Can determine how two or more details in an informational text logically interact or relate

ELA-1701
Can identify how specific details (individuals, ideas, or events) change throughout an informational text

ELA-1038
Can analyze the relationship or interaction between individuals, events, and ideas in an informational text
### Grade-Level Standard

**ELA.RI.11-12.9**  
Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features

### DLM Essential Element

**ELA.EE.RI.11-12.9**  
Compare and contrast arguments made by two different texts on the same topic

### Linkage Levels

**Initial Precursor:**  
- Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think

**Distal Precursor:**  
- Can determine the details used to defend a claim in a text

**Proximal Precursor:**  
- Can determine the specific evidence used to support a claim regarding either an informational or literary text or the topic of a presentation

**Target:**  
- Can compare and contrast the arguments and the supporting claims, reasons, and evidence made by authors of two different informational texts on the same topic

**Successor:**  
- Can use the similarities and differences in the purpose the authors have for writing different informational texts on the same topic to compare and contrast them

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- **T** Target
- **SP** Supporting
- **S** Successor
- **UN** Untested
ELA.EE.RI.11-12.9 - Compare and contrast arguments made by two different texts on the same topic.
## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 9-10

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.L.9-10.2.c</td>
<td>ELA.EE.L.9-10.2.c</td>
<td><strong>EMERGENT WRITING (EW.9-10):</strong></td>
</tr>
<tr>
<td>Spell correctly</td>
<td>Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words</td>
<td>- <strong>Initial Precursor:</strong> Can recognize the sound of the letter of their first name in words they hear and see, and can correctly represent this letter when spelling words that start with the same letter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- <strong>Distal Precursor:</strong> Can produce a string of letters (student attempts to write words) by combining random letters</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>CONVENTIONAL WRITING (CW.9-10):</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- <strong>Proximal Precursor:</strong> Student accurately selects (from a complete alphabet array on a keyboard or other AT device) or writes the correct initial sound that corresponds with a word</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- <strong>Target:</strong> Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word. Can produce conventional spellings for single syllable words including some words with long vowels in which the vowel sound is broken up in the written word by placing the -e associated with long vowel sound at the end</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- <strong>Successor:</strong> Can correctly spell words that do not follow common word patterning rules</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 9-10 with five other Essential Elements: EE.W.9-10.2.a, EE.W.9-10.2.b, EE.W.9-10.2.c, EE.W.9-10.2.d, and EE.W.9-10.2.f. The proximal precursor, target and successor nodes are assessed in the conventional writing testlet in Grade 9-10 with five other Essential Elements: EE.W.9-10.2.a, EE.W.9-10.2.b, EE.W.9-10.2.c, EE.W.9-10.2.d, and EE.W.9-10.2.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:*

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- **DP**: Distal Precursor
- **S**: Successor
- **PP**: Proximal Precursor
- **UN**: Untested
- **T**: Target
ELA.EE.L.9-10.2.c - Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
## Essential Element, Linkage Levels, and Mini-Map

### ELA: Grade 9-10

**ELA.EE.W.9-10.2.c**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ELA.W.9-10.2.c</td>
<td>ELA.EE.W.9-10.2.c</td>
<td><strong>EMERGENT WRITING (EW.9-10):</strong></td>
</tr>
<tr>
<td></td>
<td>Use complete, simple sentences as appropriate</td>
<td>- <strong>Initial Precursor:</strong> Can produce utterances comprising of two words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- <strong>Distal Precursor:</strong> Can use two words together when producing a written text</td>
</tr>
</tbody>
</table>

**CONVENTIONAL WRITING (CW.9-10):**
- **Proximal Precursor:** 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
- **Target:** Can write coherent, semantically accurate, and grammatically correct simple sentences
- **Successor:** Can write coherent, semantically accurate, and grammatically correct compound sentences

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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 9-10 with four other Essential Elements: EE.W.9-10.2.a, EE.W.9-10.2.b, EE.W.9-10.2.d, and EE.W.9-10.2.f. For states using the integrated model blueprint, EE.L.9-10.2.c will also be assessed. The proximal precursor, target and successor nodes are assessed in the conventional writing testlet in Grade 9-10 with four other Essential Elements: EE.W.9-10.2.a, EE.W.9-10.2.b, EE.W.9-10.2.d, and EE.W.9-10.2.f. For states using the integrated model blueprint, EE.L.9-10.2.c will also be assessed.
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>
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</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>T</td>
<td>Target</td>
</tr>
<tr>
<td>SP</td>
<td>Supporting</td>
</tr>
<tr>
<td>S</td>
<td>Successor</td>
</tr>
<tr>
<td>UN</td>
<td>Untested</td>
</tr>
</tbody>
</table>
ELA.EE.W.9-10.2.c - Use complete, simple sentences as appropriate.
## Essential Element, Linkage Levels, and Mini-Map

### ELA: Grade 9-10

#### ELA.EE.W.9-10.2.d

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| ELA.W.9-10.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic | ELA.EE.W.9-10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text | **EMERGENT WRITING (EW.9-10):**
- **Initial Precursor:** Can demonstrate an understanding that categories are broad and contain varying subgroups differing on their characteristics (furniture = chairs, tables, couches, etc.)
- **Distal Precursor:** Can identify words in speech or text that are domain-specific words (i.e., words that are specific to a content area or discipline)

<table>
<thead>
<tr>
<th>CONVENTIONAL WRITING (CW.9-10):</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <strong>Proximal Precursor:</strong> Can include domain-specific vocabulary when writing an informative text</td>
</tr>
<tr>
<td>- <strong>Target:</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>
<tr>
<td>- <strong>Successor:</strong> Can include academic words when writing an informative text on a topic</td>
</tr>
</tbody>
</table>

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A diagram showing the relationship of nodes in the mini-map appears below.
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<tbody>
<tr>
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<tr>
<td>DP</td>
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</tr>
<tr>
<td>PP</td>
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</tr>
<tr>
<td>SP</td>
<td>Supporting</td>
</tr>
<tr>
<td>S</td>
<td>Successor</td>
</tr>
<tr>
<td>UN</td>
<td>Untested</td>
</tr>
<tr>
<td>T</td>
<td>Target</td>
</tr>
</tbody>
</table>
ELA.EE.W.9-10.2.d - Use domain specific vocabulary when writing claims related to a topic of study or text.
## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

**ELA: GRADE 9-10**

**ELA.EE.W.9-10.2.F**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.W.9-10.2.f</td>
<td>ELA.EE.W.9-10.2.f</td>
<td><strong>EMERGENT WRITING (EW.9-10):</strong></td>
</tr>
</tbody>
</table>
| Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) | Providing a closing or concluding statement | • **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.9-10):**

• **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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<tr>
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<td>S</td>
<td>Successor</td>
</tr>
<tr>
<td>UN</td>
<td>Untested</td>
</tr>
</tbody>
</table>


ELA.EE.W.9-10.2.f - Providing a closing or concluding statement.
**ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP**  
**ELA: GRADE 11-12**  
**ELA.EE.W.11-12.2.c**

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>ELA.W.11-12.2.c</td>
<td>ELA.EE.W.11-12.2.c</td>
<td><strong>EMERGENT WRITING (EW.11-12):</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Initial Precursor: Can produce utterances comprising of two words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Distal Precursor: Can use two words together when producing a written text</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>CONVENTIONAL WRITING (CW.11-12):</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Proximal Precursor: Can write coherent, semantically accurate, and grammatically correct simple sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Target: Can write coherent, semantically accurate, and grammatically correct simple sentences. Can write coherent, semantically accurate, and grammatically correct compound sentences. Can write complex sentences that contain one independent clause with one or more dependent clauses and are grammatically correct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Successor: Can write compound-complex sentences by combining the elements of compound and complex sentences</td>
</tr>
</tbody>
</table>

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</tr>
<tr>
<td>T</td>
<td>Target</td>
</tr>
<tr>
<td>SP</td>
<td>Supporting</td>
</tr>
<tr>
<td>S</td>
<td>Successor</td>
</tr>
<tr>
<td>UN</td>
<td>Untested</td>
</tr>
</tbody>
</table>
ELA.EE.W.11-12.2.e - Use complete, simple sentences, as well as compound and other complex sentences as appropriate.
ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP
ELA: GRADE 11-12
ELA.EE.W.11-12.2.D

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| ELA.W.11-12.2.d      | ELA.EE.W.11-12.2.d    | EMERGENT WRITING (EW.11-12):
| Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic | Use domain specific vocabulary when writing claims related to a topic of study or text | • Initial Precursor: Using their categorical knowledge, can make generalizations about the category to novel instances of that category
• Distal Precursor: Student is able to select domain-specific words to use for writing about a topic |

CONVENTIONAL WRITING (CW.11-12):
• Proximal Precursor: Can include domain-specific vocabulary when writing an informative text
• Target: 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)
• Successor: Can include academic words when writing an informative text on a topic

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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.11-12.2.d - Use domain specific vocabulary when writing claims related to a topic of study or text.
## Grade-Level Standard

**ELA.W.11-12.2.f**
Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)

## DLM Essential Element

**ELA.EE.W.11-12.2.f**
Provide a closing or concluding statement

## Linkage Levels

**EMERGENT WRITING (EW.11-12):**
- **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.11-12):**
- **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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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
Provide a closing or concluding statement.

- **IP**
  - F-177 Can identify the end of a familiar routine.

- **UN**
  - ELA-2304 Can identify the language of universal endings.

- **DP**
  - ELA-2306 Can produce a universal ending.

- **PP**
  - ELA-440 Can write a concluding sentence

- **T**
  - ELA-1275 Can produce a conclusion for a written text

- **S**
  - ELA-989 Can produce a relevant conclusion when writing an informational text
### Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 11-12**

**ELA.EE.W.11-12.2.B**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ELA.W.11-12.2.b</td>
<td>ELA.EE.W.11-12.2.b</td>
<td><strong>EMERGENT WRITING (EW.11-12):</strong></td>
</tr>
<tr>
<td>Develop the topic</td>
<td>Develop the topic</td>
<td>• <strong>Initial Precursor:</strong> Can use functional words (describe a noun's function/use) to describe common persons, places, objects, or events</td>
</tr>
<tr>
<td>thoroughly by</td>
<td>with relevant facts,</td>
<td>• <strong>Distal Precursor:</strong> Can use words that categorize (actually identify the category a noun belongs to) to describe common persons, places, objects, or events</td>
</tr>
<tr>
<td>selecting the most</td>
<td>details, or quotes</td>
<td></td>
</tr>
<tr>
<td>significant and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>relevant facts,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>extended definitions,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>concrete details,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>quotations, or other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>information and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>examples appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to the audience’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>knowledge of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>topic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CONVENTIONAL WRITING (CW.11-12):**

• **Proximal Precursor:** Student is able to identify a quote that provides relevant information about a topic

• **Target:** Can use at least one quote from one (or more) print sources to strengthen informational writing

• **Successor:** Can provide evidence about a topic using relevant, well-chosen, and sufficient facts, concrete details, definitions, quotations, and examples when writing an informational 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
- **SP**: Supporting
- **DP**: Distal Precursor
- **S**: Successor
- **PP**: Proximal Precursor
- **UN**: Untested
- **T**: Target
Develop the topic with relevant facts, details, or quotes.
## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

**ELA: GRADE 9-10**

**ELA.EE.W.9-10.2.A**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>ELA.W.9-10.2.a</td>
<td>ELA.EE.W.9-10.2.a</td>
<td></td>
</tr>
<tr>
<td>Introduce a topic;</td>
<td>Introduce a topic</td>
<td></td>
</tr>
<tr>
<td>organize complex</td>
<td>clearly and use a</td>
<td></td>
</tr>
<tr>
<td>ideas, concepts, and</td>
<td>clear organization to</td>
<td></td>
</tr>
<tr>
<td>information to make</td>
<td>write about it</td>
<td></td>
</tr>
<tr>
<td>important connections</td>
<td>including visual,</td>
<td></td>
</tr>
<tr>
<td>and distinctions;</td>
<td>tactual, or</td>
<td></td>
</tr>
<tr>
<td>include formatting</td>
<td>multimedia</td>
<td></td>
</tr>
<tr>
<td>(e.g., headings),</td>
<td>information as</td>
<td></td>
</tr>
<tr>
<td>graphics (e.g.,</td>
<td>appropriate</td>
<td></td>
</tr>
<tr>
<td>figures, tables),</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and multimedia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>when useful to aiding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>comprehension</td>
<td></td>
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</tr>
</tbody>
</table>

**EMERGENT WRITING (EW.9-10):**

- **Initial Precursor:** Can demonstrate an understanding that he or she can communicate their preference for an object (like, dislike) through either verbal or nonverbal means when asked yes/no questions about their preferences.
- **Distal Precursor:** Can select a topic and use drawing, dictating, or writing to compose a message with at least one fact or detail about the selected topic (message may require some interpretation as student may not be using phonetic spelling or complete simple sentences).

**CONVENTIONAL WRITING (CW.9-10):**

- **Proximal Precursor:** Can introduce a topic while writing an informational text and convey information about it including visual, tactual, or multimedia information as appropriate.
- **Target:** 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.
- **Successor:** Can write an informational piece that includes a clearly introduced topic as well as ideas, concepts, and information. Students may use visual, tactual, or multimedia information to convey information as appropriate.

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

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<td>SP</td>
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<td>S</td>
<td>Successor</td>
</tr>
<tr>
<td>UN</td>
<td>Untested</td>
</tr>
</tbody>
</table>


ELA.EE.W.9-10.2.a - Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.
### Essential Element, Linkage Levels, and Mini-Map

#### ELA: Grade 9-10

**ELA.EE.W.9-10.2.b**

<table>
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<tbody>
<tr>
<td><strong>ELA.W.9-10.2.b</strong></td>
<td>ELA.EE.W.9-10.2.b</td>
<td><strong>EMERGENT WRITING (EW.9-10):</strong></td>
</tr>
<tr>
<td>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic</td>
<td>Develop the topic with facts or details</td>
<td>• <strong>Initial Precursor:</strong> Can use functional words (describe a noun’s function/use) to describe common persons, places, objects, or events</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Distal Precursor:</strong> Can use words that categorize (actually identify the category a noun belongs to) to describe common persons, places, objects, or events</td>
</tr>
</tbody>
</table>

**CONVENTIONAL WRITING (CW.9-10):**

• **Proximal Precursor:** Student is able to put facts or details identified about a topic into writing

• **Target:** Can develop a topic with facts or details related to the topic

• **Successor:** Can provide evidence about a topic using relevant, well-chosen, and sufficient facts, concrete details, definitions, quotations, and examples when writing an informational text

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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 9-10 with four other Essential Elements: EE.W.9-10.2.a, EE.W.9-10.2.c, EE.W.9-10.2.d, and EE.W.9-10.2.f. For states using the integrated model blueprint, EE.L.9-10.2.c will also be assessed. The proximal precursor, target and successor nodes are assessed in the conventional writing testlet in Grade 9-10 with four other Essential Elements: EE.W.9-10.2.a, EE.W.9-10.2.c, EE.W.9-10.2.d, and EE.W.9-10.2.f. For states using the integrated model blueprint, EE.L.9-10.2.c will also be assessed.

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.9-10.2.b - Develop the topic with facts or details.

- F-178
  Can identify functional words to describe common persons, places, objects, or events.

- F-179
  Can identify perceptual words to describe common persons, places, objects, or events.

- F-180
  Can identify categorical words to describe common persons, places, objects, or events.

- ELA-1627
  Can describe familiar people, places, things, and events with appropriate detail

- ELA-1957
  Can select a topic and use drawing, dictating, or writing to compose a message with one fact.

- ELA-1543
  Can write (drawing, dictating, or writing) about a topic by producing facts and details

- ELA-1258
  Can identify words, facts, details, or other information related to the topic of a text
ELA-1676
Can provide facts, details, or other information related to the topic.

ELA-2296
Write one or more facts or details related to the topic.

ELA-1877
Can develop a topic with facts or details.

ELA-2208
Can develop a topic with facts, definitions, and details.

ELA-2209
Can use relevant examples to develop a topic.

ELA-985
Can develop a topic by using the most appropriate information when writing an informational text.
<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.W.11-12.2.a</td>
<td>ELA.EE.W.11-12.2.a</td>
<td>EMERGENT WRITING (EW.11-12):</td>
</tr>
<tr>
<td>Introduce a topic;</td>
<td>Introduce a topic</td>
<td>- Initial Precursor: Can respond to wh-</td>
</tr>
<tr>
<td>organize complex</td>
<td>clearly and write</td>
<td>- Distal Precursor: Can write about a</td>
</tr>
<tr>
<td>ideas, concepts, and</td>
<td>an informative or</td>
<td>specific topic using facts and details</td>
</tr>
<tr>
<td>information so that</td>
<td>explanatory text that</td>
<td>to describe the topic.</td>
</tr>
<tr>
<td>each new element</td>
<td>conveys ideas,</td>
<td></td>
</tr>
<tr>
<td>builds on that which</td>
<td>concepts, and</td>
<td></td>
</tr>
<tr>
<td>precedes it to create</td>
<td>information</td>
<td></td>
</tr>
<tr>
<td>a unified whole;</td>
<td>including visual,</td>
<td></td>
</tr>
<tr>
<td>include formatting</td>
<td>tactual, or</td>
<td></td>
</tr>
<tr>
<td>(e.g., headings),</td>
<td>multimedia</td>
<td></td>
</tr>
<tr>
<td>graphics (e.g.,</td>
<td>information</td>
<td></td>
</tr>
<tr>
<td>figures, tables),</td>
<td>as appropriate</td>
<td></td>
</tr>
<tr>
<td>and multimedia when</td>
<td></td>
<td></td>
</tr>
<tr>
<td>useful to aiding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>comprehension</td>
<td></td>
<td></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 11-12 with five other Essential Elements: EE.L.11-12.2.b, EE.W.11-12.2.b, EE.W.11-12.2.c, EE.W.11-12.2.d, and EE.W.11-12.2.f. The proximal precursor, target and successor nodes are assessed in the conventional writing testlet in Grade 11-12 with five other Essential Elements: EE.L.11-12.2.b, EE.W.11-12.2.b, EE.W.11-12.2.c, EE.W.11-12.2.d, and EE.W.11-12.2.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:*

<table>
<thead>
<tr>
<th>Code</th>
<th>Meaning</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>
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</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>
Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.
ELA-1957  
Can select a topic and use drawing, dictating, or writing to compose a message with one fact.

ELA-1543  
Can write (drawing, dictating, or writing) about a topic by producing facts and details.

ELA-1257  
Can write about a topic using pertinent tactile, visual, or multimedia information.

ELA-1266  
Can introduce a topic when writing an informational text and convey information about it.

ELA-1546  
Can introduce an informational topic and write to convey both ideas and information.

ELA-1876  
Can introduce a topic clearly and use a clear organization to write about it including visual, tactile, or multimedia information as appropriate.

ELA-1868  
Can introduce a topic clearly and convey ideas, concepts, and information using visual, tactile, or multimedia information as appropriate.

ELA-2142  
Can write an informative text that introduces the topic, groups related information together, and includes illustrations (when useful) to aid comprehension.
**ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP**

**ELA: GRADE 11-12**

**ELA.EE.W.11-12.2.B**

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>ELA.W.11-12.2.b</td>
<td>ELA.EE.W.11-12.2.b</td>
<td>EMERGENT WRITING (EW.11-12):</td>
</tr>
<tr>
<td>Develop the topic</td>
<td>Develop the topic</td>
<td>• Initial Precursor: Can use functional</td>
</tr>
<tr>
<td>thoroughly by</td>
<td>with relevant facts,</td>
<td>words (describe a noun’s function/use) to</td>
</tr>
<tr>
<td>selecting the most</td>
<td>details, or quotes</td>
<td>describe common persons, places, objects,</td>
</tr>
<tr>
<td>significant and</td>
<td></td>
<td>or events</td>
</tr>
<tr>
<td>relevant facts,</td>
<td></td>
<td>• Distal Precursor: Can use words that</td>
</tr>
<tr>
<td>extended definitions</td>
<td></td>
<td>categorize (actually identify the category a</td>
</tr>
<tr>
<td>concrete details,</td>
<td></td>
<td>noun belongs to) to describe common</td>
</tr>
<tr>
<td>quotations, or other</td>
<td></td>
<td>persons, places, objects, or events</td>
</tr>
<tr>
<td>information and</td>
<td></td>
<td>CONVENTIONAL WRITING (CW.11-12):</td>
</tr>
<tr>
<td>examples appropriate</td>
<td></td>
<td>• Proximal Precursor: Student is able</td>
</tr>
<tr>
<td>to the audience’s</td>
<td></td>
<td>identify a quote that provides relevant</td>
</tr>
<tr>
<td>knowledge of the</td>
<td></td>
<td>information about a topic</td>
</tr>
<tr>
<td>topic</td>
<td></td>
<td>• Target: Can use at least one quote from one</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(or more) print sources to strengthen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>informational writing</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td>topic using relevant, well-chosen, and</td>
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<td></td>
<td></td>
<td>sufficient facts, concrete details, definitions,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>quotations, and examples when writing an</td>
</tr>
<tr>
<td></td>
<td></td>
<td>informational text</td>
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<td>Target</td>
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Can identify functional words to describe common persons, places, objects, or events.

F-179  
Can identify perceptual words to describe common persons, places, objects, or events.

F-180  
Can identify categorical words to describe common persons, places, objects, or events.

ELA-1627  
Can describe familiar people, places, things, and events with appropriate detail

ELA-1846  
Can describe a personal experience using details

ELA-1657  
Can sort information on a topic or personal experience into two provided categories and write something about each.

ELA-2083  
Can take notes and organize information on a topic into given categories