This document includes information about the familiar texts used in single-Essential Element testlets in grade 8 Dynamic Learning Maps® (DLM®) alternate assessments. In the Dynamic Learning Maps assessment, students with the most significant cognitive disabilities are given the opportunity to become familiar with the books they will encounter in the assessment. These familiar texts are used in all Initial Precursor level testlets and in some other linkage levels for some Essential Elements. Unfamiliar texts are used in some linkage levels for some Essential Elements where access to the text prior to administration is not necessary for the student to demonstrate their understanding. Descriptions of the familiar texts and their features are provided for each Essential Element and linkage level. Educators are encouraged to use this information as a resource for planning instruction.

Familiar text information is grouped by Essential Element. Essential Elements for Reading Literature (RL) use stories. Essential Elements for Reading Informational Text (RI) use informational texts. Essential Elements for Language (L) use both stories and informational texts. Texts with an asterisk (*) contain material that some students may find sensitive. Links to each familiar text are included in this document. Educators are free to use familiar texts in instruction.

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## ELA.EE.RL.8.1

*Cite text to support inferences from stories and poems.*

### Initial Precursor | Can identify objects associated with familiar routines

### General Text Description

Texts include plots in mostly familiar settings such as home, school, or neighborhood. Objects are associated with familiar routines that are performed in mostly familiar settings. Home includes family members and home-based routines, like getting ready in the morning or helping with dinner. School includes teachers, friends, and school-based routines, like packing a bag. The neighborhood includes friends, neighbors, and play routines, like taking a walk or going to the park.

### DLM-Specific Text Descriptions

| Collection Source Books | Corresponding DLM Book Title | DLM Book Summary |
|---|---|---|
| *The Adventures of Tom Sawyer* | *Tom's Adventurous Day** | Tom was a young, adventurous boy. One day, Tom decided he would not do anything he was told to do. |
| *Touching Spirit Bear* | *Return to the Island* | Cole was a teenage boy who lived on an island by himself. After spending some time away from the island, Cole returns and learns to live by himself again.<br><br>Example DLM Familiar Text Lesson: Return to the Island |
| *Touching Spirit Bear* | *Finding Peace* | Cole was a teenage boy who lived on an island by himself. Cole was learning how to be a better person, and Edwin taught Cole how to find peace through daily routines. |
| *Hoot* | *Roy and the Running Boy* | Roy was a young boy. In the morning before school, Roy saw a boy running past the bus. Roy decided to find out more about the running boy when he got to school. |

## ELA.EE.RL.8.2

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

### Initial Precursor | Can identify a forward sequence from a familiar routine.

### General Text Description

Texts include plots in mostly familiar settings such as home, school, or neighborhood. People and objects are associated with familiar routines that are performed in mostly familiar settings. The routines are performed in a linear sequence, with one step occurring after the previous is finished. Texts describe the steps taken to complete the routine.

### DLM-Specific Text Descriptions

| Collection Source Books | Corresponding DLM Book Title | DLM Book Summary |
|---|---|---|
| *The Adventures of Tom Sawyer* | *Tom's in Trouble** | Tom was a young, adventurous boy. Sometimes, Tom got in trouble. Other times, Tom did not get in trouble. |
| *Hoot* | *Roy's New School* | Roy was a young boy who just moved to Florida. Roy went to his first day at the new school and learned his way around.<br><br>Example DLM Familiar Text Lesson: Roy's New School |
| *Hoot* | *Roy and the Running Boy* | Roy was a young boy. In the morning before school, Roy saw a boy running past the bus. Roy decided to find out more about the running boy when he got to school. |

## ELA.EE.RL.8.3

*Identify which incidents in a story or drama lead to subsequent action.*

### Initial Precursor | Understands that objects have a function

### General Text Description

Texts include plots with familiar settings and routines. Objects associated with those settings and routines are explicitly named and described in the texts.

### DLM-Specific Text Descriptions

| Collection Source Books | Corresponding DLM Book Title | DLM Book Summary |
|---|---|---|
| *The Adventures of Tom Sawyer* | *Tom's Stories** | Tom was a young, adventurous boy. Sometimes Tom told stories that were not true. |
| *The Adventures of Tom Sawyer* | *Tom Goes Camping* | Tom was a young, adventurous boy. Tom decided to go camping in the woods.<br><br>Example DLM Familiar Text Lesson: Tom Goes Camping |
| *Touching Spirit Bear* | *Return to the Island* | Cole was a teenage boy who lived on an island by himself. After spending some time away from the island, Cole returns and learns to live by himself again. |

## ELA.EE.RL.8.4

*Determine connotative meanings of words and phrases in a text.*

### Initial Precursor | Can make judgments about the meaning of a word(s)

### General Text Description

Texts include plots in mostly familiar settings such as home, school, or neighborhood. People and objects are associated with familiar routines that are performed in mostly familiar settings. Texts include descriptive words that have clear meanings.

### DLM-Specific Text Descriptions

| Collection Source Books | Corresponding DLM Book Title | DLM Book Summary |
|---|---|---|
| *The Adventures of Tom Sawyer* | *Tom's Adventurous Day** | Tom was a young, adventurous boy. One day, Tom decided he would not do anything he was told to do. |
| *The Adventures of Tom Sawyer* | *Tom Goes to School* | Tom was a young boy. One day, Tom woke up and got ready for school. Then, he went to school and learned from his teacher.<br>Example DLM Familiar Text Lesson: Tom Goes to School |
| *Touching Spirit Bear* | *Circle Justice** | Cole was a teenage boy who felt angry towards other people and acted on that anger. Cole went to Circle Justice to help him understand why his actions were wrong. |

## ELA.EE.RL.8.5

*Compare and contrast the structure of two or more texts.*

### Initial Precursor | Can identify a forward sequence from a familiar routine

### General Text Description

Texts include plots in mostly familiar settings such as home, school, or neighborhood. People and objects are associated with familiar routines that are performed in mostly familiar settings. The routines are performed in a linear sequence, with one step occurring after the previous is finished. Texts describe the steps taken to complete the routine.

### DLM-Specific Text Descriptions

| Collection Source Books | Corresponding DLM Book Title | DLM Book Summary |
|---|---|---|
| *The Adventures of Tom Sawyer* | *Tom's Adventurous Day** | Tom was a young, adventurous boy. One day, Tom decided he would not do anything he was told to do. |
| *The Adventures of Tom Sawyer* | *Tom's Stories** | Tom was a young, adventurous boy. Sometimes, Tom told stories that were not true.<br>Example DLM Familiar Text Lesson: Tom's Stories |
| *The Adventures of Tom Sawyer* | *Tom Goes to School* | Tom was a young boy. One day, Tom woke up and got ready for school. Then, he went to school and learned from his teacher. |

## Distal Precursor | Identify the beginning, middle, and end of a familiar, linear story

### General Text Description

Texts assigned to this node have a linear structure: the plot consists of a clear beginning, middle, and end. Texts assigned to this node do not include flashbacks, differing points of view, or any other non-linear component. Texts include events that can be directly associated with the beginning, middle, and end of the plot.

### DLM-Specific Text Descriptions

| Collection Source Books | Corresponding DLM Book Title | Corresponding DLM Book Title |
|---|---|---|
| *The Adventures of Tom Sawyer* | *Tom's Adventurous Day** | Tom was a young, adventurous boy. One day, Tom decided he would not do anything he was told to do. |
| *The Adventures of Tom Sawyer* | *Tom Goes to School* | Tom was a young boy. One day, Tom woke up and got ready for school. Then, he went to school and learned from his teacher. |

## ELA.EE.RL.8.9

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

### Initial Precursor | Can demonstrate understanding of property words

### General Text Description

Texts include events, settings, and characters described using property words. Property words include color, size, shape, or texture.

### DLM-Specific Text Descriptions

| Collection Source Books | Corresponding DLM Book Title | DLM Book Summary |
|---|---|---|
| *The Adventures of Tom Sawyer* | *Tom Picks Vegetables* | Tom was a young boy who lived with his Aunt Polly. Tom picked many different vegetables for Aunt Polly to cook for dinner. |
| *The Adventures of Tom Sawyer* | *Tom Goes to School* | Tom was a young boy. One day, Tom woke up and got ready for school. Then, he went to school and learned from his teacher. |
| *Touching Spirit Bear* | *Return to the Island* | Cole was a teenage boy who lived on an island by himself. After spending some time away from the island, Cole returns and learns to live by himself again.<br>Example DLM Familiar Text Lesson: Return to the Island |

## Distal Precursor | Can identify the actions for characters in familiar stories

### General Text Description

Texts include plots in mostly familiar settings such as home, school, or neighborhood. The plots of these texts are driven by character action. Character actions are clearly identified and directly connected to a character or characters.

### DLM-Specific Text Descriptions

| Collection Source Books | Corresponding DLM Book Title | DLM Book Summary |
|---|---|---|
| *Hoot* | *Roy and the Beach* | Roy was a young boy who lived in Florida. Roy and his family liked to go to the beach and do fun activities. |

## ELA.EE.RI.8.1

*Cite text to support inferences from informational text.*

### Initial Precursor | Can identify objects associated with familiar routines

### General Text Description

Texts include mostly familiar contexts such as home, school, or neighborhood. Objects are associated with familiar routines that are performed in familiar contexts. Home includes family members and home-based routines like getting ready in the morning or helping with dinner. School includes teachers, friends, and school-based routines like packing a bag. The neighborhood includes friends, neighbors, and play routines like taking a walk or going to the park.

### DLM-Specific Text Descriptions

| Collection Source Books | Corresponding DLM Book Title | DLM Book Summary |
|---|---|---|
| *The Adventures of Tom Sawyer* | *Trouble** | Making good choices means staying out of trouble. This text describes choices that could result in trouble. |
| *Touching Spirit Bear* | *Hospitals** | Hospitals are where people go to get help. This text describes hospitals, the people in them, and what someone can do when a friend is in the hospital. |
| *Hoot* | *Service Dogs* | Some dogs have jobs helping people. This text describes service dogs and how they help people. |
| *Hoot* | *Animal Biologists* | Animal biologists study everything about animals. This text describes an animal biologist's job.<br>Example DLM Familiar Text Lesson: Animal Biologists |

## Distal Precursor | Can identify concrete details in familiar informational texts

### General Text Description

Texts include information about familiar contexts and routines. People, objects, and events are associated with these contexts and routines. Texts include concrete details, which are pieces of specific information such as facts, data, or listed options. These concrete details help to explain or justify a claim.

### DLM-Specific Text Descriptions

| Collection Source Books | Corresponding DLM Book Title | DLM Book Summary |
|---|---|---|
| *The Adventures of Tom Sawyer* | *Treasure and Pirates* | Pirates want treasure because it is valuable. This text describes different types of treasure and how to keep treasure safe from pirates. |
| *Touching Spirit Bear* | *Animals in Alaska* | Alaska is a large, interesting state filled with wildlife. This text describes the animal life in Alaska. |

## ELA.EE.RI.8.2

*Provide a summary of a familiar informational text.*

### Initial Precursor | Can inhibit irrelevant information

### General Text Description

Texts include both relevant and irrelevant information about familiar contexts and routines. Objects and their uses are associated with these contexts and routines.

### DLM-Specific Text Descriptions

| Collection Source Books | Corresponding DLM Book Title | DLM Book Summary |
|---|---|---|
| *The Adventures of Tom Sawyer* | *Swimming* | Swimming is fun to do at the pool or the beach. This text describes swimming, the supplies a person needs to swim, and the different places people can swim.<br><br>Example DLM Familiar Text Lesson: Swimming |
| *Touching Spirit Bear* | *Hospitals** | Hospitals are where people go to get help. This text describes hospitals, the people in them, and what someone can do when a friend is in the hospital. |
| *Hoot* | *Service Dogs* | Some dogs have jobs helping people. This text describes service dogs and how they help people. |

## Target | Can create a summary for a familiar informative text

## General Text Description

Texts include main ideas that are supported by main points and described with concrete details. Main points are clearly associated with one another and can be collected to provide a brief account of the main idea.

## DLM-Specific Text Descriptions

| Collection Source Books | Corresponding DLM Book Title | DLM Book Summary |
|---|---|---|
| *The Adventures of Tom Sawyer* | *Treasure and Pirates* | Pirates want treasure because it is valuable. This text describes different types of treasure and how to keep treasure safe from pirates. |
| *Touching Spirit Bear* | *Animals in Alaska* | Alaska is a large, interesting state filled with wildlife. This text describes the animal life in Alaska. |

## ELA.EE.RI.8.3

*Recount events in the order they were presented in the text.*

### Initial Precursor | Can identify a forward sequence from a familiar routine.

### General Text Description

Texts include mostly familiar contexts such as home, school, or neighborhood. People and objects are associated with familiar routines that are performed in familiar contexts. The routines are performed in a linear sequence with one step occurring after the previous is finished. Texts describe the steps taken to complete the routine.

### DLM-Specific Text Descriptions

| Collection Source Books | Corresponding DLM Book Title | DLM Book Summary |
|---|---|---|
| *Touching Spirit Bear* | *Hospitals** | Hospitals are where people go to get help. This text describes hospitals, the people in them, and what someone can do when a friend is in the hospital. |
| *Touching Spirit Bear* | *School Community* | A community is a group of people who live near each other. This text describes the people in a school community and what they do.<br>Example DLM Familiar Text Lesson: School Community |
| *Touching Spirit Bear* | *Nurses* | Nurses are hard workers who help people stay healthy. This text describes the work of nurses at hospitals. |

## ELA.EE.RI.8.4

*Determine connotative meanings of words and phrases in a text.*

### Initial Precursor | Can make judgments about the meaning of word(s).

### General Text Description

Texts include mostly familiar contexts such as home, school, or neighborhood. People and objects are associated with familiar routines that are performed in familiar contexts. Texts will include descriptive words that have clear meanings.

### DLM-Specific Text Descriptions

| Collection Source Books | Corresponding DLM Book Title | DLM Book Summary |
|---|---|---|
| *The Adventures of Tom Sawyer* | *Pirates Love Treasure* | Pirates like treasure because it is valuable. This text describes what treasure is and why pirates love it. |
| *The Adventures of Tom Sawyer* | *People at School* | Schools are full of people who want to help. This text gives examples of people who work in schools and how they help. |
| *The Adventures of Tom Sawyer* | *Camping Supplies* | Camping is fun, but you must bring supplies. This text provides a list of objects to bring camping. |
| *The Adventures of Tom Sawyer* | *Rafts* | This text is about the materials used to build rafts and guiding rafts through water. |
| *Touching Spirit Bear* | *Alaska Animals* | Alaska is a large, interesting state filled with wildlife. This text describes the animal life in Alaska [a variation of *Animals in Alaska*].<br>Example DLM Familiar Text Lesson: Alaska Animals |

## ELA.EE.RI.8.5

*Locate the topic sentence and supporting details in a paragraph.*

### Initial Precursor | Can detect specific members within a broader category

### General Text Description

Texts include familiar contexts. Routines performed in these contexts and objects associated with routines are described. These objects belong to a broader category, like arts and crafts or pet supplies.

### DLM-Specific Text Descriptions

| Collection Source Books | Corresponding DLM Book Title | DLM Book Summary |
|---|---|---|
| *The Adventures of Tom Sawyer* | *Swimming* | Swimming is fun to do at the pool or the beach. This text describes swimming, the supplies a person needs to swim, and the different places people can swim. |
| *The Adventures of Tom Sawyer* | *Camping Supplies* | Camping is fun, but you must bring supplies. This text provides a list of objects to bring camping.<br><br>Example DLM Familiar Text Lesson: Camping Supplies |
| *Touching Spirit Bear* | *Hospitals** | Hospitals are where people go to get help. This text describes hospitals, the people in them, and what someone can do when a friend is in the hospital. |

## ELA.EE.RI.8.6

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

### Initial Precursor | Can identify people associated with familiar routines

### General Text Description

Texts include mostly familiar contexts such as home, school, or neighborhood. People, objects, events, and routines are associated with these contexts. Texts use descriptive words to associate people with familiar routines and contexts.

### DLM-Specific Text Descriptions

| Collection Source Books | Corresponding DLM Book Title | DLM Book Summary |
|---|---|---|
| *The Adventures of Tom Sawyer* | *People at School* | Schools are full of people who want to help. This text gives examples of people who work in schools and how they help. |
| *Touching Spirit Bear* | *School Community* | A community is a group of people who live near each other. This text describes the people in a school community and what they do.<br><br>Example DLM Familiar Text Lesson: School Community |
| *Touching Spirit Bear* | *Nurses* | Nurses are hard workers who help people stay healthy. This text describes the work of nurses at hospitals. |
| *Hoot* | *Field Trips* | Students go on field trips to learn. This text describes where some students go on field trips and what they learn there. |

## ELA.EE.RI.8.8

*Determine the argument made by an author in an informational text.*

### Initial Precursor | Can demonstrate understanding of personal distinction in thought

### General Text Description

Texts include mostly familiar contexts like home, school, or neighborhood. Texts describe topics by providing a range of options or preferences which serve as opportunities for readers to think about their own preferences.

### DLM-Specific Text Descriptions

| Collection Source Books | Corresponding DLM Book Title | DLM Book Summary |
|---|---|---|
| *Touching Spirit Bear* | *Relaxing* | People who work hard need to take breaks. This text describes different ways people can relax after working hard. |
| *Hoot* | *Field Trips* | Students go on field trips to learn. This text describes where some students go on field trips and what they learn there.<br><br>Example DLM Familiar Text Lesson: Field Trips |

## ELA.EE.RI.8.9

*Identify where two different texts on the same topic differ in their interpretation of the details.*

### Initial Precursor | Can demonstrate understanding of personal distinction in thought

### General Text Description

Texts include mostly familiar contexts like home, school, or neighborhood. Texts describe topics by providing a range of options or preferences which serve as opportunities for readers to think about their own preferences.

### DLM-Specific Text Descriptions

| Collection Source Books | Corresponding DLM Book Title | DLM Book Summary |
|---|---|---|
| *The Adventures of Tom Sawyer* | *Summer Fun* | There are many fun things to do in the summer. This text describes options for having fun in warm weather.<br><br>Example DLM Familiar Text Lesson: Summer Fun |
| *The Adventures of Tom Sawyer* | *Picnics at the Park* | People have picnics in nice weather. This text describes picnics and the things people can do at picnics. |
| *Touching Spirit Bear* | *Traditions* | Traditions are important things people do together. This text describes different types of traditions. |

## ELA.EE.L.8.5.a

*Demonstrate understanding of the use of multiple meaning words.*

### Initial Precursor | Can demonstrate understanding of property words

### General Text Description

Texts include events, routines, contexts, and people described using property words. Property words include color, size, shape, or texture.

### DLM-Specific Text Descriptions

| Collection Source Books | Corresponding DLM Book Title | DLM Book Summary |
|---|---|---|
| *The Adventures of Tom Sawyer* | *Tom's Stories** | Tom was a young, adventurous boy. Sometimes Tom told stories that were not true. |
| *The Adventures of Tom Sawyer* | *Swimming* | Swimming is fun to do at the pool or the beach. This text describes swimming, the supplies a person needs to swim, and the different places people can swim.<br><br>Example DLM Familiar Text Lesson: Swimming |
| *The Adventures of Tom Sawyer* | *Camping Supplies* | Camping is fun, but you must bring supplies. This text provides a list of objects to bring camping. |