



Mini-Map for ELA.EE.RL.9-10.1

Subject: ELA
 Reading Literature
 Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.	ELA.RL.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.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify concrete details in a familiar story, including characters and objects.	After reading a text, the student can recognize that questions can be answered by referring to the narrative and can answer these explicit questions.	After reading a text, the student is able to use details stated in explicit information to later cite textual evidence.	The student can recognize that texts can be used to support explicit and inferred information and can distinguish between citations in a text which refer to either explicit or implicit information.	After reading a narrative text, the student can correctly determine the explicit meaning of the text using information explicitly stated in the text.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining the meaning of text and citing evidence to support understandings requires students to know how to identify the details in the story that support its overall meaning. In the context of shared reading, teachers can help students work on identifying story elements (details) using DLM Familiar Texts and other informational texts that clearly state details related to the topic of the text.

How is the Distal Precursor related to the Target?

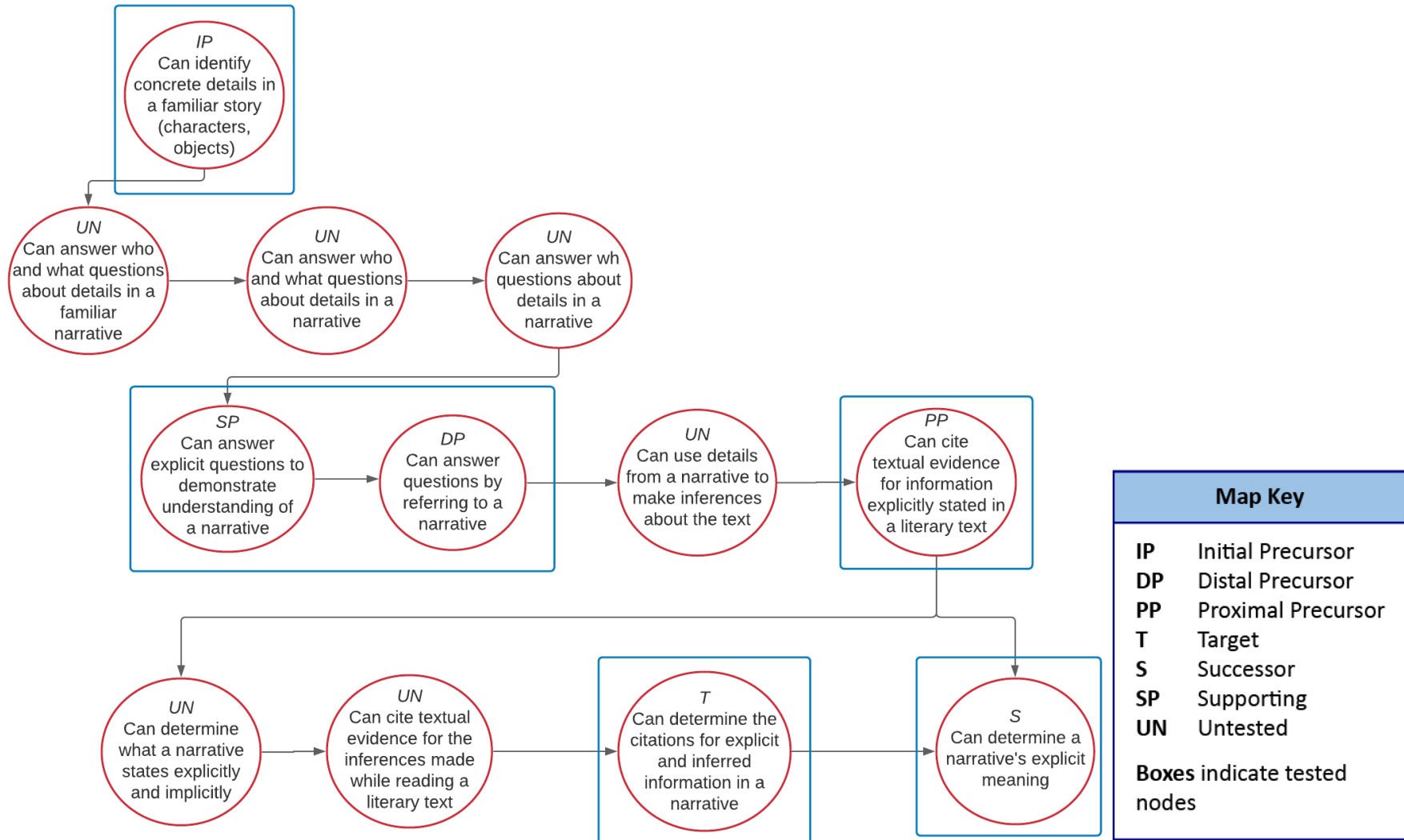
Determining which citations demonstrate explicit and inferential understandings of text requires students to be able to read and understand what the text says explicitly. Students at the Distal Precursor level are learning to read or listen in order to answer explicit questions about the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Farm Life City Life Helen Keller* James Helps the Cow
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
<p>*Texts with an * contain material that some students may find sensitive. Sensitive texts are optional in the Instructionally Embedded assessment and not used in the Year-End assessment. For more comprehensive information, see Familiar Text Information – Grades 9-10.</p>	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.





Mini-Map for ELA.EE.RL.9-10.2

Subject: ELA
 Reading Literature
 Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>ELA.EE.RL.9-10.2 Recount events related to the theme or central idea, including details about character and setting.</p>	<p>ELA.RL.9-10.2 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.</p>

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>The student can identify a forward sequence in a routine that they are familiar with (e.g., observed, participated in).</p>	<p>After reading or hearing a single episode from a story, the student can identify the overall goal or main idea of the episode.</p>	<p>The student can identify details that relate to and support the theme of a story.</p>	<p>After reading a story, the student can identify the theme or central idea and recount two or more events using specific details about characters and settings that contribute to the theme or central idea.</p>	<p>After reading a story, the student can recall and identify the order of main events that relate to the theme of the story.</p>

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Relating story events with details about characters and the settings to infer the theme or central idea of a narrative requires the integration of understanding of many story elements. This requires students to identify details. Students at the Initial Precursor can work toward these skills by engaging in repeated shared reading of books that focus on familiar routines. Teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level to help students attend to the steps or events in familiar routines and learn to identify what step comes next at different points in the routine.

How is the Distal Precursor related to the Target?

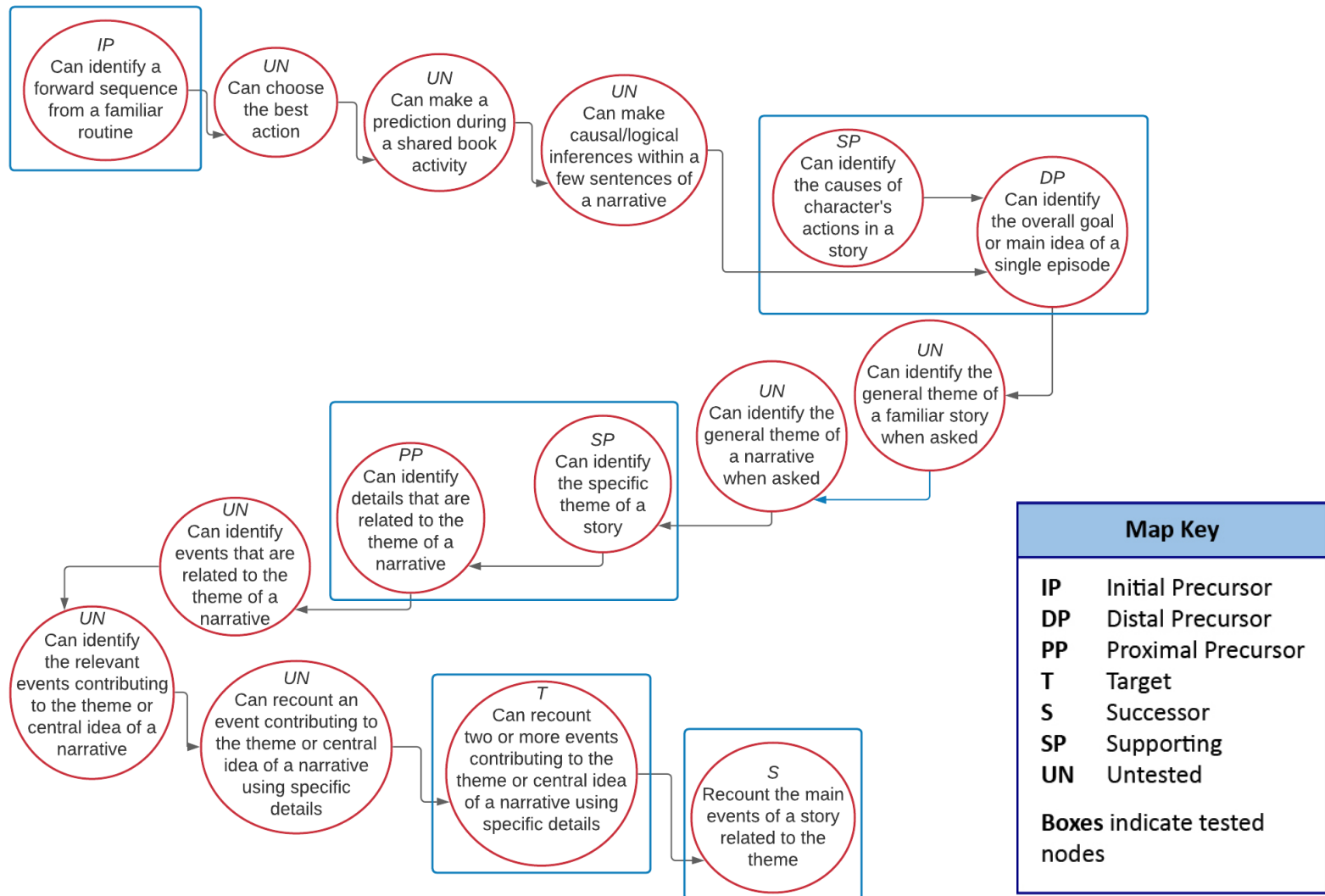
Relating story events with details about characters and the settings to infer the theme or central idea of a narrative requires the integration of understanding of many story elements. Students at the Distal Precursor linkage level can work toward this by working to identify the main idea of a single episode in a story. Teachers can work on this during shared or guided reading (anchor-read-apply) using texts that have one or more clear episodes with a setting, characters, and actions that can be used to infer the main idea of the episode.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Missing the Old Farm The Kind Teacher* James Helps the Cow Getting Ready for College
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
<p>*Texts with an * contain material that some students may find sensitive. Sensitive texts are optional in the Instructionally Embedded assessment and not used in the Year-End assessment. For more comprehensive information, see Familiar Text Information – Grades 9-10.</p>	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RL.9-10.2 Recount events related to the theme or central idea, including details about character and setting.





Mini-Map for ELA.EE.RL.9-10.4

Subject: ELA
 Reading Literature
 Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>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.</p>	<p>ELA.EE.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>The student can identify relevant words for describing familiar people, places, things, or events.</p>	<p>When given a sentence from the text with a missing word, the student can provide a word from the text or a similar-meaning word to complete the sentence.</p>	<p>When provided with a story to read or hear, the student can determine the meaning of frequently occurring or simple idioms and figures of speech.</p>	<p>When provided with a story to read or hear, the student can determine the meaning of words and phrases, such as common idioms, analogies, and figures of speech.</p>	<p>After reading or hearing a story, the student can determine the meaning and effect of words and phrases as defined by context in a particular text.</p>

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Students at the Initial Precursor linkage level can work toward determining the meaning of idioms, analogies, and figures of speech by working to understand words that are most relevant in describing the people, places, things, or events that occur in texts. Teachers can use DLM Familiar Texts aligned with this Essential Element and linkage level during repeated shared reading interactions to help students learn to distinguish between the words that do and do not describe the people, places, things, or events that are described in the texts.

How is the Distal Precursor related to the Target?

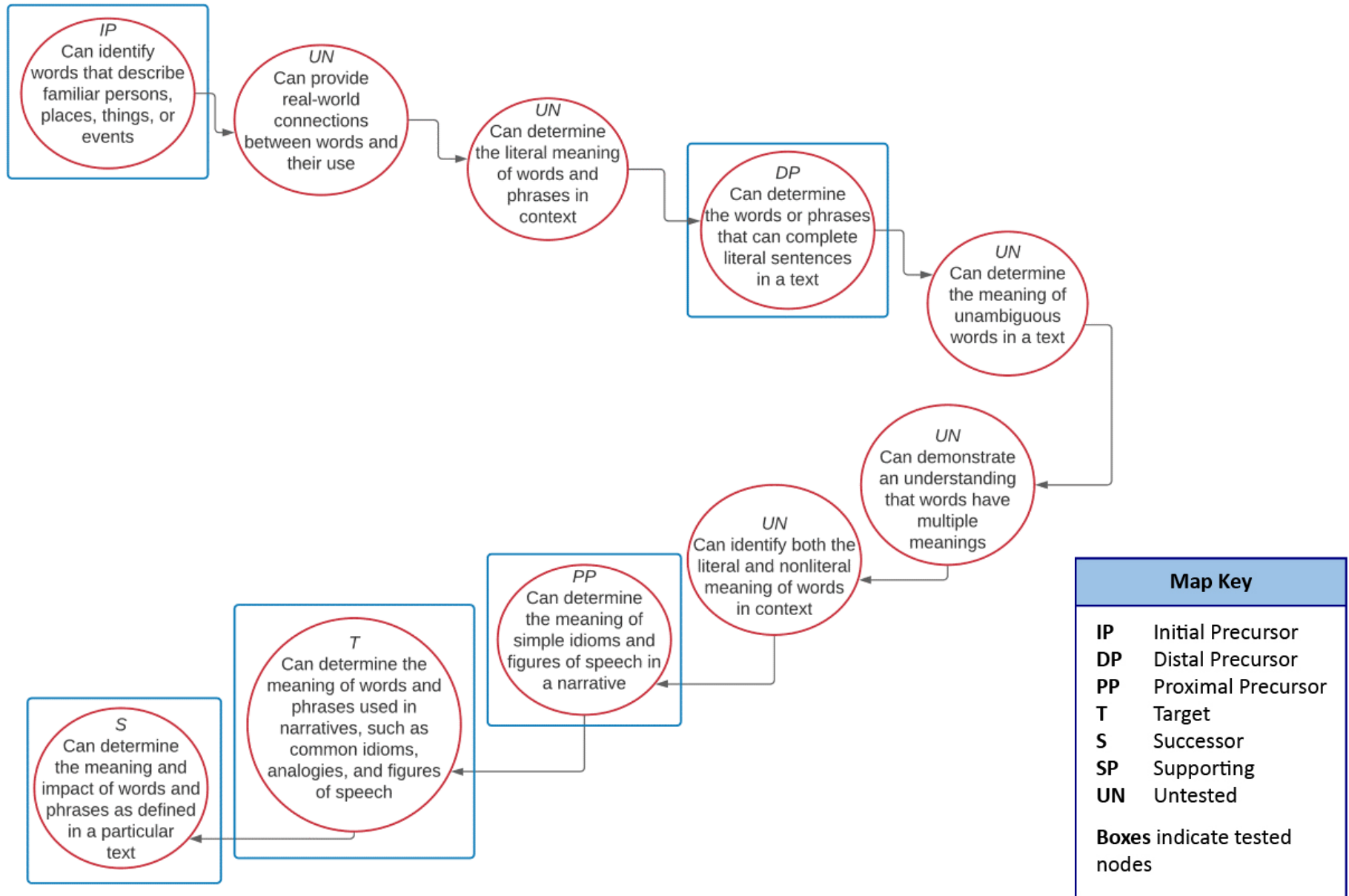
Working to understand idioms, analogies, and figures of speech requires students to first understand the literal meaning of words in texts. Teachers can help students work toward this by asking them to determine words that would fit in a sentence in a text but have been masked.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Missing the Old Farm The Kind Teacher*
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
<p>*Texts with an * contain material that some students may find sensitive. Sensitive texts are optional in the Instructionally Embedded assessment and not used in the Year-End assessment. For more comprehensive information, see Familiar Text Information – Grades 9-10.</p>	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RL.9-10.4 Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.





Mini-Map for ELA.EE.RL.11-12.1

Subject: ELA
 Reading Literature
 Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>ELA.EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.</p>	<p>ELA.RL.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.</p>

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>The student can identify concrete details in a familiar story, including characters and objects.</p>	<p>The student can identify details that can answer a question about explicit information in a story.</p>	<p>After reading a narrative text, the student can correctly determine the explicit meaning of the text using information explicitly stated in the text.</p>	<p>After reading a text, the student is able to identify specific details that support the text's implicit meaning.</p>	<p>After reading a text, the student can identify the strongest textual evidence when writing the details that support an idea or claim found in the text.</p>

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining the meaning of text and citing evidence to support understanding requires students to know how to identify the details in the story that support its overall meaning. In the context of shared reading, teachers can help students work on identifying story elements (details) using DLM Familiar Texts and other informational texts that clearly state details related to the topic of the text.

How is the Distal Precursor related to the Target?

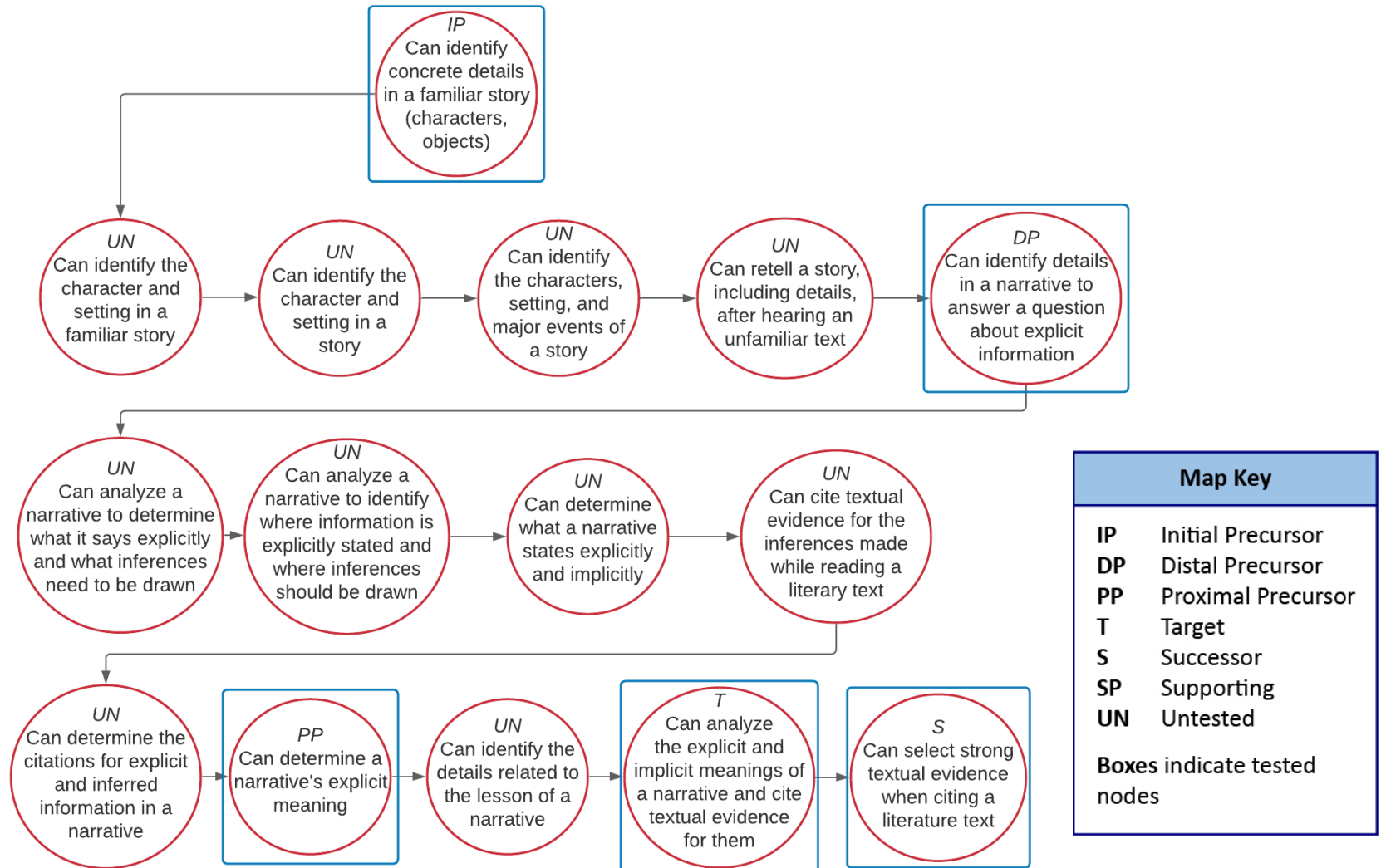
After students can identify details in a text, they can work toward answering questions about those details. Initially, these questions will be literal-level questions that address information that is explicitly stated. Then students can work toward answering questions about those details. In the context of shared reading or reading comprehension instruction, teachers can help students work toward using specific details in a text to answer questions about explicitly stated information by previewing the questions prior to reading and asking students to read or listen in order to determine the answers.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Mary and Martha An Invitation Jim and Antonia
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 11-12 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.





Mini-Map for ELA.EE.RL.11-12.2

Subject: ELA
 Reading Literature
 Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>ELA.EE.RL.11-12.2 Recount the main events of the text which are related to the theme or central idea.</p>	<p>ELA.RL.11-12.2 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.</p>

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>The student can identify actions that are associated with routines that they are familiar with (e.g., observed, participated in).</p>	<p>After reading or hearing a familiar story, the student can use story details to correctly identify the specific theme of the story and the main goal or idea of a character in a story.</p>	<p>The student can identify the theme or central idea of a story and identify and recount the events that are relevant to, and help the reader infer, the theme and central idea.</p>	<p>After reading or hearing a story, the student can correctly identify the theme of the story and recount the most important events related to that theme.</p>	<p>After reading or hearing a story, the student can identify the central idea or theme of the text. The student can also analyze the way the characters, setting, and plot contribute to the development of the theme across the course of the text.</p>

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

As students work toward being able to identify and recount the major events in a story, they must understand that there are events in the story and there are actions associated with those events. This can begin as they learn to associate actions with routines that are featured in texts. In the context of shared reading, teachers can use DLM Familiar Texts and other texts that feature familiar routines with actions that students can learn to associate with the routine, not only by doing the routine but by recognizing words and pictures that represent those actions in the text.

How is the Distal Precursor related to the Target?

As students work toward being able to identify and recount the events in a story that are related to the theme or central idea, they must learn to identify the theme or central idea of a text. In the context of shared reading or reading comprehension instruction, teachers can help students work toward this using the DLM Familiar Texts aligned with this Essential Element and linkage level. Each has a clear statement of the overall meaning of the narrative.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Mary and Martha An Invitation Gatsby Meets New Friends Traveling to Nebraska The Garden
Distal Precursor	Mary and Martha An Invitation Jim and Antonia
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 11-12 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	



Mini-Map for ELA.EE.RL.11-12.4

Subject: ELA
 Reading Literature
 Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
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.	ELA.RL.11-12.4 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.)

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When given a descriptive or familiar word, the student can demonstrate prior knowledge of the word.	The student can demonstrate an understanding that different words can refer to the same concept or idea.	The student can determine multiple meanings of a word relative to different contexts in which that word is used.	After reading a story, the student can determine the meaning and effect of words and phrases as defined by context in a particular text.	When reading a story, the student can identify the words, phrases, details, and/or events the author uses to create mystery, tension, and surprise.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Teachers can help students work toward understanding that words can have multiple or figurative meanings by helping them learn the meaning of words as they are used in a variety of texts. In the context of shared reading, teachers can use DLM Familiar Texts and other texts with concrete details that can be represented by objects and pictures to help students learn real-life examples of words and use. For example, teachers might select books about familiar routines and ask students to connect the words in text (e.g., details) to the objects or actions that are part of the routine.

How is the Distal Precursor related to the Target?

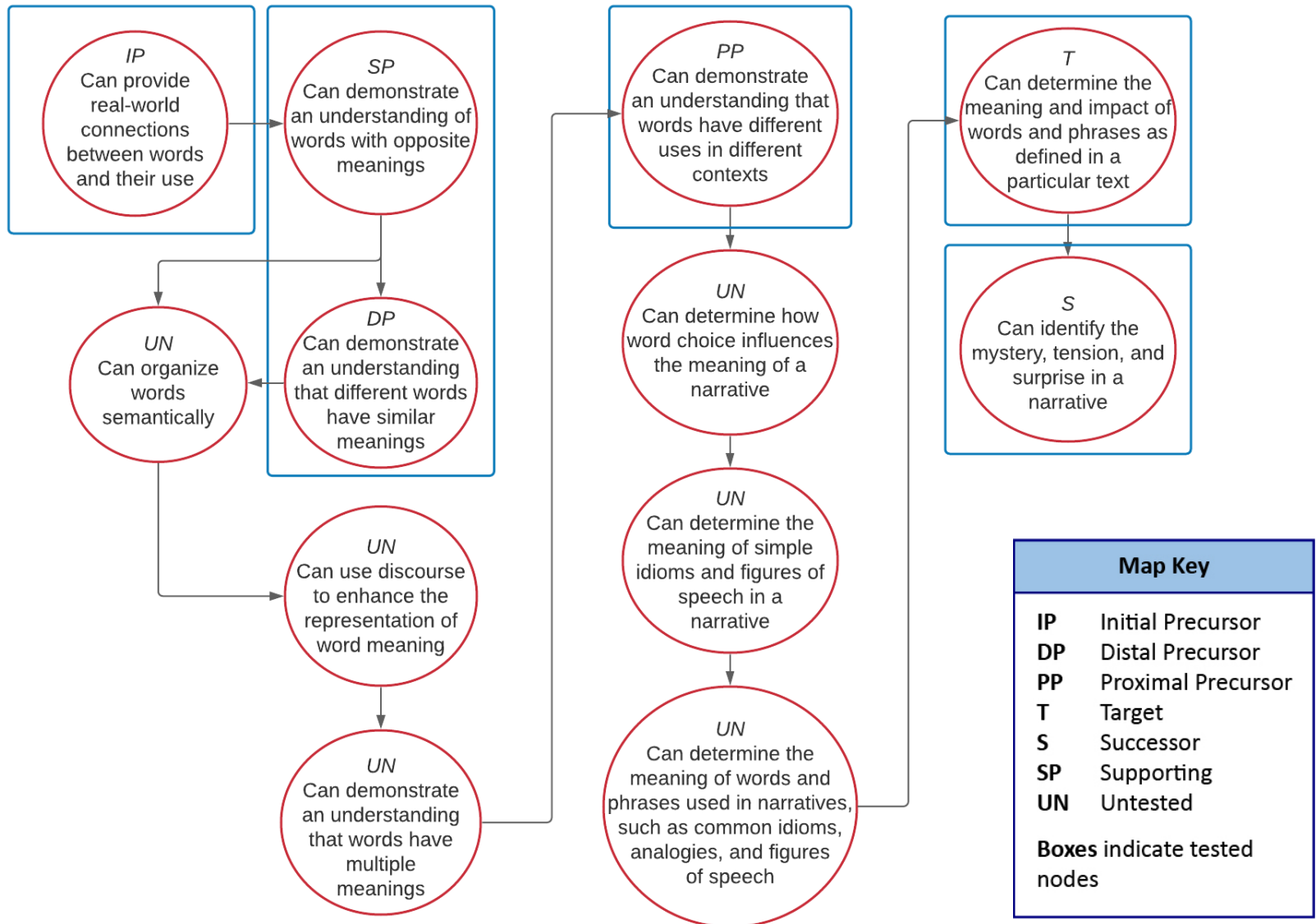
Teachers can help students work toward understanding that words can have multiple or figurative meanings by helping them learn that two words can have the same meaning. At this linkage level, teachers should use the word synonym when helping students read or listen to identify two or more words that mean the same thing. For example, during shared reading or reading comprehension instruction, the teacher might talk with students about words that mean the same thing or are synonyms and then ask them to read or listen to the text to find words that have the same meaning.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Mary and Martha Gatsby and Daisy Drink Tea Jim and Antonia
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 11-12 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RL.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.





Mini-Map for ELA.EE.RI.9-10.1

Subject: ELA

Reading Informational Text

Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>ELA.EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.</p>	<p>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.</p>

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>The student can identify concrete details, such as individuals, events, or ideas, in a familiar informational text.</p>	<p>After hearing or reading a beginner-level informational text, the student can identify a concrete detail in the text.</p>	<p>After reading an informational text, the student can identify explicit details that imply unstated information and make correct inferences from the detail(s).</p>	<p>After reading an informational text, the student can distinguish between citations which refer to explicit information and those for inferred information.</p>	<p>After reading an informational text, the student is able to recognize that a text has an explicit meaning and can refer to specific details or citations which show this meaning.</p>

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining the meaning of text and citing evidence to support understandings requires students to know how to identify the details in the story that support its overall meaning. In the context of shared reading, teachers can help students work on identifying story elements (details) using DLM Familiar Texts and other informational texts that clearly state details related to the topic of the text.

How is the Distal Precursor related to the Target?

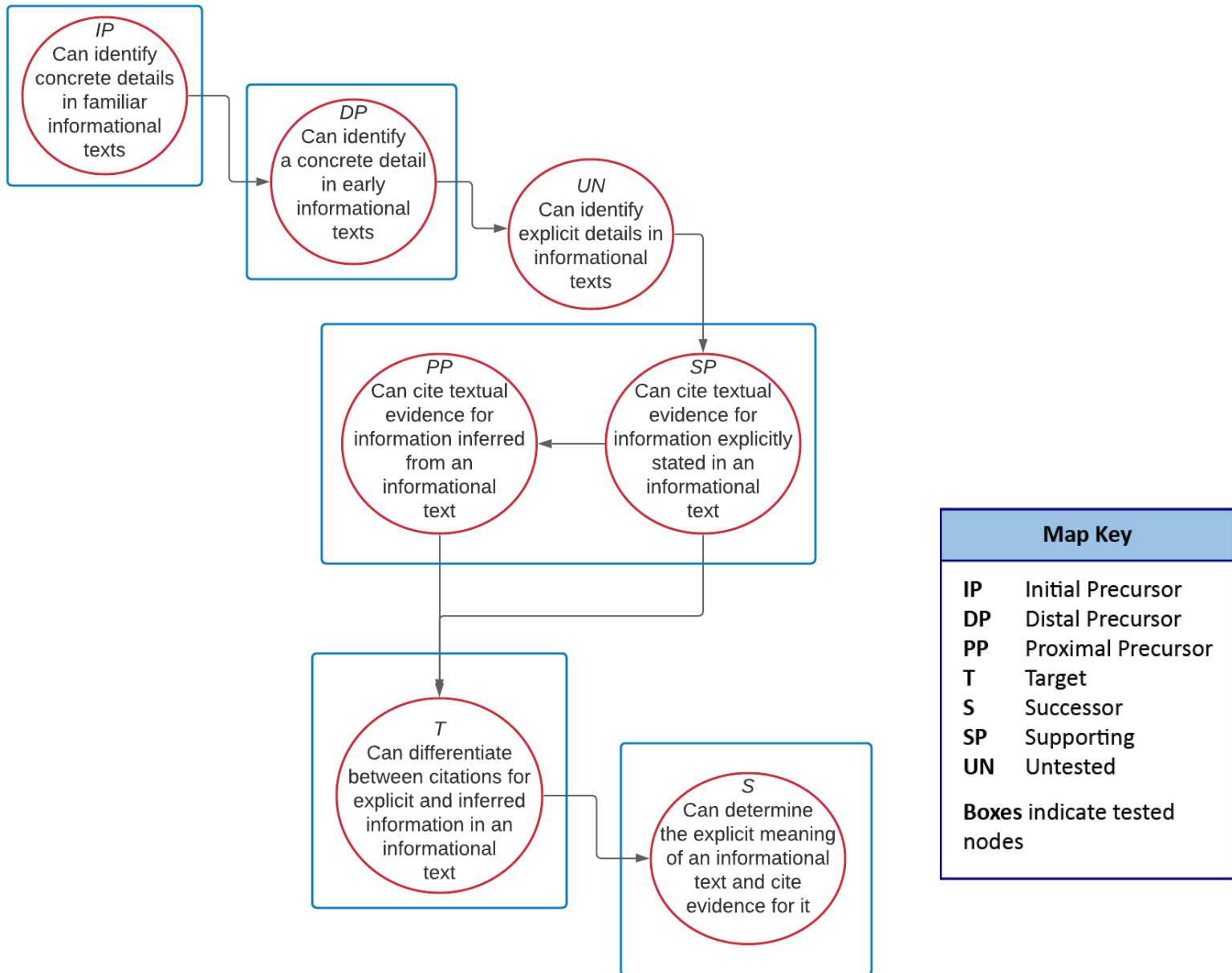
Determining which citations demonstrate explicit and inferential understandings of text requires students to be able to read and understand what the text says explicitly. Students at the Distal Precursor level are learning to read or listen in order to identify concrete details in the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Friends Are Great Table Manners Winter Time Learning
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 9-10 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.





Mini-Map for ELA.EE.RI.9-10.2

Subject: ELA

Reading Informational Text

Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>ELA.EE.RI.9-10.2 Determine the central idea of the text and select details to support it.</p>	<p>ELA.RI.9-10.2 Determine a central idea of a text and analyze 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.</p>

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>The student can identify concrete details, such as individuals, events, or ideas, in a familiar informational text.</p>	<p>After reading or hearing an informational text, the student can identify the topic of the text and textual details that are related to the topic.</p>	<p>After reading or hearing an informational text, the student is able to summarize the information from the text.</p>	<p>After reading or hearing an informational text, the student can identify the central idea of the text and the details that contribute to the understanding of the central idea.</p>	<p>The student can identify both the implicit and explicit meaning of an informational text by identifying specific details and citations within the text that support the meaning.</p>

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining the central idea of a text requires readers to identify the details of the text and determine how they relate around a central idea. Students at the Initial Precursor linkage level can work toward this Essential Element by learning to identify details in a text. In the context of shared reading, teachers can help students work on identifying concrete details using DLM Familiar Texts and other informational texts that clearly state details related to the topic of the text.

How is the Distal Precursor related to the Target?

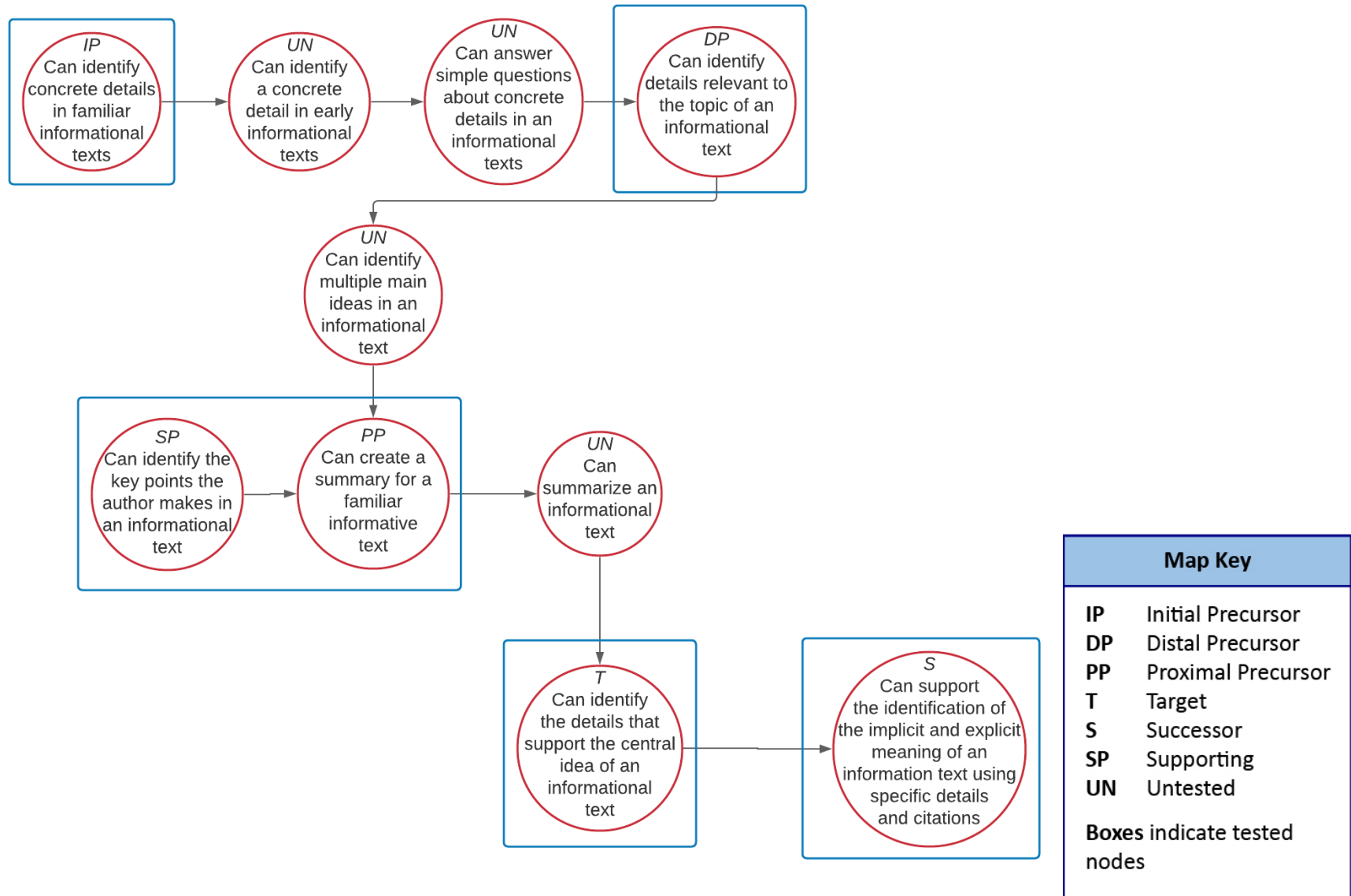
Teachers can help students work toward being able to determine the central idea of a text and identify details to support it by first providing students with the central idea and then asking the student to read or listen in order to identify details that relate to the central idea.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Every Day Is Different Table Manners Learning A Day on the Farm
Distal Precursor	N/A
Proximal Precursor	What Teachers Do
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 9-10 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RI.9-10.2 Determine the central idea of the text and select details to support it.





Mini-Map for ELA.EE.RI.9-10.4

Subject: ELA

Reading Informational Text

Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
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.	ELA.RI.9-10.4 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).

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify relevant words for describing familiar people, places, things, or events.	When given a sentence from the text with a missing word, the student can provide a word from the text or a similar-meaning word to complete the sentence.	After reading or hearing a text, the student can identify the commonly understood cultural and/or emotional meaning of words and phrases in the text.	After reading or hearing an informational text, the student can determine the figurative meaning of words and phrases, such as idioms, analogies, and figures of speech.	After reading or hearing an informational text, the student can determine how words and phrases, especially words with multiple meanings and figurative meaning, affect the meaning of the text.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Students at the Initial Precursor linkage level can work toward determining the meaning of idioms, analogies, and figures of speech by working to understand words that are most relevant in describing the people, places, things, or events that occur in texts. Teachers can use DLM Familiar Texts aligned with this Essential Element and linkage level during repeated shared reading interactions to help students learn to distinguish between the words that do and do not describe the people, places, things, or events that are described in the texts.

How is the Distal Precursor related to the Target?

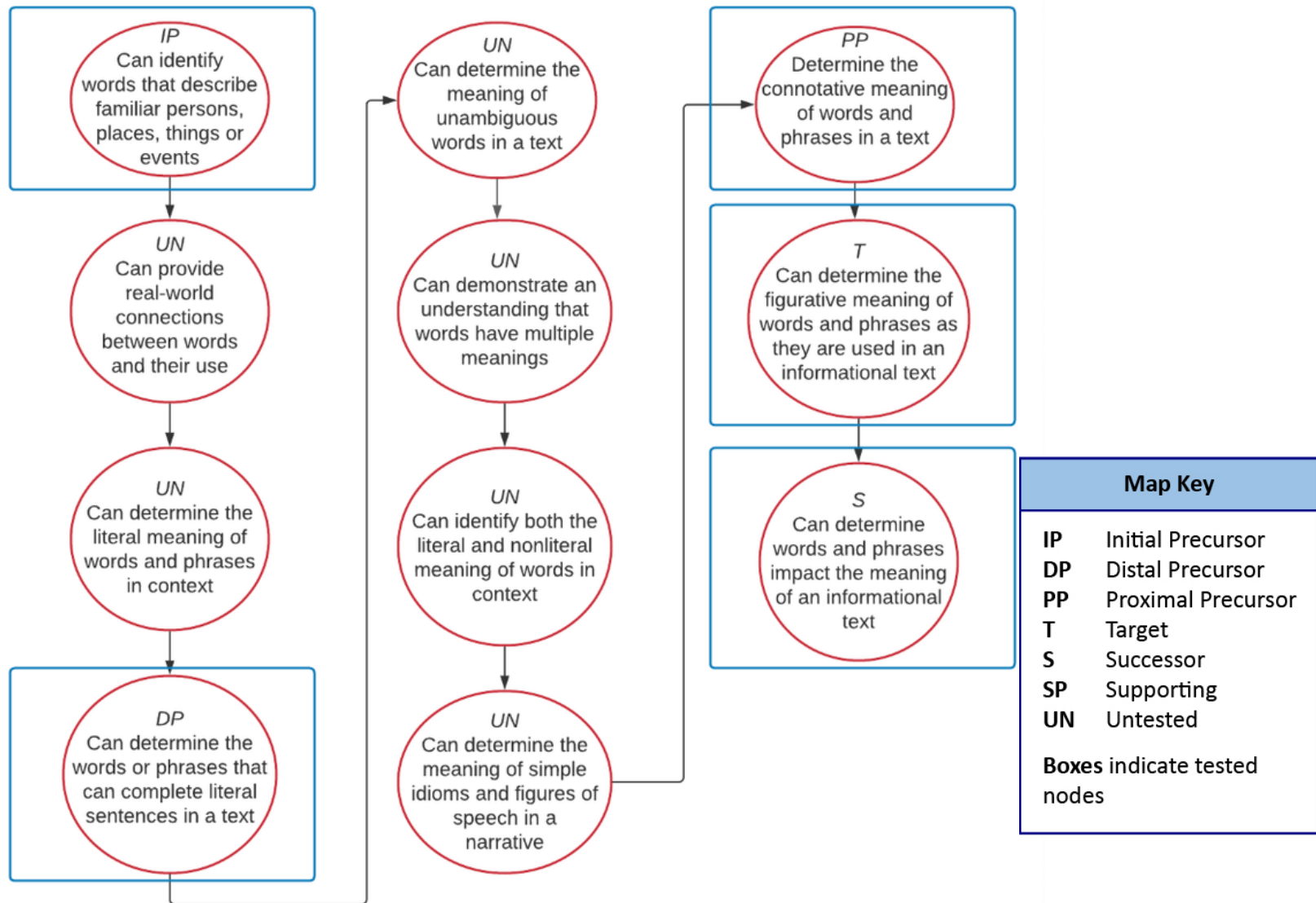
Working to understand idioms, analogies, and figures of speech requires students to first understand the literal meaning of words in texts. Teachers can help students work toward this by asking them to determine words that would fit in a sentence in a text but have been masked.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Every Day Is Different What Teachers Do
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 9-10 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RI.9-10.4 Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and





Mini-Map for ELA.EE.RI.9-10.5

Subject: ELA

Reading Informational Text

Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>ELA.EE.RI.9-10.5 Locate sentences that support an author's central idea or claim.</p>	<p>ELA.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>The student can use their knowledge of a category to draw conclusions about the characteristics of objects that are part of that category.</p>	<p>The student is able to answer who and what questions related to details in a familiar informational text.</p>	<p>While reading an informational text, the student is able to identify important details for understanding the text.</p>	<p>The student is able to recognize that details in a text can serve as evidence for a claim made by the author.</p>	<p>The student is able to distinguish between claims made in the text supported by details and claims made in the text that are not supported by details.</p>

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Locating sentences that support an author's claim or central idea requires readers to understand the relationships among the information in a text. Categorical knowledge is one way to build understandings of relationships among words in text that can eventually be used to understand other kinds of relationships. In the context of shared reading, teachers can work on developing student ability to use categorical knowledge by stating a category and asking students to identify objects in the book (or real objects that have been paired with the book) that belong to the category. The DLM Familiar Texts aligned with this Essential Element and linkage level describe objects and concepts that can be placed into two or more broad categories.

How is the Distal Precursor related to the Target?

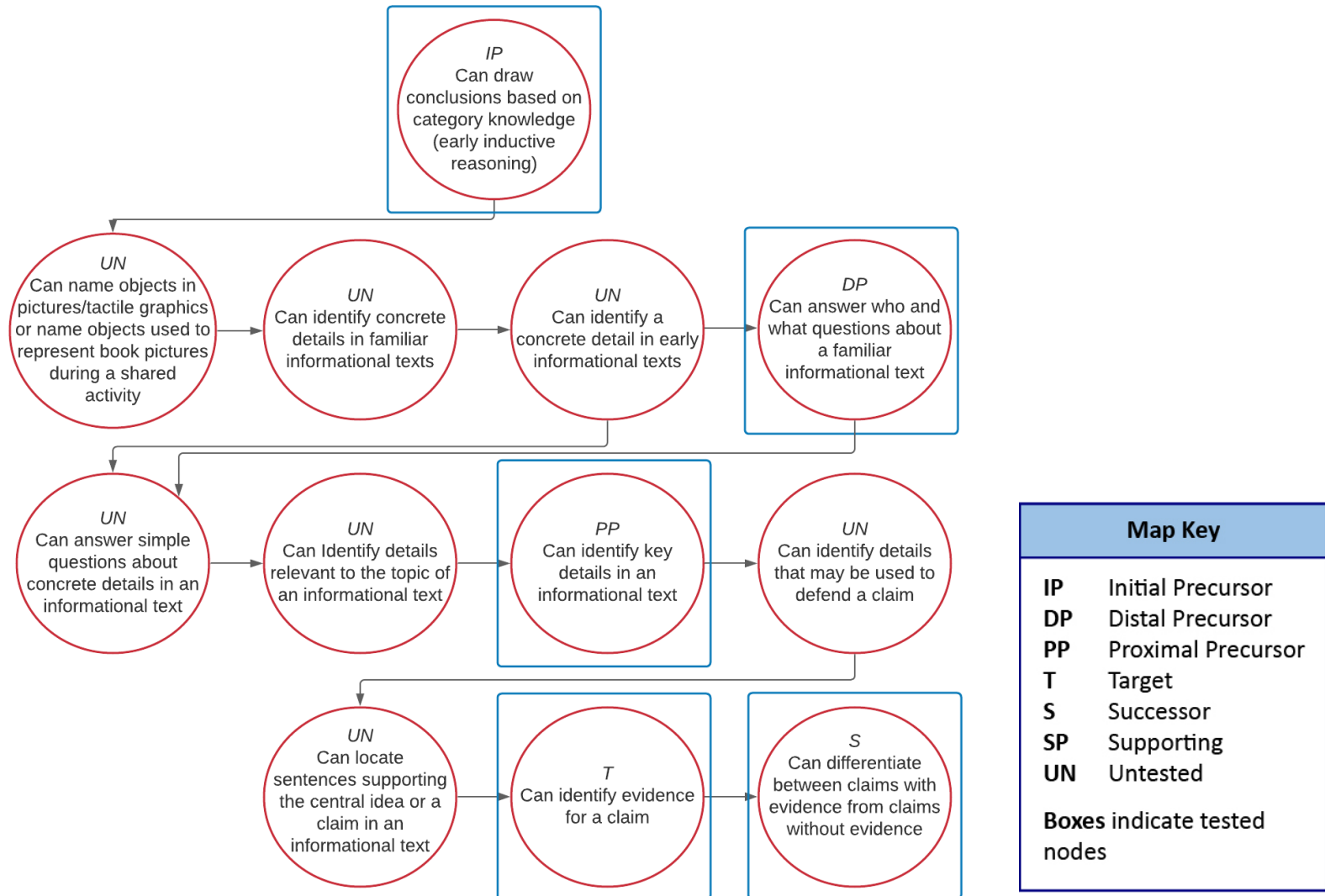
Locating sentences that support an author's claim or central idea requires readers to understand explicit information in the text. Students at the Distal Precursor linkage level can work toward being able to locate sentences that support an author's claims or central ideas by reading or listening in order to respond to questions about explicit or concrete details in the text. Using the DLM Familiar Text aligned with this Essential Element and linkage level, teachers can guide students to read to respond to who and what questions about the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Every Day Is Different Using Manners Winter Time A Day on the Farm
Distal Precursor	Friends Are Great Using Water At the Theater
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 9-10 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RI.9-10.5 Locate sentences that support an author's central idea or claim.





Mini-Map for ELA.EE.RI.9-10.8

Subject: ELA

Reading Informational Text

Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>ELA.EE.RI.9-10.8 Determine how the specific claims support the argument made in an informational text.</p>	<p>ELA.RI.9-10.8 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.</p>

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>During a shared reading activity, the student can recognize that another person can have a perspective that is different.</p>	<p>The student is able to identify the claims or main points made by the author or speaker.</p>	<p>The student is able to recognize that details in a text can serve as evidence for a claim made by the author.</p>	<p>After reading an informational text, the student can identify the argument in the text, as well as identify evidence which supports the claims that form the argument.</p>	<p>After reading an informational text, the student can determine how the author structured the text and how the words or phrases they used make explicit points that support the author's claims.</p>

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining whether claims and reasoning support an argument in informational texts requires students to understand that they have thoughts, ideas, and opinions that may be different from others. In the context of shared reading, teachers can help students begin to identify their own thoughts or views using the DLM Familiar Texts and other texts that prominently feature opinions or preferences. For example, one of the DLM Familiar texts is about school clubs. This text would provide teachers with an opportunity to help students understand the opinions of the author regarding how fun a club might be and identify their own preferences regarding such a club.

How is the Distal Precursor related to the Target?

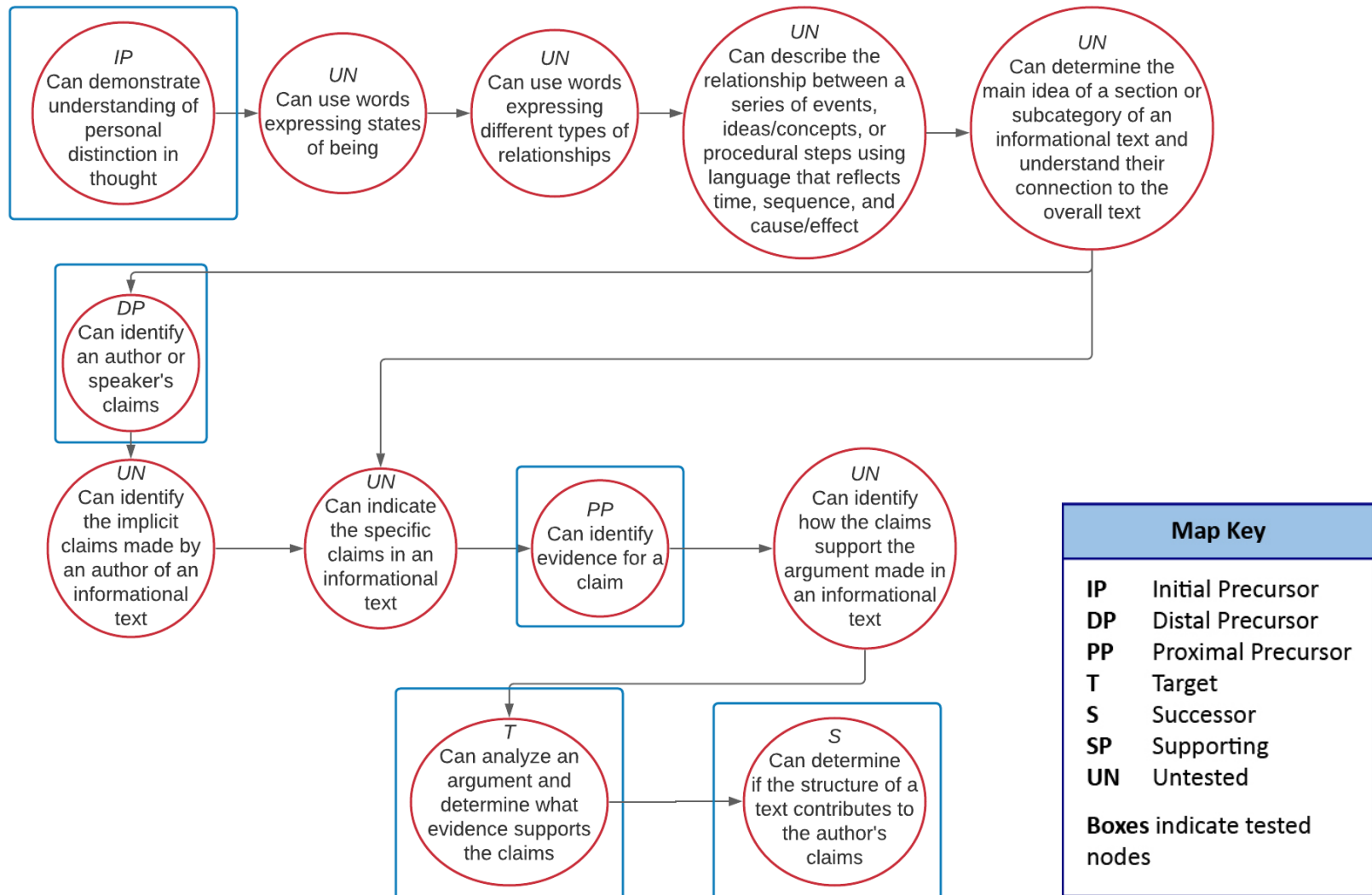
Determining whether claims support an argument in informational texts requires students to be able to identify the claims the author makes. In the context of shared reading or reading comprehension instruction, teachers can help students work toward this linkage level and Essential Element by discussing the argument the author makes and then asking the student to read or listen in order to determine the claims that support the argument.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Friends Are Great Using Water At the Theater Winter Time A Day on the Farm
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 9-10 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RI.9-10.8 Determine how the specific claims support the argument made in an informational text.





Mini-Map for ELA.EE.RI.11-12.1

Subject: ELA

Reading Informational Text

Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>ELA.EE.RI.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.</p>	<p>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.</p>

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>The student can identify concrete details, such as individuals, events, or ideas, in a familiar informational text.</p>	<p>After reading an informational text, the student can identify details from the text to answer questions about explicit information stated within the text.</p>	<p>After reading an informational text, the student can identify explicit details that imply unstated information and make correct inferences from the detail(s).</p>	<p>The student can identify both the implicit and explicit meaning of an informational text by identifying specific details and citations within the text which support the meaning.</p>	<p>After reading an informational text, the student is able to provide strong contextual evidence when citing an informational text.</p>

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Analyzing a text to determine its meaning requires students to identify the details in a text. Students working at the Initial Precursor linkage level can work toward this by learning to identify concrete details during repeated shared reading of a text. Teachers can support this by reading texts that clearly name individuals or feature familiar events or ideas. The DLM Familiar Texts that align with this Essential Element and linkage level include information about familiar contexts and routines. They also include information about people, objects, and events that are associated with these contexts and routines. Teachers can use these texts during repeated shared reading to help students learn to identify the concrete details when the text is familiar.

How is the Distal Precursor related to the Target?

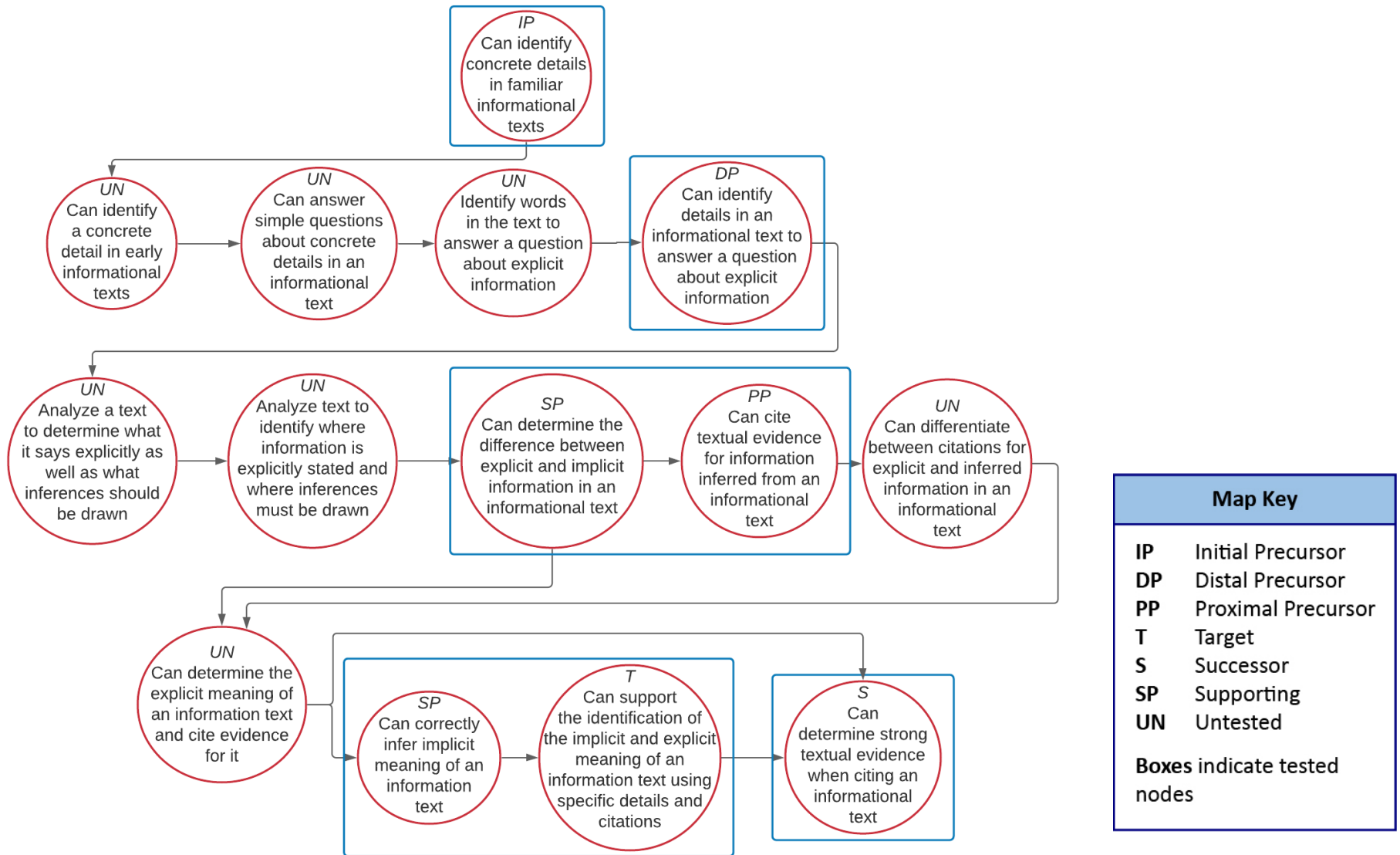
Analyzing a text to determine its meaning requires students to identify the details in a text. One way to determine if students are able to identify details in a text is to ask questions that require them to use the details. Teachers can work on this by helping students understand when questions are asking for information that is specifically stated in the text and how to locate the information needed to respond to the questions that are based on information that is explicitly stated in the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Making a Dress Invitations Musicians
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 11-12 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RI.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.





Mini-Map for ELA.EE.RI.11-12.2

Subject: ELA

Reading Informational Text

Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>ELA.EE.RI.11-12.2 Determine the central idea of a text; recount the text.</p>	<p>ELA.RI.11-12.2 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.</p>

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>The student can identify concrete details in a familiar informational text, such as people, events, or ideas.</p>	<p>After reading or hearing an informational text, the student can identify two points that are related to each other.</p>	<p>After reading or hearing an informational text, the student can identify an accurate summary of the text.</p>	<p>After reading or hearing an informational text, the student can accurately identify key details and events in the correct order to recount the informational text.</p>	<p>After reading or hearing an informational text, the student can identify the relationship between two or more individuals, ideas, or other details in the text.</p>

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining the central idea of a text requires readers to identify the details of the text and determine how they relate to a central idea. Students at the Initial Precursor linkage level can work toward this Essential Element by learning to identify details in a text. In the context of shared reading, teachers can help students work on identifying concrete details using DLM Familiar Texts and other informational texts that clearly state details related to the topic of the text.

How is the Distal Precursor related to the Target?

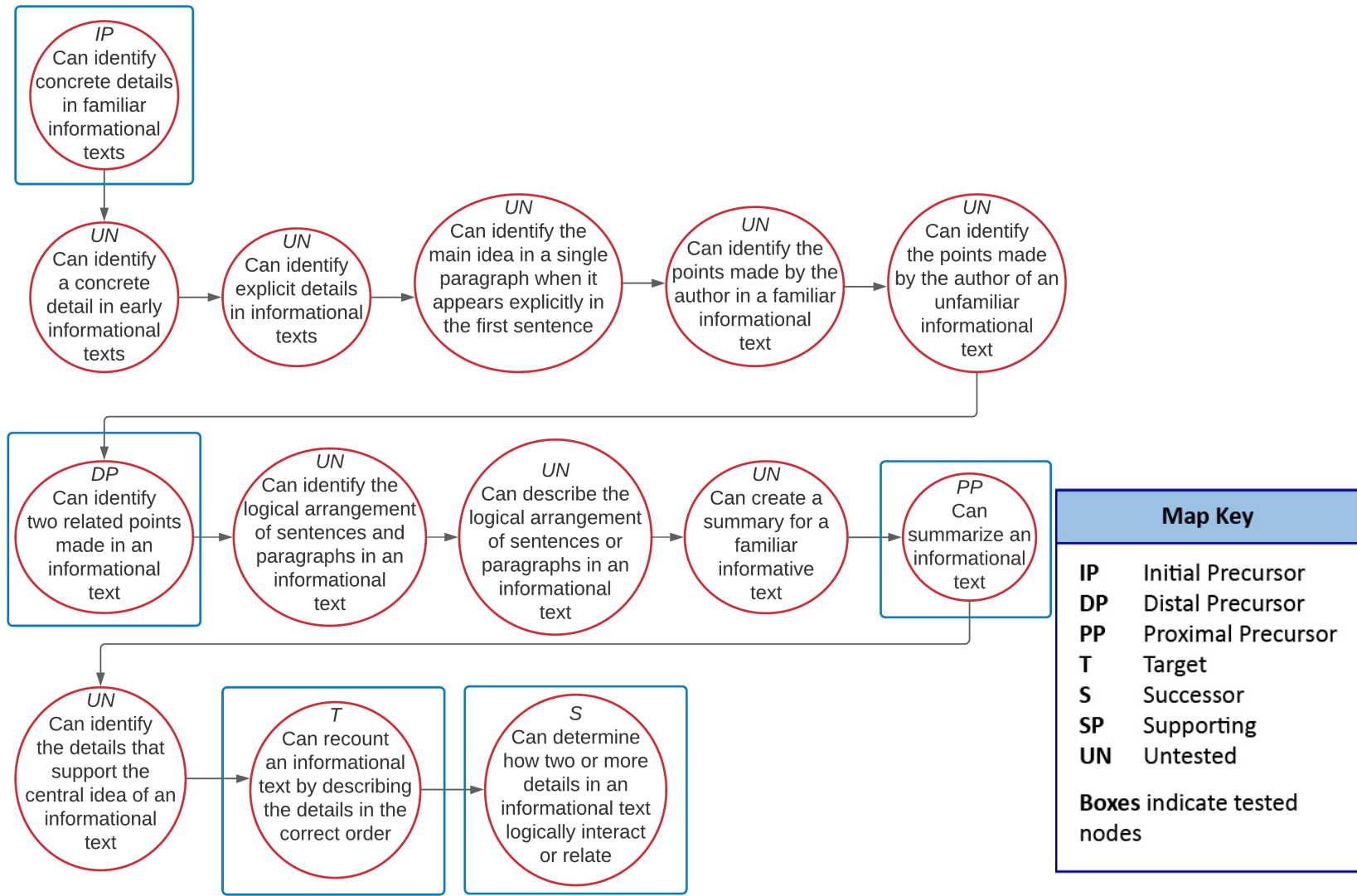
Determining the central idea of a text requires readers to identify the details of the text and determine how they relate to a central idea. Students at the Distal Precursor level can identify the details but are learning to determine how they are related to one another as a step toward determining the central idea. Teachers can help students work on this in the context of shared reading or reading comprehension instruction by providing students with the two points made by the author and asking them to read or listen in order to determine how they are related. As students gain skill in determining this relationship, teachers can ask students to read a new book to identify two points that are related while reading or listening.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	What Is a Wig? Invitations Horses
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 11-12 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RI.11-12.2 Determine the central idea of a text; recount the text.





Mini-Map for ELA.EE.RI.11-12.4

Subject: ELA

Reading Informational Text

Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>ELA.EE.RI.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.</p>	<p>ELA.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>When given a descriptive or familiar word, the student can demonstrate prior knowledge of the word and an understanding of words with opposite meaning.</p>	<p>The students can demonstrate an understanding that different words can refer to the same concept or idea.</p>	<p>After reading or hearing an informational text, the student can determine the figurative meaning of words and phrases, such as idioms, analogies, and figures of speech.</p>	<p>After reading or hearing an informational text, the student can determine how words and phrases, especially words with multiple meanings and figurative meaning, affect the meaning of the text.</p>	<p>After reading or hearing an informational text, the student can analyze how the author gradually shapes the ideas and claims through word and phrase choices and the arrangement of sentences.</p>

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Teachers can help students work toward understanding that words can have multiple or figurative meanings by helping them learn the meaning of words as they are used in a variety of texts. In the context of shared reading, teachers can use DLM Familiar Texts and other texts with concrete details that can be represented by objects and pictures to help students learn real-life examples of words and use. For example, teachers might select books about familiar routines and ask students to connect the words in text (e.g., details) to the objects or actions that are part of the routine.

How is the Distal Precursor related to the Target?

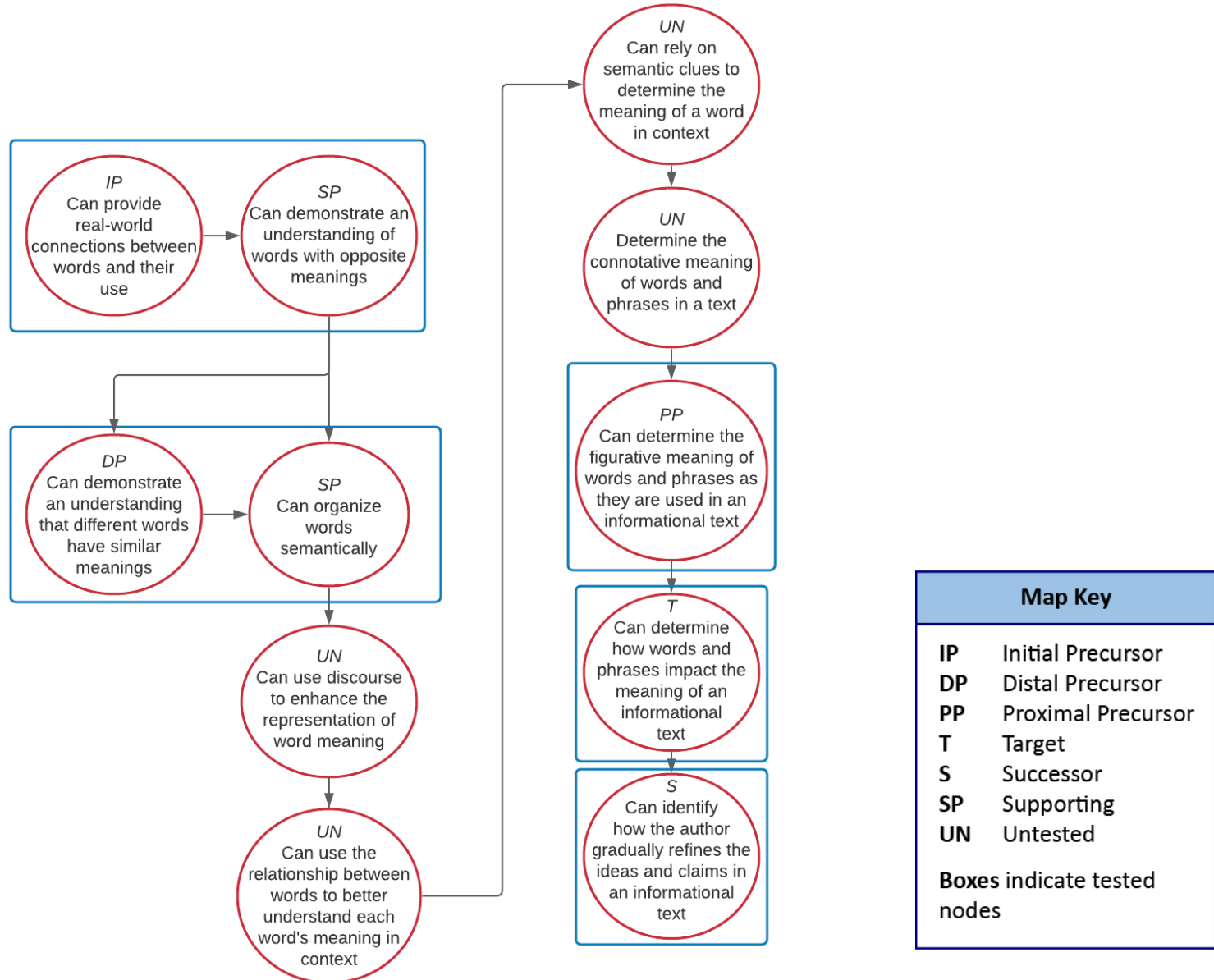
Teachers can help students work toward understanding that words can have multiple or figurative meanings by helping them learn that two words can have the same meaning. At this linkage level, teachers should use the word synonym when helping students read or listen to identify two or more words that mean the same thing. For example, during shared reading or reading comprehension instruction, the teacher might talk with students about words that mean the same thing or are synonyms and then ask them to read or listen to the text to find words that have the same meaning.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Business People Inventions of the 1920s Horses
Distal Precursor	Making a Dress Invitations Horses
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 11-12 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RI.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language,





Mini-Map for ELA.EE.RI.11-12.8

Subject: ELA

Reading Informational Text

Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>ELA.EE.RI.11-12.8 Determine whether the claims and reasoning enhance the author's argument in an informational text.</p>	<p>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).</p>

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>During a shared reading activity, the student can recognize that another person can have a perspective that is different.</p>	<p>The student is able to see that the author presented certain details in order to support a claim made by the text.</p>	<p>After reading an informational text, the student can identify the argument in the text, as well as identify evidence which supports the claims that form the argument.</p>	<p>The student can evaluate claims and an author's reasoning and can recognize that some claims and reasonings enhance the author's argument better than others.</p>	<p>When reading two different texts on the same topic, the student is able to identify the similarities and differences in the arguments and the supporting claims, reasons, and evidence presented by the two texts.</p>

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining whether claims and reasoning support an argument in informational text requires students to understand that they have thoughts, ideas, and opinions that may be different from others. In the context of shared reading, teachers can help students begin to identify their own thoughts or views using the DLM Familiar Texts and other texts that prominently feature opinions or preferences. For example, one of the DLM Familiar texts is about school clubs. This text would provide teachers with an opportunity to help students understand the opinions of the author regarding how fun a club might be and identify their own preferences regarding such a club.

How is the Distal Precursor related to the Target?

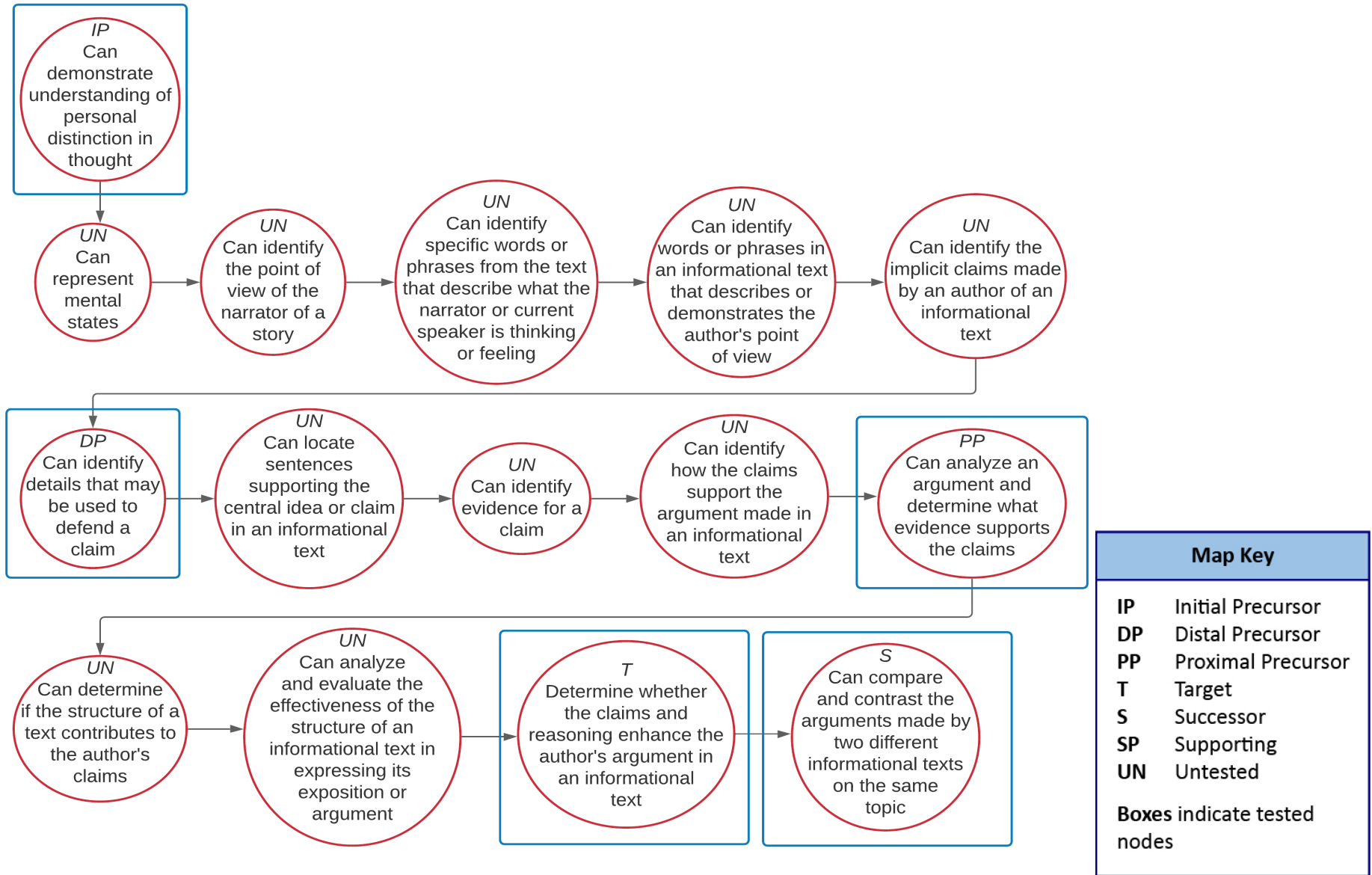
Determining whether claims and reasoning support an argument in an informational text requires students to be able to identify the details that the author provides. Working from these details, students can eventually learn to evaluate their quality. In the context of shared reading or reading comprehension instruction, teachers can help students work toward this linkage level and Essential Element by providing students with a claim that is presented in the text (e.g., school clubs are fun) and then ask the student to read to determine the details that support the claim.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Making a Dress Friends Talk Fun in Different Weather Horses
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 11-12 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RI.11-12.8 Determine whether the claims and reasoning enhance the author's argument in an informational text.





Mini-Map for ELA.EE.RI.11-12.5

Subject: ELA

Reading Informational Text

Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.11-12.5 Determine whether the structure of a text enhances an author's claim.	ELA.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify concrete details in a familiar informational text, such as people, events, or ideas.	After reading an informational text, the student can identify details from the text to answer questions about explicit information stated within the text.	The student is able to recognize that details in a text can serve as evidence for a claim made by the author.	After reading an informational text, the student can determine how the author structured the text and how the words or phrases they used make explicit points that support the author's claims.	After reading two informational texts on the same topic, the student is able to see how the central ideas, themes, arguments, and supporting details relate to each other.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining whether the structure of a text enhances the author's claim requires students to understand many things about the text. For example, they must be able to identify the details that are included in order to make any decisions regarding how those details are presented or structured. In the context of shared reading, teachers can help students work on identifying concrete details using DLM Familiar Texts and other informational texts that clearly state details related to the topic of the text.

How is the Distal Precursor related to the Target?

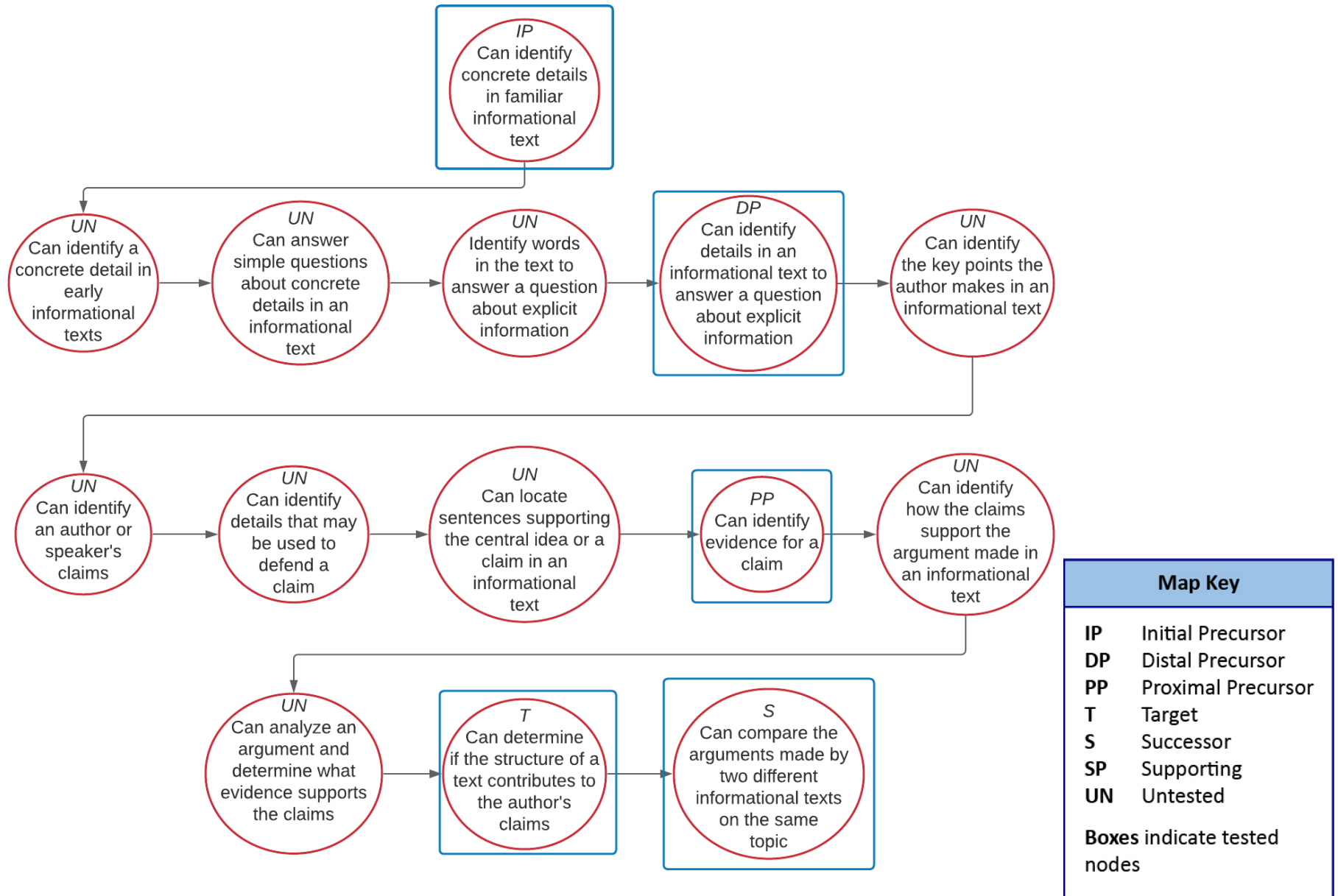
After students can identify details in a text, they can work toward answering questions about those details. Initially, these questions will be literal level questions that address information that is specifically stated in the text. Then, students can work toward answering questions about how well those details are presented and how the overall structure of the text might enhance the author's claims. In the context of shared reading or reading comprehension instruction, teachers can help students work toward using specific details in a text to answer questions about explicitly stated information by previewing the questions prior to reading and asking students to read or listen to determine the answers.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Business People Inventions of the 1920s Horses
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 11-12 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RI.11-12.5 Determine whether the structure of a text enhances an author's claim.





Mini-Map for ELA.EE.L.9-10.4.a

Subject: ELA

Language

Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>ELA.EE.L.9-10.4.a Use context to determine the meaning of unknown words.</p>	<p>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.</p>

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>The student can identify familiar objects by using descriptive words, either by identifying the object or the descriptive word when asked.</p>	<p>After reading a sentence with clearly defined words, the student is able to recall the stated definition to identify the correct definition of the word when presented with options.</p>	<p>When presented with a sentence with a missing word, the student is able to identify the correct word which completes the sentence, based on the surrounding context of the sentence.</p>	<p>When presented with unfamiliar words, the student can use semantic clues in the sentence or paragraph to help identify the meaning of the word.</p>	<p>When presented with unfamiliar phrases, the student can use semantic clues in the sentence or paragraph to help identify the meaning of a word or phrase.</p>

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Using context to determine the meaning of unknown words requires students to have many words that they do know and to understand the relationship between words. One way to support the development of this is to move beyond the names of objects to words that describe those objects. Teachers can address this during shared reading using DLM Familiar Texts that align with this linkage level. The texts were written to include common objects that are described in a variety of ways. During these repeated shared readings, teachers can highlight the routines in the texts and the objects that are used in the routines while helping students distinguish among items based on descriptive or property words that describe them.

How is the Distal Precursor related to the Target?

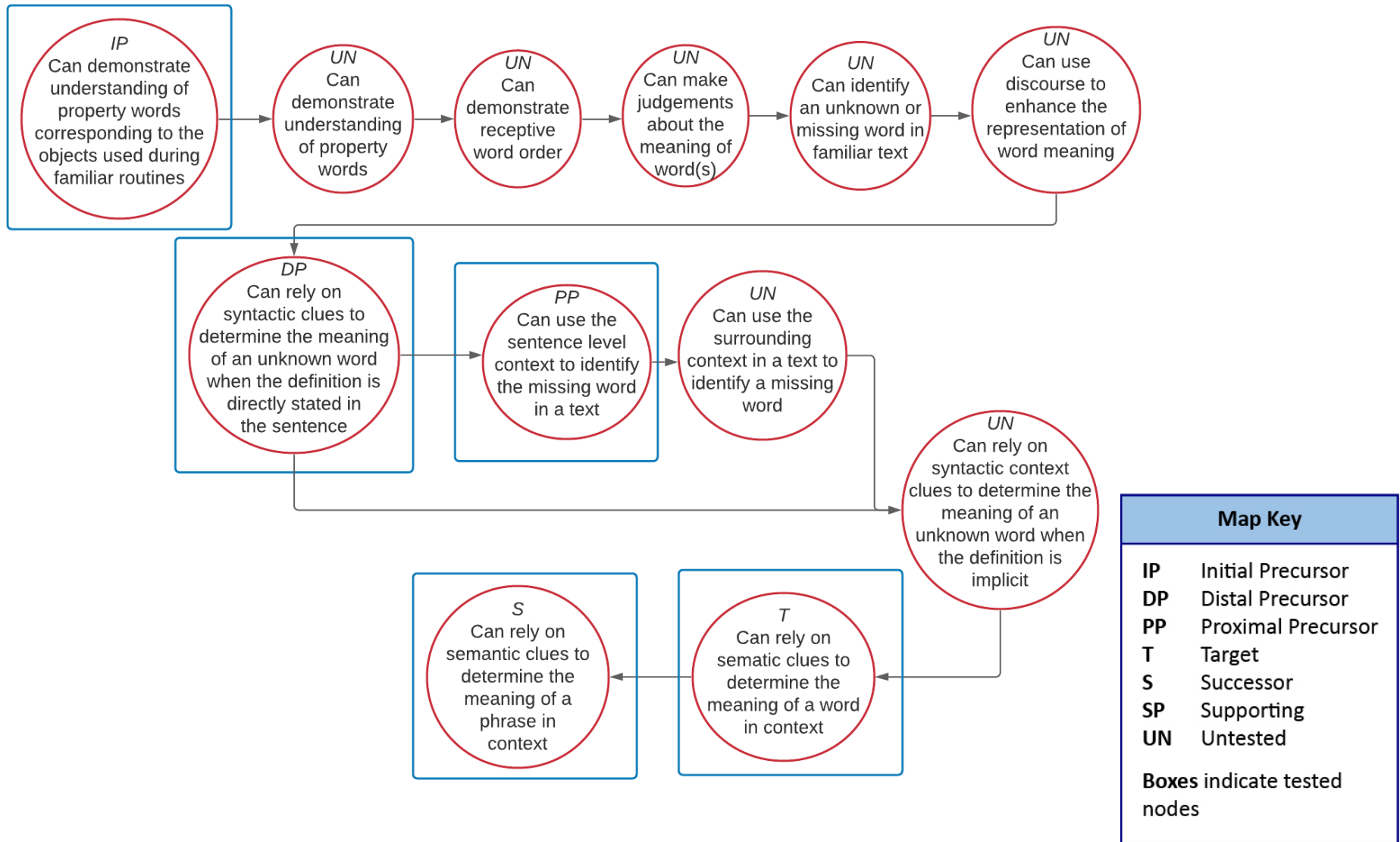
Using context to determine the meaning of unknown words requires students to begin to understand the relationship between words in a sentence. One aspect of this is determining which words are being defined, restated or otherwise supported by the context. For example, an author might use the word “enormous” and then restate and define it in a subsequent sentence, such as, “The enormous watermelon was very, very big.” The teacher might ask the students which word means very, very big. Teachers can work on this whenever they encounter words that are subsequently defined, compared with words that have an opposite meaning (e.g., The boy thought his dad would be furious. His dad was not furious. He was happy.) , or directly explained in a text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Friends Are Great (RI) Helen and Annie * (RL)
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
<p>*Texts with an * contain material that some students may find sensitive. Sensitive texts are optional in the Instructionally Embedded assessment and not used in the Year-End assessment. For more comprehensive information, see Familiar Text Information – Grades 9-10.</p>	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

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





Mini-Map for ELA.EE.L.9-10.5.b

Subject: ELA

Language

Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.9-10.5.b Determine the intended meaning of multiple meaning words.	ELA.L.9-10.5.b Analyze nuances in the meaning of words with similar denotations.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can use knowledge of a category to draw conclusions about the characteristics of objects that are part of that category.	The student can provide more than one meaning, or an atypical meaning, for a multiple-meaning word by using contextual and textual clues.	The student can identify a singular meaning of a multiple-meaning word using contextual and textual clues.	The student is able to recognize that words have multiple meanings and can identify the correct meaning of a given word based on a given context.	After reading a narrative, the student is able to identify which multiple-meaning word(s) creates humor.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining the intended meaning of multiple-meaning words requires students to have broad understanding of words and their intended use. Categorical knowledge is one way to work on this understanding. In the context of shared reading, teachers can work on developing student ability to use categorical knowledge by stating a category and asking students to identify objects in the book (or real objects that have been paired with the book) that belong to the category. The DLM Familiar Texts aligned with this Essential Element and linkage level describe objects and concepts that can be placed into two or more broad categories.

How is the Distal Precursor related to the Target?

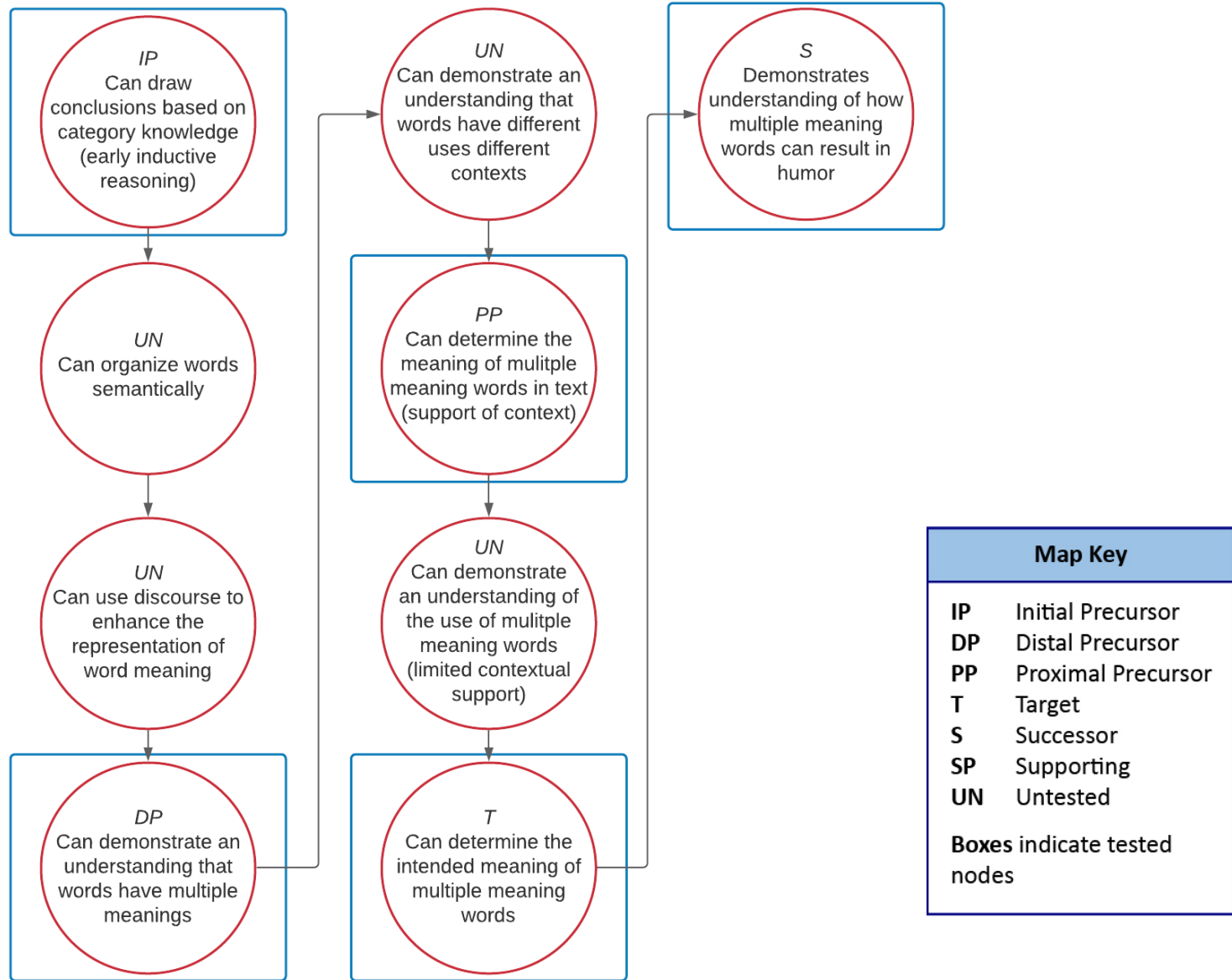
Students at the Distal Precursor linkage level can work on learning to identify the intended meaning of multiple-meaning words through repeated shared reading or reading comprehension lessons with the DLM Familiar Texts aligned with this Essential Element and linkage level. These texts intentionally include multiple-meaning words with distinct meanings that are supported by the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Being Nice at Dinner * (RL) Using Water (RI) At the Theater (RI)
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
<p>*Texts with an * contain material that some students may find sensitive. Sensitive texts are optional in the Instructionally Embedded assessment and not used in the Year-End assessment. For more comprehensive information, see Familiar Text Information – Grades 9-10.</p>	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.L.9-10.5.b Determine the intended meaning of multiple meaning words.





Mini-Map for ELA.EE.L.11-12.4.a

Subject: ELA

Language

Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.11-12.4.a Use context to determine the meaning of unknown words.	ELA.L.11-12.4.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.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify familiar objects by using descriptive words, either by identifying the object or the descriptive word when asked.	After reading a sentence with clearly defined words, the student is able to recall the stated definition to identify the correct definition of the word when presented with options.	When presented with a sentence with a missing word, the student is able to identify the correct word which completes the sentence, based on the surrounding context of the sentence.	When presented with unfamiliar words, the student can use semantic clues in the sentence or paragraph to help identify the meaning of the word.	When presented with unfamiliar phrases, the student can use semantic clues in the sentence or paragraph to help identify the meaning of a word or phrase.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Learning to use context (i.e., the surrounding words) to determine the meaning of unknown words requires students to have many words they do know. Teachers can help students expand the number of words they know by focusing on words that describe the objects that are familiar to them. In the context of ELA instruction, teachers can work on this using the DLM Familiar Texts aligned with this Essential Element and linkage level or other texts that feature familiar games and routines. During repeated shared reading of these texts, teachers can gather the objects that match those that appear in the book and work with students to identify the objects that match different descriptions (e.g., red book, small bag).

How is the Distal Precursor related to the Target?

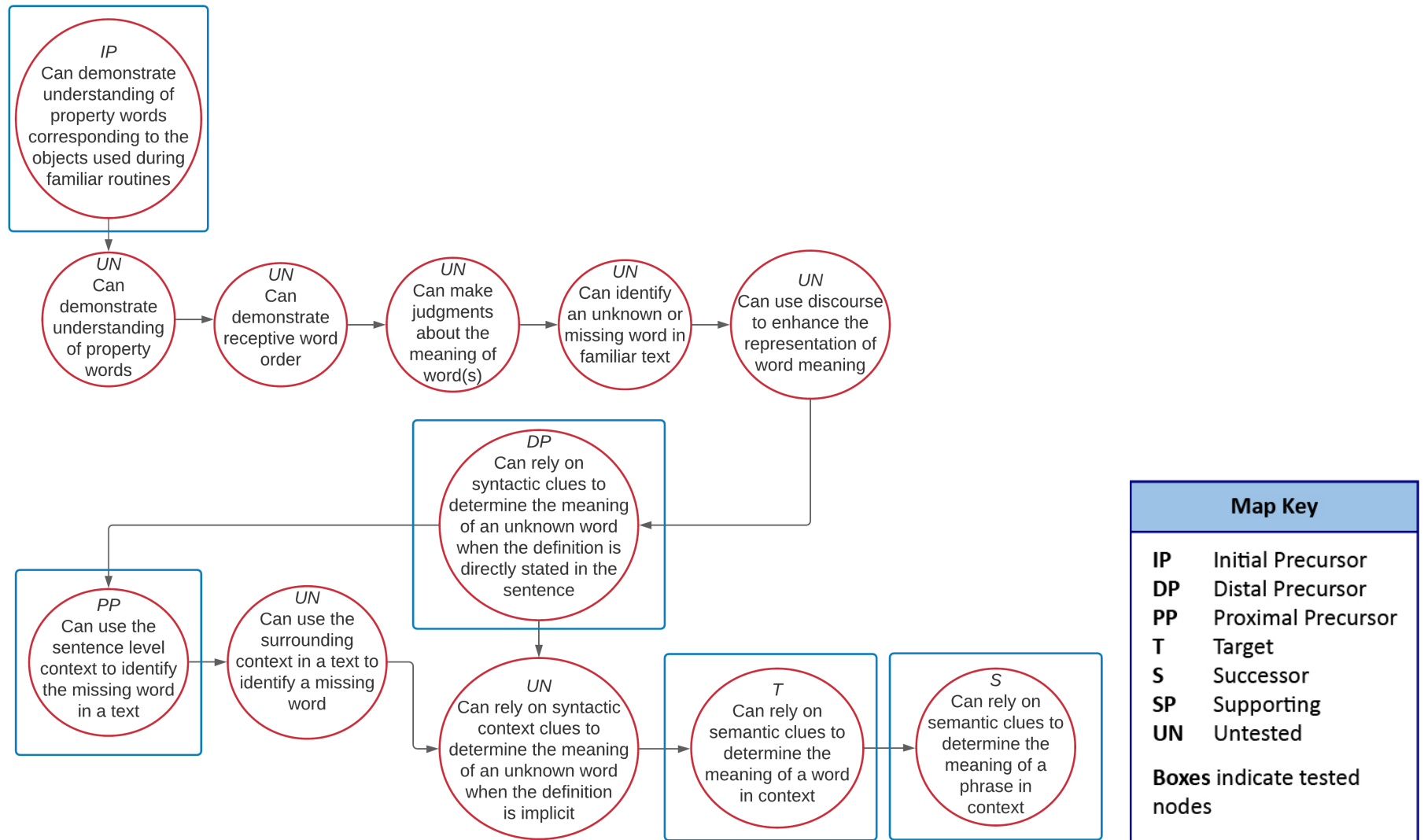
Using context to determine the meaning of unknown words requires students to begin to understand the relationship between words in a sentence. One aspect of this is determining which words are being defined, restated or otherwise supported by the context. For example, an author might use the word “enormous” and then restate and define it in a subsequent sentence, such as, “The enormous watermelon was very, very big.” The teacher might ask the students which word means very, very big. Teachers can work on this whenever they encounter words that are subsequently defined, compared with words that have an opposite meaning (e.g., The boy thought his dad would be furious. His dad was not furious. He was happy.) , or directly explained in a text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Gatsby and Daisy Drink Tea Traveling to Nebraska
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 11-12 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.L.11-12.4.a Use context to determine the meaning of unknown words.





Mini-Map for ELA.EE.RL.9-10.3

Subject: ELA
 Reading Literature
 Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.9-10.3 Determine how characters change or develop over the course of a text.	ELA.RL.9-10.3 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.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate understanding that there are subgroups within a broad category by sorting objects into appropriate general categories (e.g., manually sorting objects, verbally stating object categories).	The student can identify the feelings of specific characters in a familiar story by selecting feelings words from multiple answer options. The student can also identify feelings words within a familiar text.	The student can identify and describe the internal and external traits of a character, including how the character is feeling.	The student can identify how a specific character develops or changes over the course of a story.	The student can identify how characters, settings, and events change or develop over the course of a story.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Understanding how a character changes or develops over the course of a text requires students to understand when things are the same and different. Students at the Initial Precursor linkage level can work on developing this understanding by identifying objects in a text that belong to categories and subcategories. Teachers can engage students in repeated shared reading of DLM Familiar Texts aligned with this linkage level and other texts that specifically include sets of objects that belong to broader categories (e.g., school supplies) and subcategories (e.g., writing tools).

How is the Distal Precursor related to the Target?

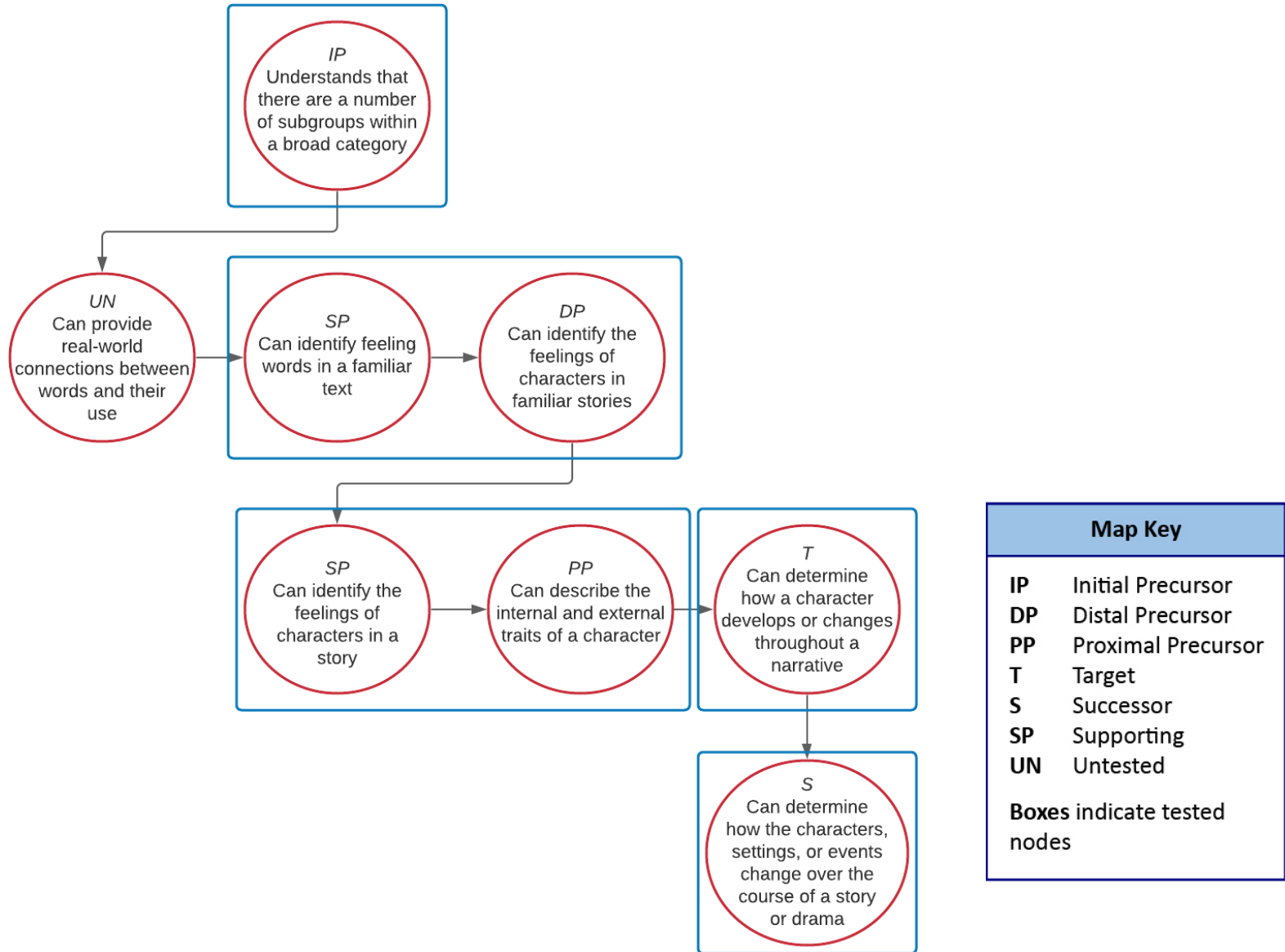
Understanding how a character changes or develops over the course of a text includes understanding how the feelings of characters change. Students at the Distal Precursor linkage level are expected to work toward this understanding by identifying the feedback of characters when that information is explicitly stated in a familiar text. Teachers can work on this using repeated shared reading of the DLM Familiar Tests aligned with this Essential Element and linkage level or other texts that explicitly state the feelings of characters.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Dad Loved the Farm Being Nice at Dinner* Getting Ready for College
Distal Precursor	Helen Keller* Puppies
Proximal Precursor	N/A
Target	N/A
Successor	N/A
<p>*Texts with an * contain material that some students may find sensitive. Sensitive texts are optional in the Instructionally Embedded assessment and not used in the Year-End assessment. For more comprehensive information, see Familiar Text Information – Grades 9-10.</p>	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RL.9-10.3 Determine how characters change or develop over the course of a text.





Mini-Map for ELA.EE.RL.9-10.5

Subject: ELA
 Reading Literature
 Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>ELA.EE.RL.9-10.5 Identify where a text deviates from a chronological presentation of events.</p>	<p>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.</p>

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>When the student reads a text that has a forward sequence of events, the student is able to recognize that events follow one another.</p>	<p>After reading or hearing a story, the student can identify information or events that occurred at the beginning and end of the story.</p>	<p>After reading the story, the student can identify how the characters, events, or settings change over the course of the story.</p>	<p>After reading a text, the student can recognize when events deviate from chronological order from language that signals shifts in time (such as flashbacks or other text cues).</p>	<p>The student is able to recognize that a story's structure may be influenced by the story's meaning and can use the structural elements to grasp the meaning of the story.</p>

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Figuring out when events in a story are represented out of order requires students to understand sequence. Students at the Initial Precursor linkage level can start working on sequence by identifying the next steps in familiar routines. In the context of repeated shared reading, teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level to help students attend to the steps or events in familiar routines and learn to identify what step comes next at different points in the routine.

How is the Distal Precursor related to the Target?

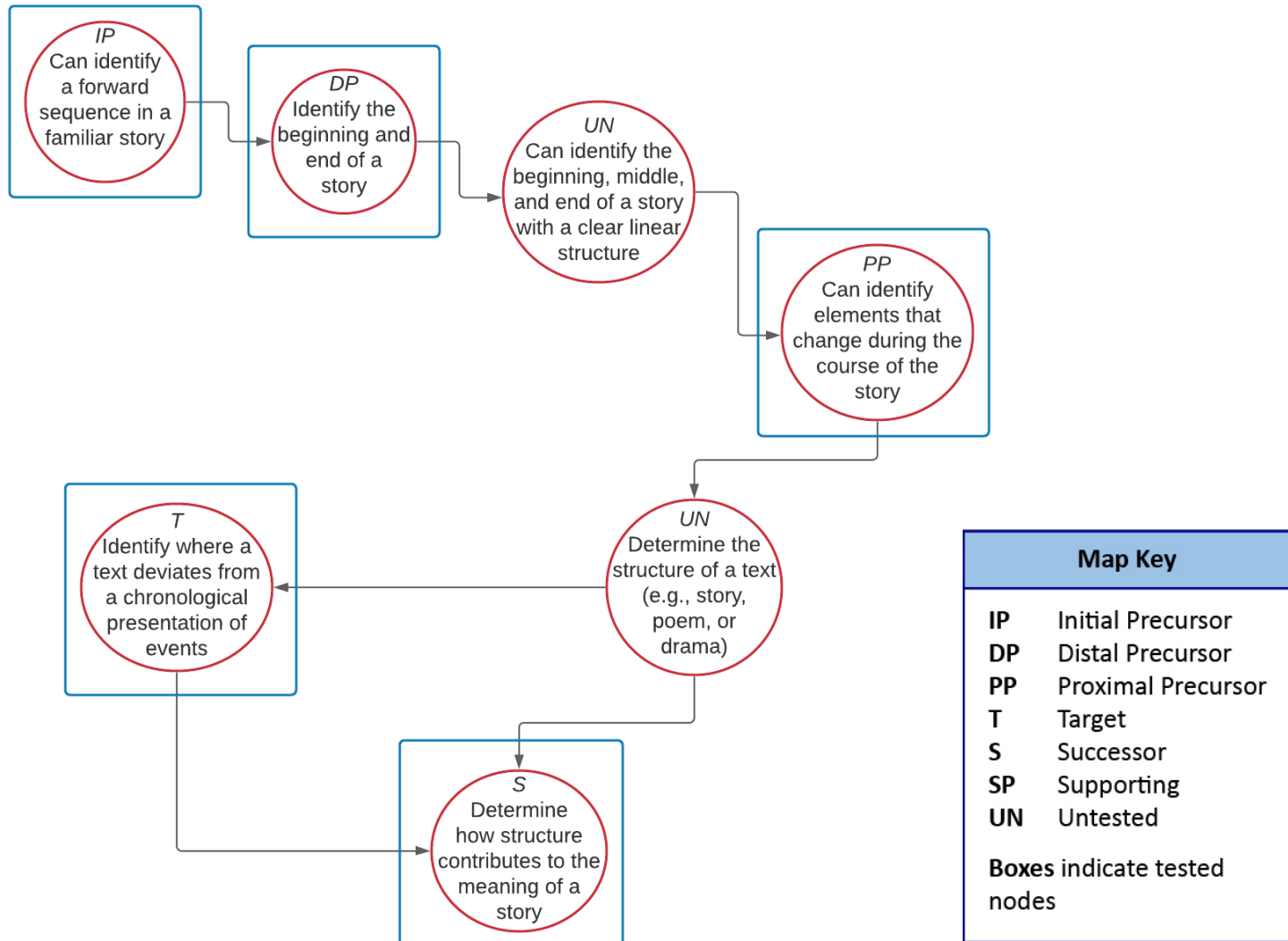
Determining which citations demonstrate explicit and inferential understandings of text requires students to be able to read and understand what the text says explicitly. Students at the Distal Precursor level are learning to read or listen in order to answer explicit questions about the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Farm Life City Life Dad Loved the Farm Helen and Annie* Annie Goes to Alabama James Helps the Cow
Distal Precursor	Farm Life City Life Helen Keller*
Proximal Precursor	N/A
Target	N/A
Successor	N/A
<p>*Texts with an * contain material that some students may find sensitive. Sensitive texts are optional in the Instructionally Embedded assessment and not used in the Year-End assessment. For more comprehensive information, see Familiar Text Information – Grades 9-10.</p>	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RL.9-10.5 Identify where a text deviates from a chronological presentation of events.





Mini-Map for ELA.EE.RL.11-12.3

Subject: ELA
 Reading Literature
 Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama.	ELA.RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can use knowledge of a category to draw conclusions about the characteristics of objects that are part of that category.	The student can identify the major characters, setting, and major events in a story without the use of additional information from pictures.	The student can identify how a specific character develops or changes over the course of a story.	The student can identify how characters, settings, and events change or develop over the course of a story.	The student can identify events that contribute to the plot of a story and can describe how the plot develops throughout the story. The student can also identify the changes that occur in the characters as a result of the changing plot.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Understanding how characters, settings, or events change over the course of a story requires readers to draw conclusions about these things at different points of the story. Teachers can use DLM Familiar Texts aligned with this Essential Element and linkage level to help students at the Initial Precursor linkage level learn to use their categorical knowledge to draw these conclusions. During repeated shared readings of these texts, the teacher can draw student attention to the words that are used to describe the characters, settings, and events and help them place those descriptions into categories that describe them.

How is the Distal Precursor related to the Target?

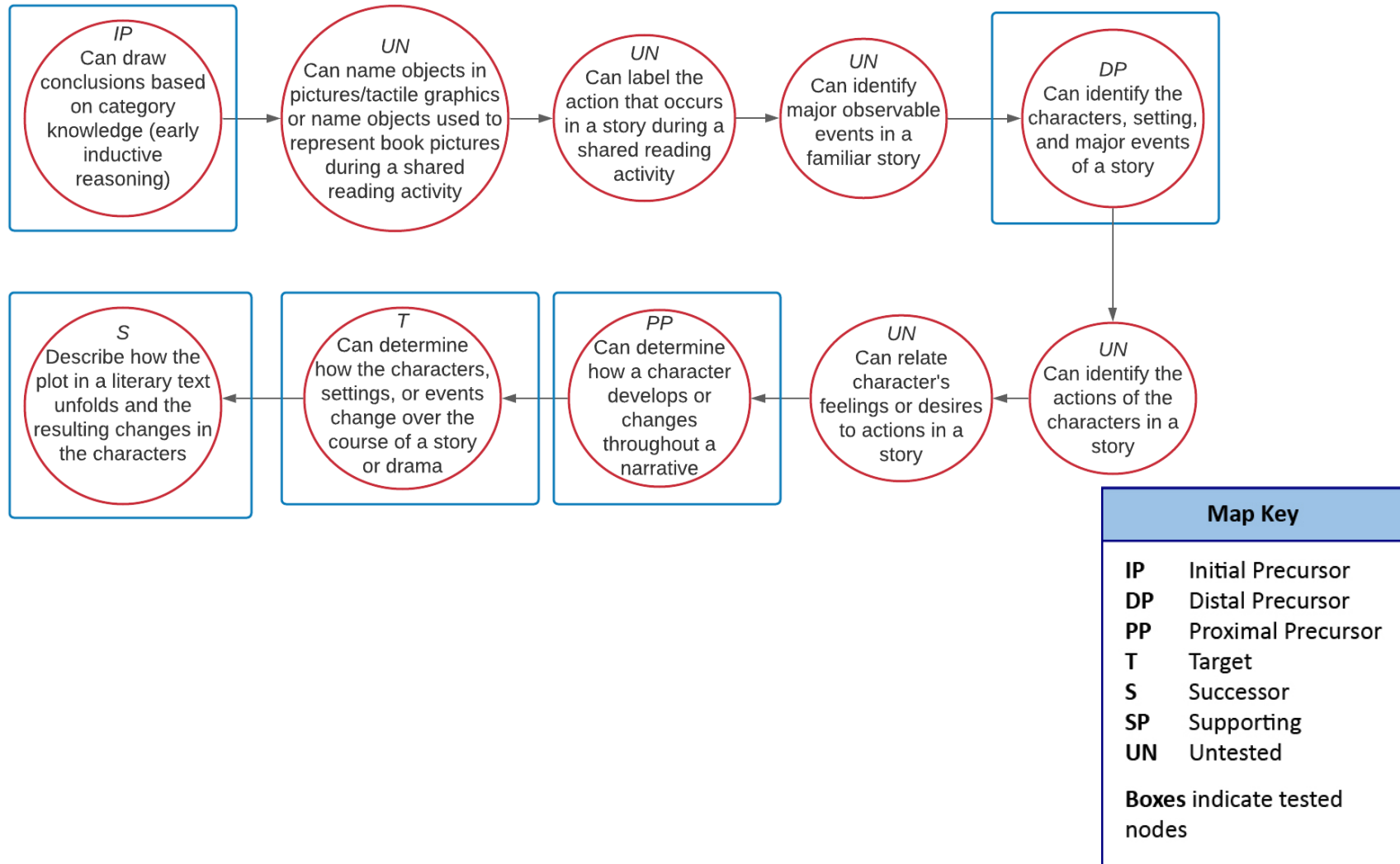
Understanding of how the characters, settings, and events progress or develop throughout the narrative requires students to identify the characters, settings, and events. Students at the Distal Precursor level are not expected to determine how these key story elements develop, but they are working to identify the elements. Teachers can use shared reading or reading comprehension instruction to help students work toward identifying the key elements in texts that they are reading for the first or second time.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Gatsby and Daisy Drink Tea The Garden
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 11-12 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama.





Mini-Map for ELA.EE.RL.11-12.5

Subject: ELA
 Reading Literature
 Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.11-12.5 Determine how the author's choice of where to end the story contributes to the meaning.	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.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify major observable events that occur in a familiar story.	When reading a story with a clear linear structure, the student is able to identify and describe events which take place in the beginning, middle, and end of a story.	When presented with a text, the student is able to identify whether the text is a story, poem, or drama based on the structure and characteristics of the text. If the text is a story, the student can determine how the structure contributes to the meaning of the story.	The student can demonstrate an understanding that how and when an author chooses to end a story can affect the meaning of the story.	After reading two or more texts, the student can recognize that how the author organized each text and its features affects the overall meaning of the text, and the student can compare and contrast the texts based on their structure and meaning.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Reading to determine how the author's choice of where to end the story contributes to the meaning requires students to identify the major events of a story. As they learn to identify major events, they can work toward understanding the sequence of the events and ultimately to an understanding of the impact of changing where the story ends. Teachers can help students at the Initial Precursor level work toward this Essential Element using DLM Familiar Texts that feature familiar routines with story elements that clearly undergo a change. These changes are major events in these stories. Teachers can interact with students during shared reading and help them identify the major events in the texts.

How is the Distal Precursor related to the Target?

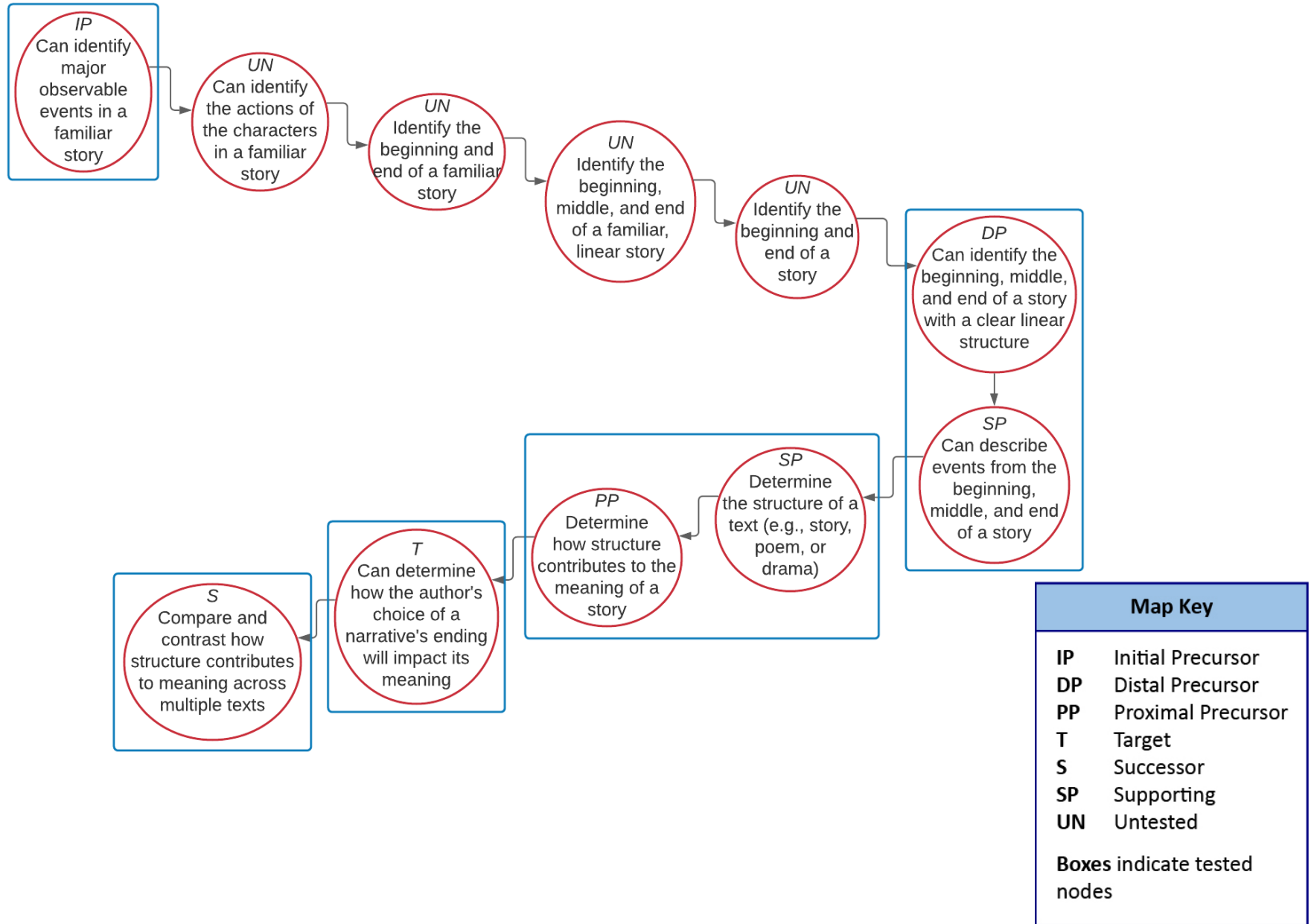
Reading to determine how the author's choice of where to end the story contributes to the meaning requires readers to easily recognize the events that occurred at the beginning, middle, and end of a text. Then the reader can determine how the text might be influenced by a different ending point. Teachers can help students work toward this Essential Element in shared reading or reading comprehension instruction by selecting books with a clear, linear structure (e.g., no flashbacks or events shared out of sequence), providing a list of events from the story, and asking students to determine which events occurred at the beginning, middle, and end of the story.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Cousin John Gatsby and Daisy Drink Tea Jim and Antonia
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 11-12 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RL.11-12.5 Determine how the author's choice of where to end the story contributes to the meaning.





Mini-Map for ELA.EE.RI.9-10.3

Subject: ELA

Reading Informational Text

Grade: 9-10

Learning Outcome

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

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>The student can identify actions that are associated with routines that they are familiar with (e.g., observed, participated in).</p>	<p>The student can use context clues to identify which of two events comes first within the text.</p>	<p>The student can identify the relationships between multiple concrete facts or details.</p>	<p>After reading or hearing an informational text, the student can identify the relationship between two or more individuals, ideas, or other details in the text.</p>	<p>The student is able to recognize that details change across the course of the text, based on interactions among individuals, ideas, or events depicted throughout an informational text.</p>

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

The Target linkage level for this Essential Element focuses on understanding the connections between individuals, ideas, or events in a text. Sequence is one type of connection students can focus on in texts. At the Initial Precursor level, students can work toward this by engaging in repeated shared reading of texts about familiar routines and learning to identify the end of those routines.

How is the Distal Precursor related to the Target?

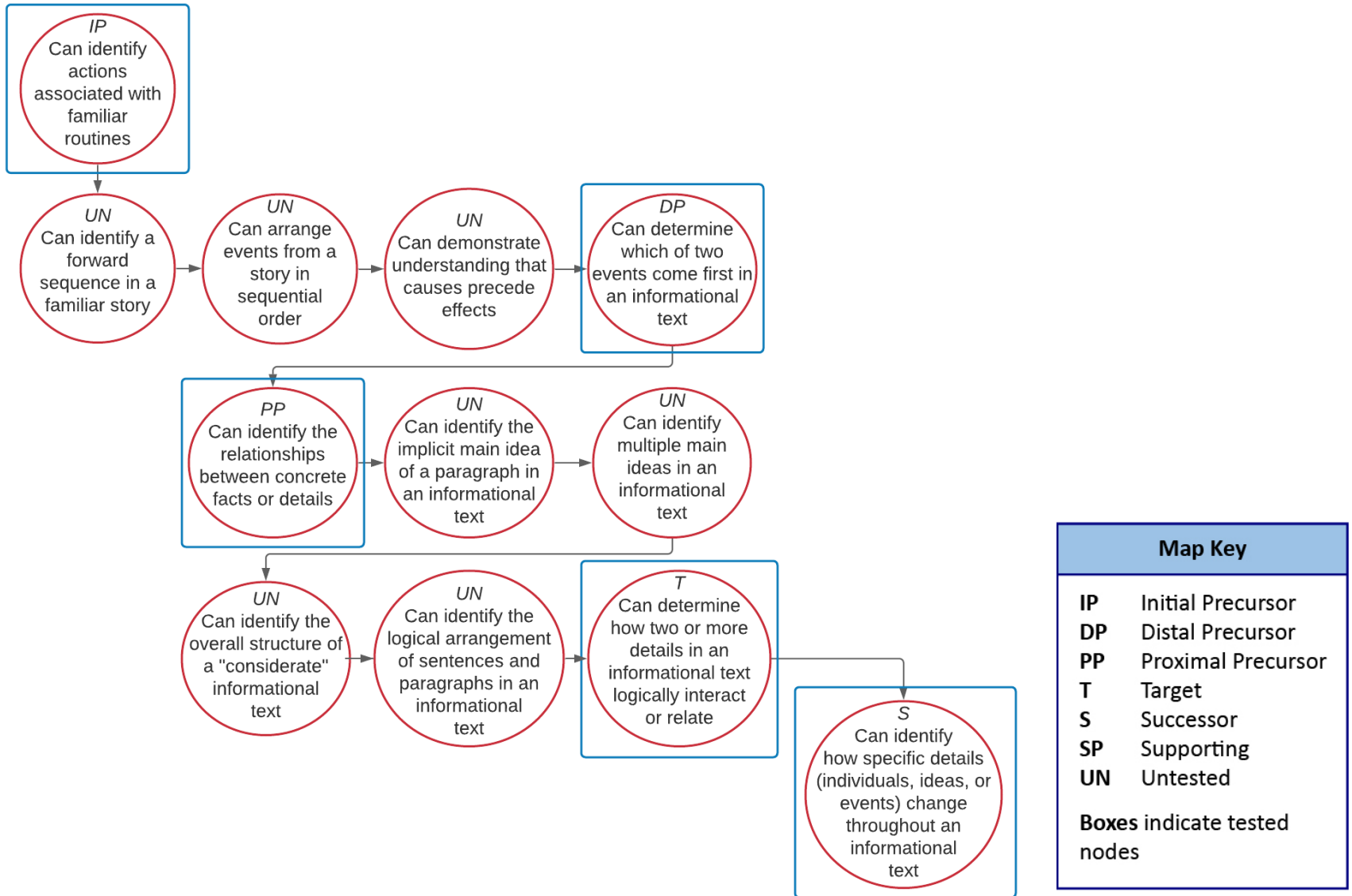
The Target linkage level for this Essential Element focuses on understanding the connections between individuals, ideas, or events in a text. Sequence is one type of connection students can focus on in texts. Students at the Distal Precursor level can work toward understanding connections by sequencing two or more events that appear in an informational text. Teachers can work on this during shared or reading comprehension instruction using texts that have two or more events with a clear order.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Friends Are Great Every Day Is Different A Day at School A Day on the Farm
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 9-10 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RI.9-10.3 Determine logical connections between individuals, ideas, or events in a text.





Mini-Map for ELA.EE.RI.11-12.3

Subject: ELA

Reading Informational Text

Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.	ELA.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify actions that are associated with routines that they are familiar with (e.g., observed, participated in).	The student can use context clues to identify which of two events comes first within the text.	The student can identify temporal information or events using clues in the context (e.g., first, next, then, last, night, day) in an informational text.	The student is able to recognize that details change across the course of the text, based on interactions among individuals, ideas, or events depicted throughout an informational text.	After reading an informational text, the student is able to describe how individuals, events, and ideas interact or relate to one another.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

As students work toward being able to determine how individuals, ideas, or events change over time, they must understand that these things are connected over time. This can begin by learning to identify the connections between actions and routines (or events). In the context of shared reading, teachers can use DLM Familiar Texts and other texts that feature familiar routines with actions that students can learn to associate with the routine, not by doing the routine, but by recognizing words and pictures that represent those actions during shared reading of the text.

How is the Distal Precursor related to the Target?

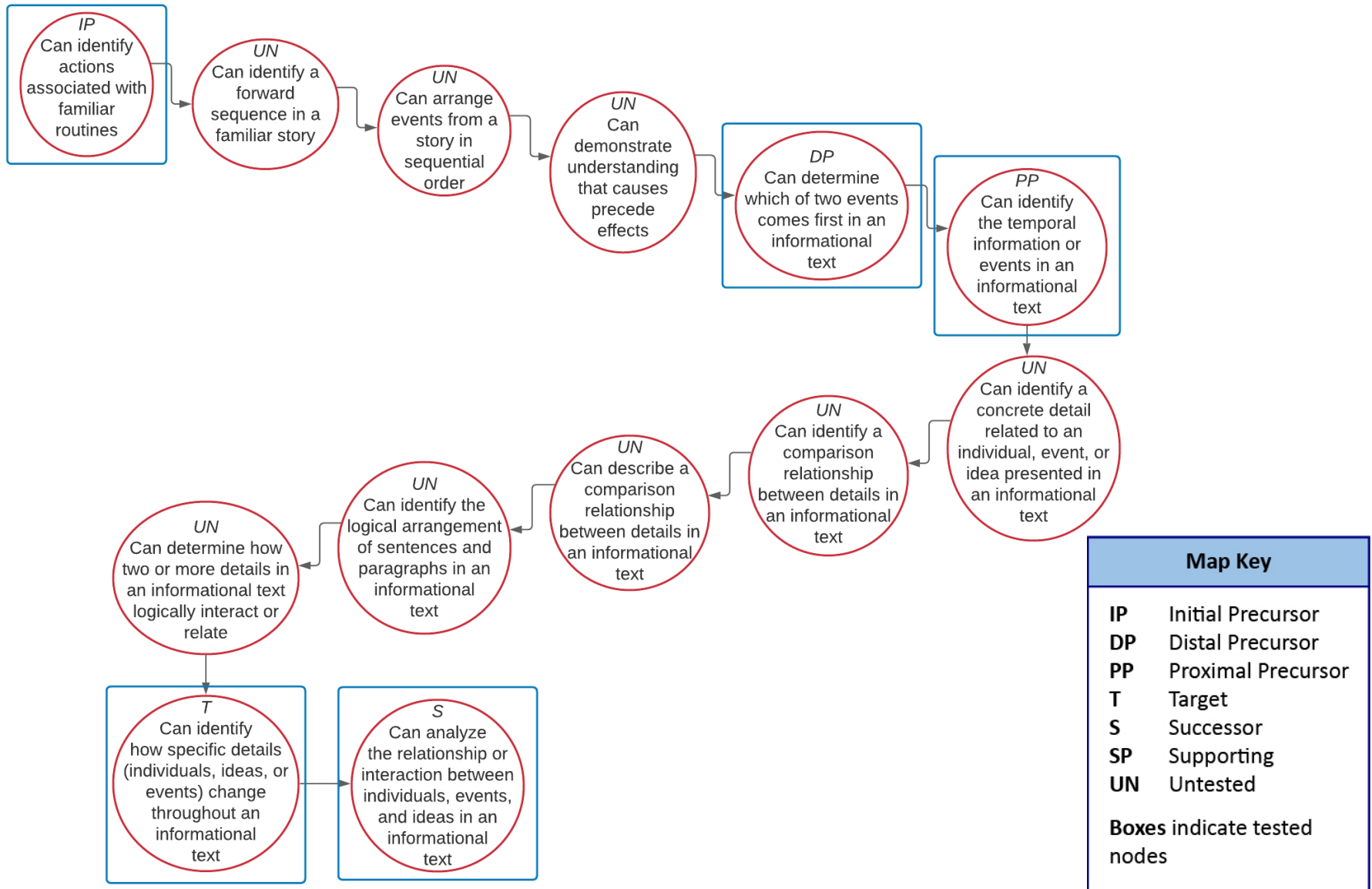
Reading a text to understand how individuals, ideas, or events change over time requires students to understand the order of events. They must understand what happened first and next or last to then determine how things changed. During shared reading or reading comprehension instruction, teachers can use books with a clear sequence of events, highlight two or more events prior to reading, and ask students to read or listen to determine the order of events.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Friends Talk Fun in Different Weather Exercise
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 11-12 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

ELA.EE.RI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.





Mini-Map for ELA.EE.RI.11-12.9

Subject: ELA

Reading Informational Text

Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>ELA.EE.RI.11-12.9 Compare and contrast arguments made by two different texts on the same topic.</p>	<p>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.</p>

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>During a shared reading activity, the student can recognize that another person can have a perspective that is different.</p>	<p>The student is able to see that the author presented certain details in order to support a claim made by the text.</p>	<p>The student can identify the relationships between multiple concrete facts or details.</p>	<p>When reading two different texts on the same topic, the student is able to identify the similarities and differences in the arguments and the supporting claims, reasons, and evidence presented by the two texts.</p>	<p>After reading two different informational texts on the same topic, the student can compare and contrast the authors' purpose for writing the texts by comparing how the texts are similar and different.</p>

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Comparing the arguments that appear in texts requires students to understand that they have thoughts, ideas, and opinions that are the same and different from others. In the context of shared reading, teachers can help students begin to identify their own thoughts or views using the DLM Familiar Texts and other texts that prominently feature opinions or preferences. For example, one of the DLM Familiar Texts is about school clubs. This text would provide teachers with an opportunity to help students understand the opinions of the author regarding how fun a club might be and identify their own preferences regarding such a club.

How is the Distal Precursor related to the Target?

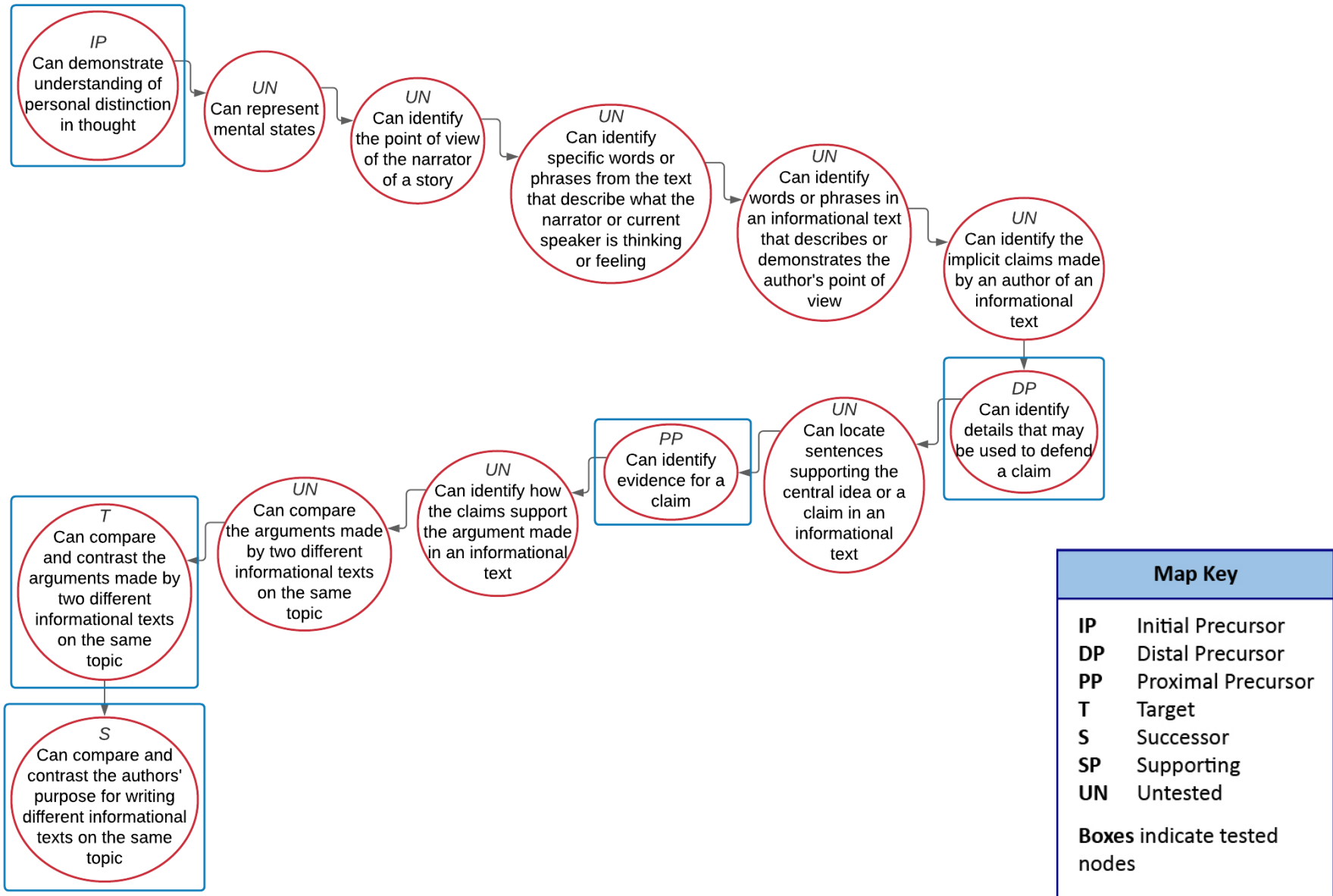
Comparing and contrasting arguments requires students to be able to identify details used to support each side of the argument. In the context of shared reading or reading comprehension instruction, teachers can help students working at the distal level by providing them with the arguments that are presented in the text and asking students to listen or read to identify the details that go with each of the arguments.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Musicians Exercise
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 11-12 .	
Released Testlets	
See the Guide to Practice Activities and Released Testlets .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document Using Mini-Maps to Plan Instruction .	

[Link to Text-Only Map](#)

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





Mini-Map for ELA.EE.L.9-10.2.c

Subject: ELA

Writing

Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.9-10.2.c Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	ELA.EE.L.9-10.2.c Spell correctly.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can recognize the sound of the initial letter in their first name in words they hear and see and can correctly represent this letter when spelling words that start with the same letter.	The student can produce a string of letters by combining random letters.	The student can accurately select or write the correct letter that corresponds with the initial sound in a word.	The student can produce conventional spellings for single-syllable words, including the final -e rule words, and spell words phonetically using their knowledge of letter-sound relationships and common spelling patterns.	The student can produce the correct spellings for words that do not follow conventional spelling patterns.

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 9-10 with five other Essential Elements: ELA.EE.W.9-10.2.a, ELA.EE.W.9-10.2.b, ELA.EE.W.9-10.2.c, ELA.EE.W.9-10.2.d, and ELA.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: ELA.EE.W.9-10.2.a, ELA.EE.W.9-10.2.b, ELA.EE.W.9-10.2.c, ELA.EE.W.9-10.2.d, and ELA.EE.W.9-10.2.f.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

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

How is the Distal Precursor related to the Target?

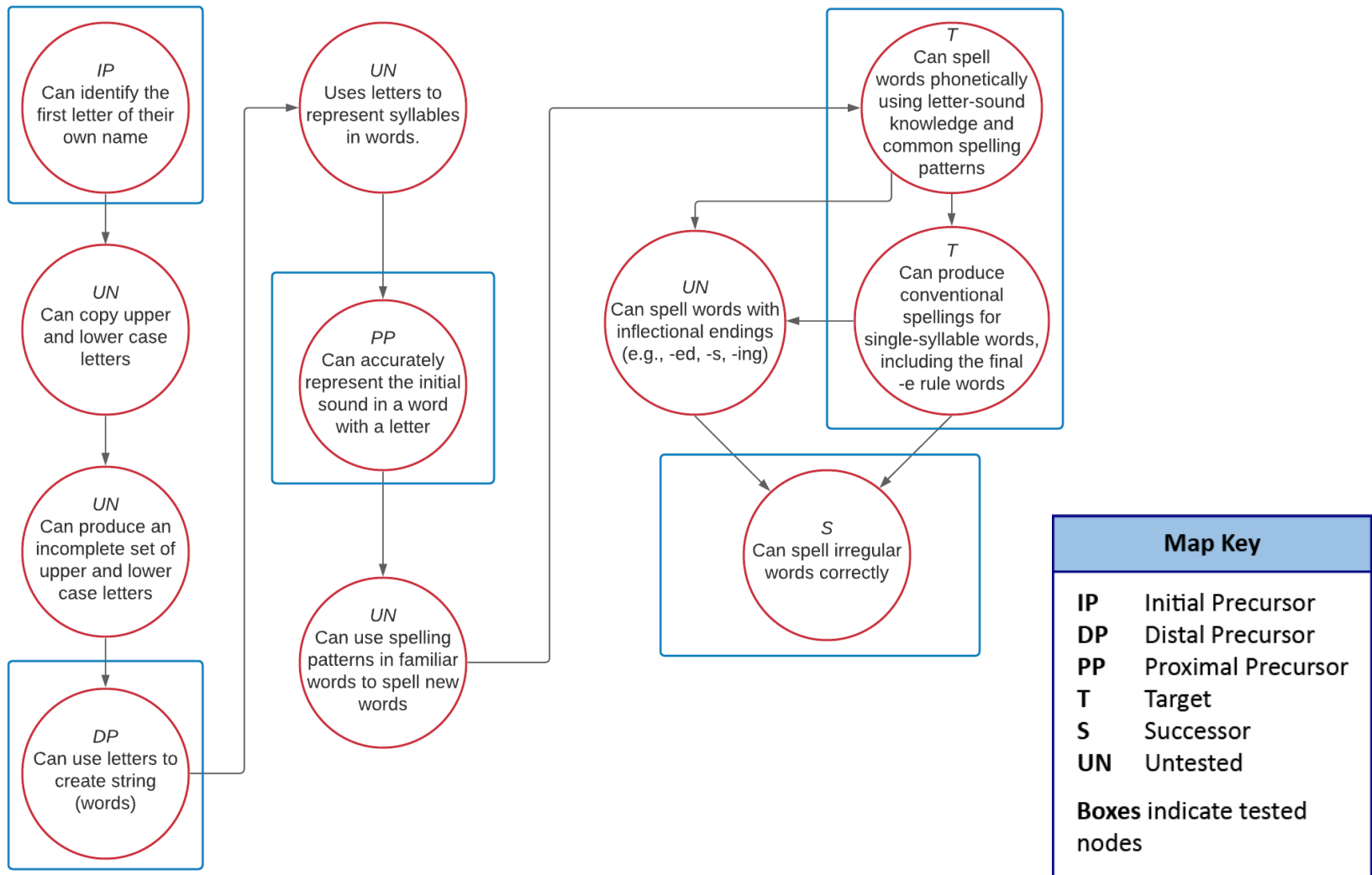
As students learn more about selecting topics, generating ideas, and using the alphabet to write, they begin to string together letters into word-like strings. They are not yet demonstrating understandings of letter-sound relationships, but they consistently write or select strings of letters when asked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

Instructional Resources

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

[Link to Text-Only Map](#)

ELA.EE.L.9-10.2.c Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.





Mini-Map for ELA.EE.W.9-10.2.c

Subject: ELA

Writing

Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.9-10.2.c Use complete, simple sentences as appropriate.	ELA.EE.W.9-10.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Linkage Levels Descriptions

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

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 9-10 with four other Essential Elements: ELA.EE.W.9-10.2.a, ELA.EE.W.9-10.2.b, ELA.EE.W.9-10.2.d, and ELA.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 one other Essential Element: ELA.EE.L.9-10.2.c.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

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

How is the Distal Precursor related to the Target?

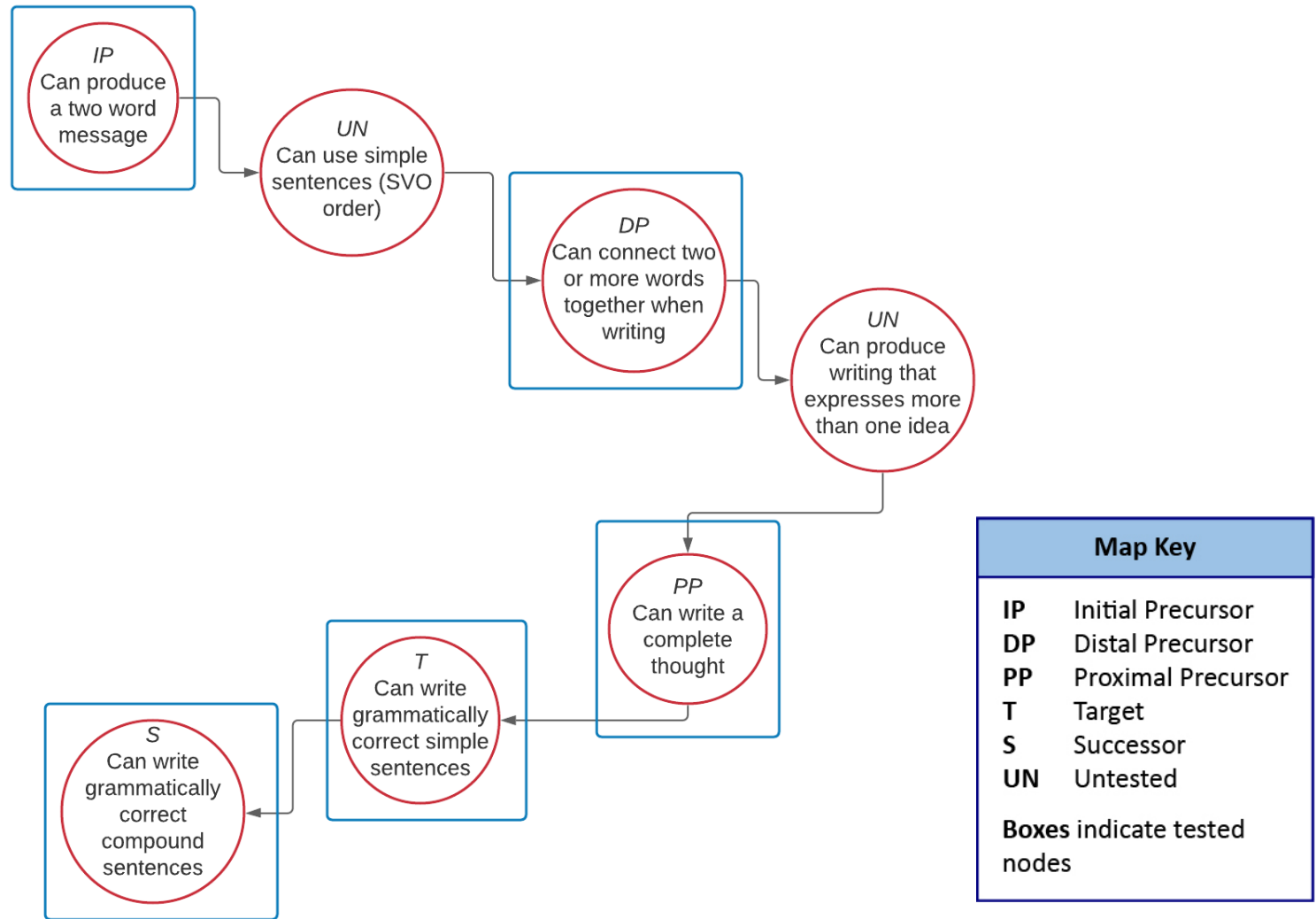
As students learn more about selecting topics, generating ideas, and using the alphabet to write, they begin to string together letters into word-like strings. They are not yet demonstrating understandings of letter-sound relationships, but they consistently write or select strings of letters when asked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

Instructional Resources

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

[Link to Text-Only Map](#)

ELA.EE.W.9-10.2.c Use complete, simple sentences as appropriate.





Mini-Map for ELA.EE.W.9-10.2.d

Subject: ELA

Writing

Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.9-10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.	ELA.W.9-10.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can distinguish subgroups within a larger category when presented with an array of objects or images of objects, thus demonstrating comprehension of object individualization.	The student can recognize domain-specific words presented in an informative text after reading it.	The student can use domain-specific vocabulary when writing about a topic in an informative text.	The student can use appropriate, domain-specific vocabulary to strengthen claims in informative writing.	The student can use academic words when writing an informative text.

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 9-10 with four other Essential Elements: ELA.EE.W.9-10.2.a, ELA.EE.W.9-10.2.b, ELA.EE.W.9-10.2.c, and ELA.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 one other Essential Element: ELA.EE.L.9-10.2.c.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Selecting domain-specific words when writing about a selected topic requires students to understand how words relate to specific domains. Students can work toward this understanding by focusing on words within categories and subcategories. In the context of writing, students can work on this by selecting a topic as usual and then generating ideas to write about. Before writing, teachers can help them identify the categories and subcategories of words related to the topic. For example, a student might choose to write about a favorite movie. Then, the student works with the teacher to select or generate ideas for writing that include lists of characters and things that happen in the movie. Those things can then be sorted into categories (e.g., characters) and subcategories (e.g., adults and children).

How is the Distal Precursor related to the Target?

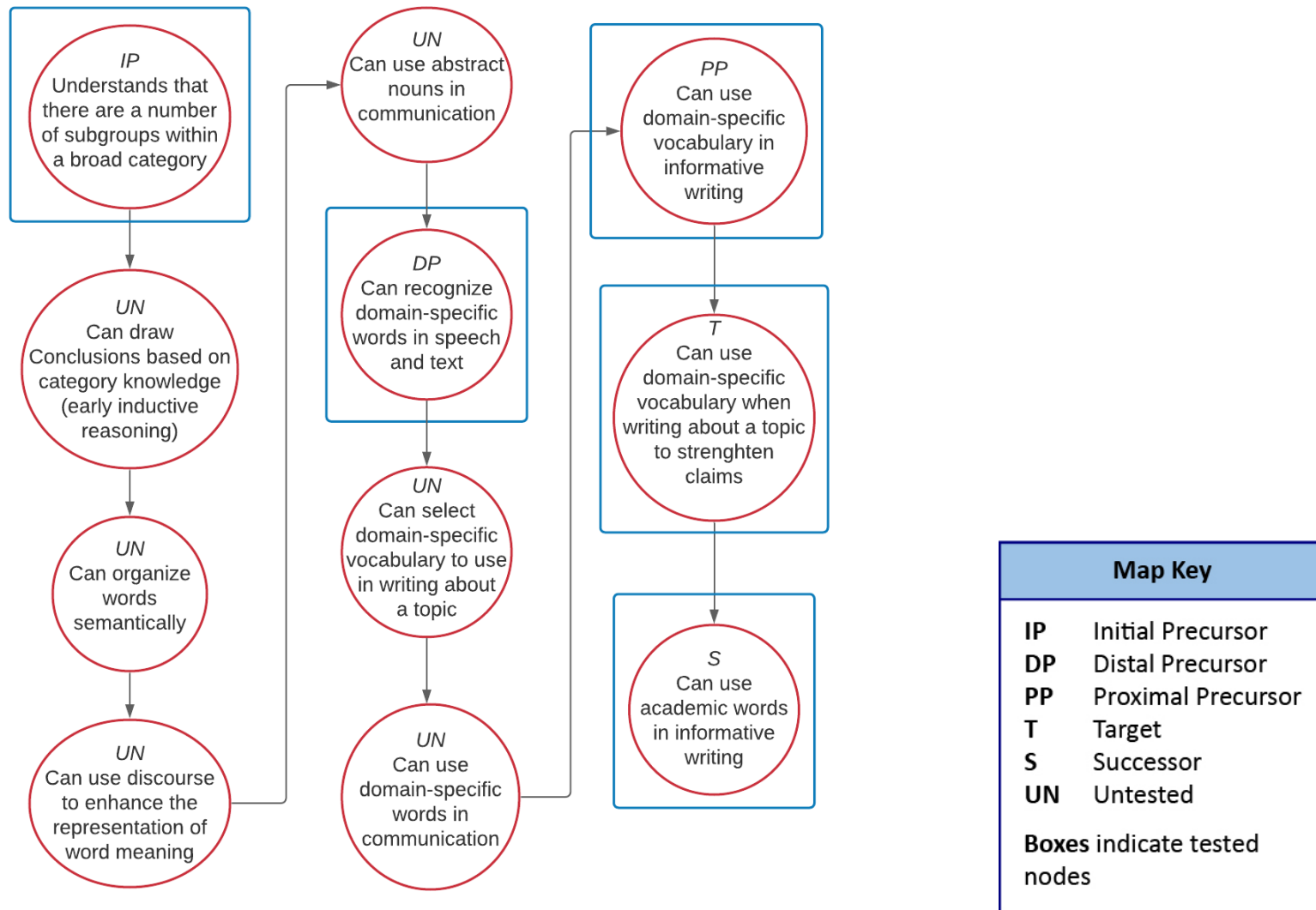
Successful writing requires the writer to know something about the topic. When students are familiar with the topics they choose, they can begin to generate domain-specific words related to the topic. In the context of writing, teachers can work with students to select from a range of familiar topics and generate or identify domain-specific words related to the topic that they might write about.

Instructional Resources

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

[Link to Text-Only Map](#)

ELA.EE.W.9-10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.





Mini-Map for ELA.EE.W.9-10.2.f

Subject: ELA

Writing

Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.9-10.2.f Providing a closing or concluding statement.	ELA.W.9-10.2.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).

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can identify the end or completion of a familiar routine.	The student can produce a universal or widely accepted ending when writing a text (e.g., "The End" or "That's all I have to say.>").	The student can write a concluding sentence, statement, or section of a written text to bring together all the information presented in the text.	The student can produce a conclusion for a written text.	The student can produce a conclusion that is relevant to the main topic when writing an informative text.

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 9-10 with four other Essential Elements: ELA.EE.W.9-10.2.a, ELA.EE.W.9-10.2.b, ELA.EE.W.9-10.2.c, and ELA.EE.W.9-10.2.d. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 9-10 with four other Essential Elements: ELA.EE.L.9-10.2.c.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

As students work toward understanding conclusions as endings when writing, they need to work on developing understandings of the end or completion of familiar routines. This begins with understanding the actions that are associated with the routine. In the context of writing, teachers can help students develop these understandings by offering choices of topics that reflect common and preferred routines. While brainstorming ideas related to the topic, teachers can encourage students to think about the actions associated with the routine.

How is the Distal Precursor related to the Target?

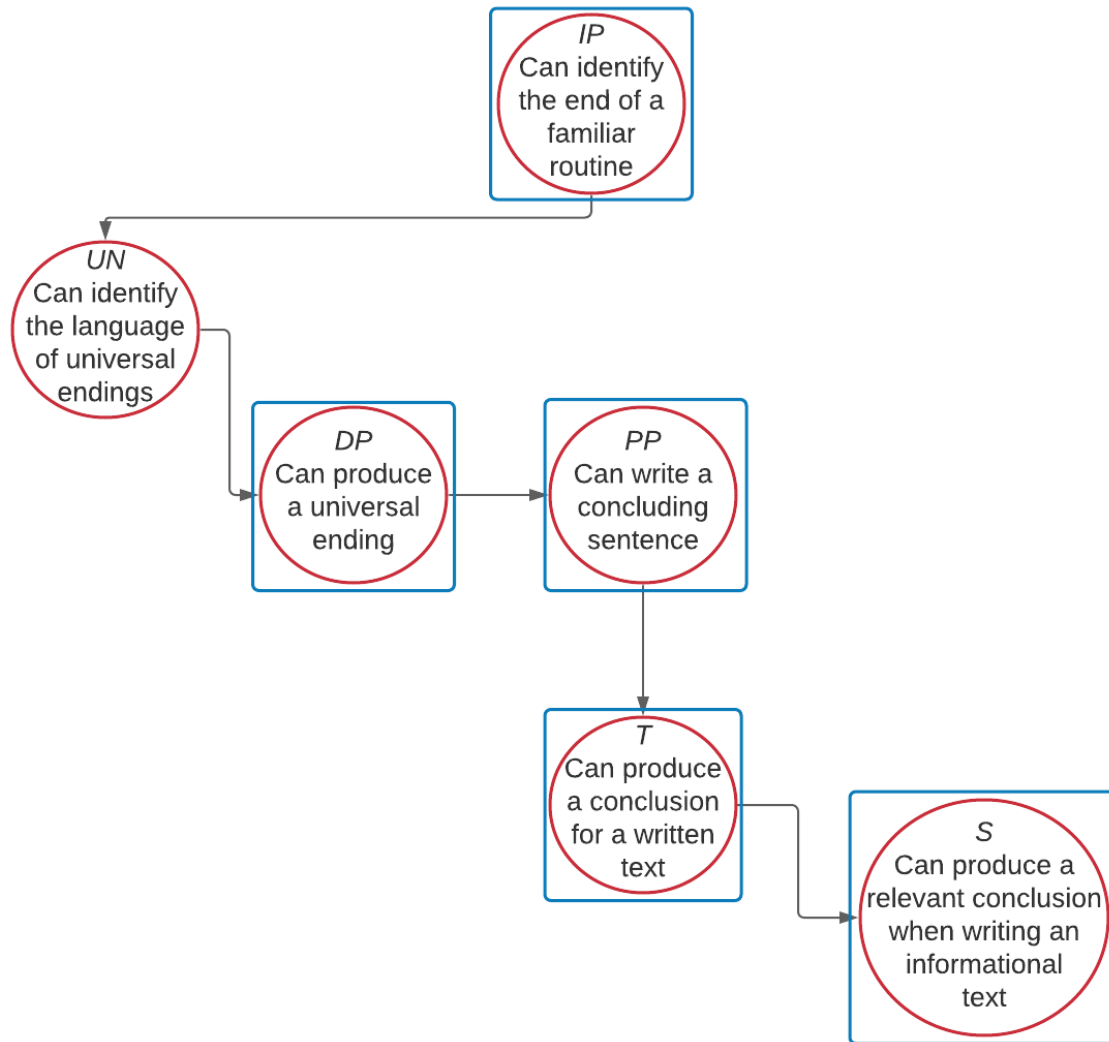
As students work toward writing a meaningful conclusion, they can use more universal endings to mark the end of their writing. For example, students can write "the end" to mark the completion of the things they write.

Instructional Resources

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

[Link to Text-Only Map](#)

ELA.EE.W.9-10.2.f Providing a closing or concluding statement.



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



Mini-Map for ELA.EE.W.11-12.2.c

Subject: ELA

Writing

Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>ELA.EE.W.11-12.2.c Use complete, simple sentences, as well as compound and other complex sentences as appropriate.</p>	<p>ELA.EE.W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
<p>The student can produce utterances comprised of two words that may include a number of linguistic structures.</p>	<p>The student can connect at least two or more words together when writing a text.</p>	<p>The student can write coherent, semantically accurate, and grammatically correct simple sentences with a subject, verb, and object.</p>	<p>The student can write coherent, semantically accurate, and grammatically correct simple, compound, and complex sentences.</p>	<p>The student can write grammatically correct compound-complex sentences by combining the elements of compound and complex sentences.</p>

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 11-12 with five other Essential Elements: ELA.EE.L.11-12.2.b, ELA.EE.W.11-12.2.a, ELA.EE.W.11-12.2.b, ELA.EE.W.11-12.2.d, and ELA.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: ELA.EE.L.11-12.2.b, ELA.EE.W.11-12.2.a, ELA.EE.W.11-12.2.b, ELA.EE.W.11-12.2.d, and ELA.EE.W.11-12.2.f.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

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

How is the Distal Precursor related to the Target?

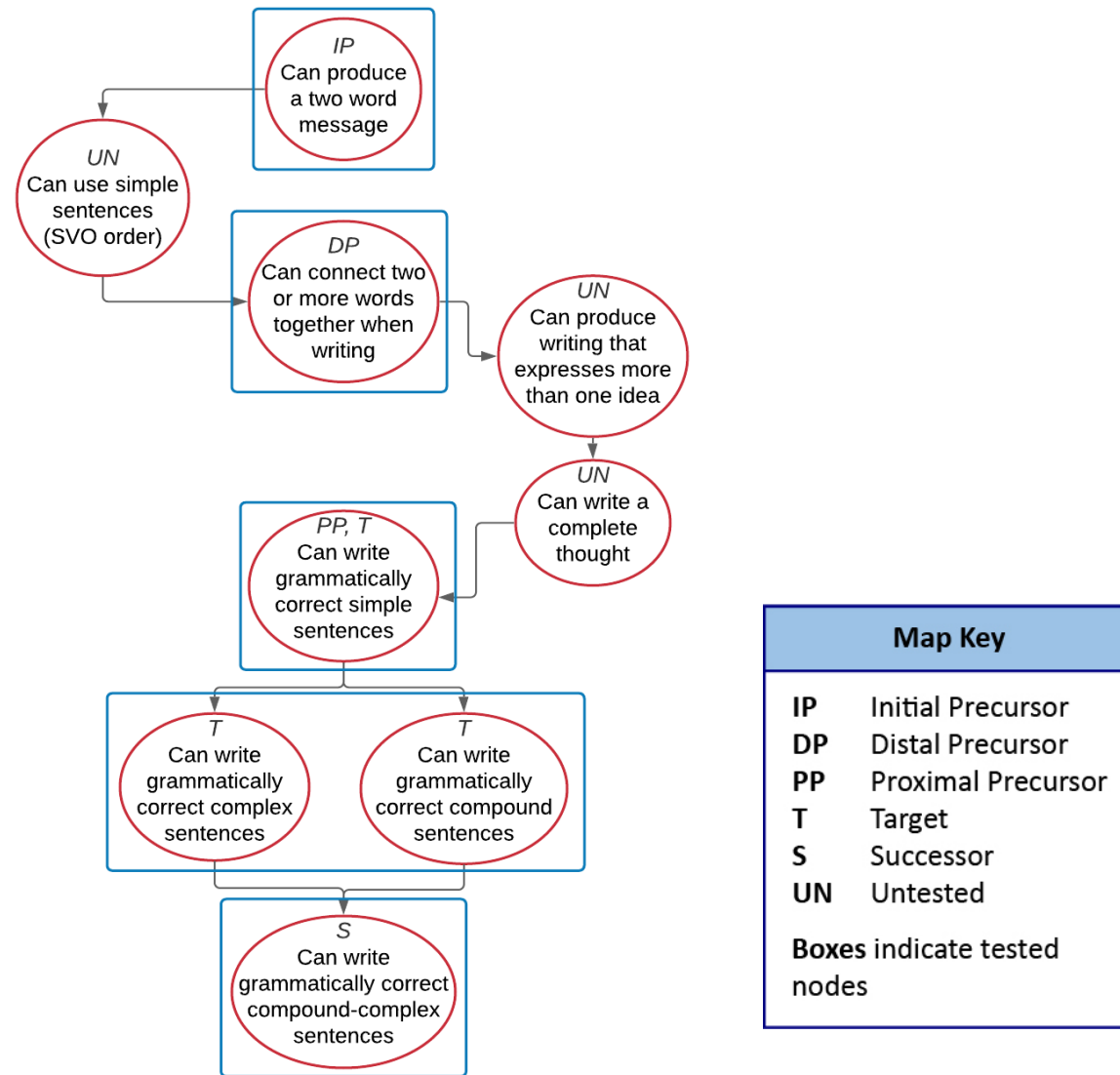
As students work toward writing sentences about selected topics, they can first work on writing lists of single words and then phrases that combine two or more words related to the selected topic. Students may use supports like word prediction, and words do not need to be spelled correctly, but students at the Distal Precursor level should be working to link two or more ideas in writing.

Instructional Resources

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

[Link to Text-Only Map](#)

ELA.EE.W.11-12.2.c Use complete, simple sentences, as well as compound and other complex sentences as appropriate.





Mini-Map for ELA.EE.W.11-12.2.d

Subject: ELA

Writing

Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.11-12.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.	ELA.W.11-12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can draw conclusions or make generalizations about a familiar category of objects by indicating novel objects that belong to the category from a set of relevant and irrelevant objects.	The student can select relevant, domain-specific words to use when writing about a topic.	The student can use domain-specific vocabulary when writing about a topic in an informative text.	The student can use appropriate, domain-specific vocabulary to strengthen claims in informative writing.	The student can use academic words in informative writing.

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 11-12 with five other Essential Elements: ELA.EE.L.11-12.2.b, ELA.EE.W.11-12.2.a, ELA.EE.W.11-12.2.b, ELA.EE.W.11-12.2.c, and ELA.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: ELA.EE.L.11-12.2.b, ELA.EE.W.11-12.2.a, ELA.EE.W.11-12.2.b, ELA.EE.W.11-12.2.c, and ELA.EE.W.11-12.2.f.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

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

How is the Distal Precursor related to the Target?

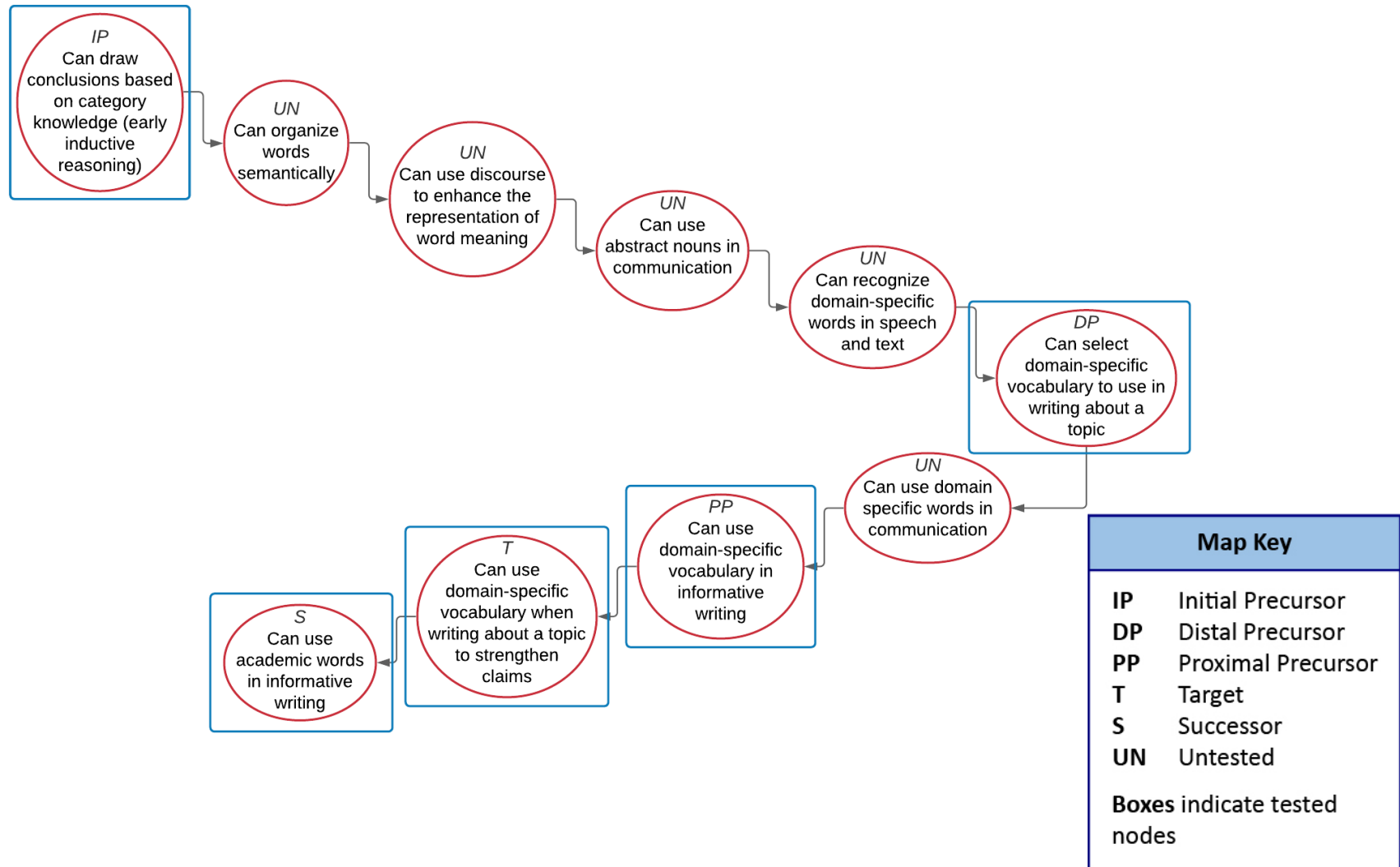
Successful writing requires the writer to know something about the topic. When students are familiar with the topics they choose, they can begin working to use words that describe the people, places, things, or events that relate to the topic. In the context of writing, teachers can work with students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

Instructional Resources

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

[Link to Text-Only Map](#)

ELA.EE.W.11-12.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.





Mini-Map for ELA.EE.W.11-12.2.f

Subject: ELA

Writing

Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.11-12.2.f Provide a closing or concluding statement.	ELA.EE.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).

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can identify the end or completion of a familiar routine.	The student can produce a universal or widely accepted ending when writing a text (e.g., "The End" or "That's all I have to say.").	The student can write a concluding sentence, statement, or section of a written text to bring together all the information presented in the text.	The student can produce a conclusion for a written text.	The student can produce a conclusion that is relevant to the main topic when writing an informative text.

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 11-12 with five other Essential Elements: ELA.EE.L.11-12.2.b, ELA.EE.W.11-12.2.a, ELA.EE.W.11-12.2.b, ELA.EE.W.11-12.2.c, and ELA.EE.W.11-12.2.d. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 11-12 with five other Essential Elements: ELA.EE.L.11-12.2.b, ELA.EE.W.11-12.2.a, ELA.EE.W.11-12.2.b, ELA.EE.W.11-12.2.c, and ELA.EE.W.11-12.2.d.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

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

How is the Distal Precursor related to the Target?

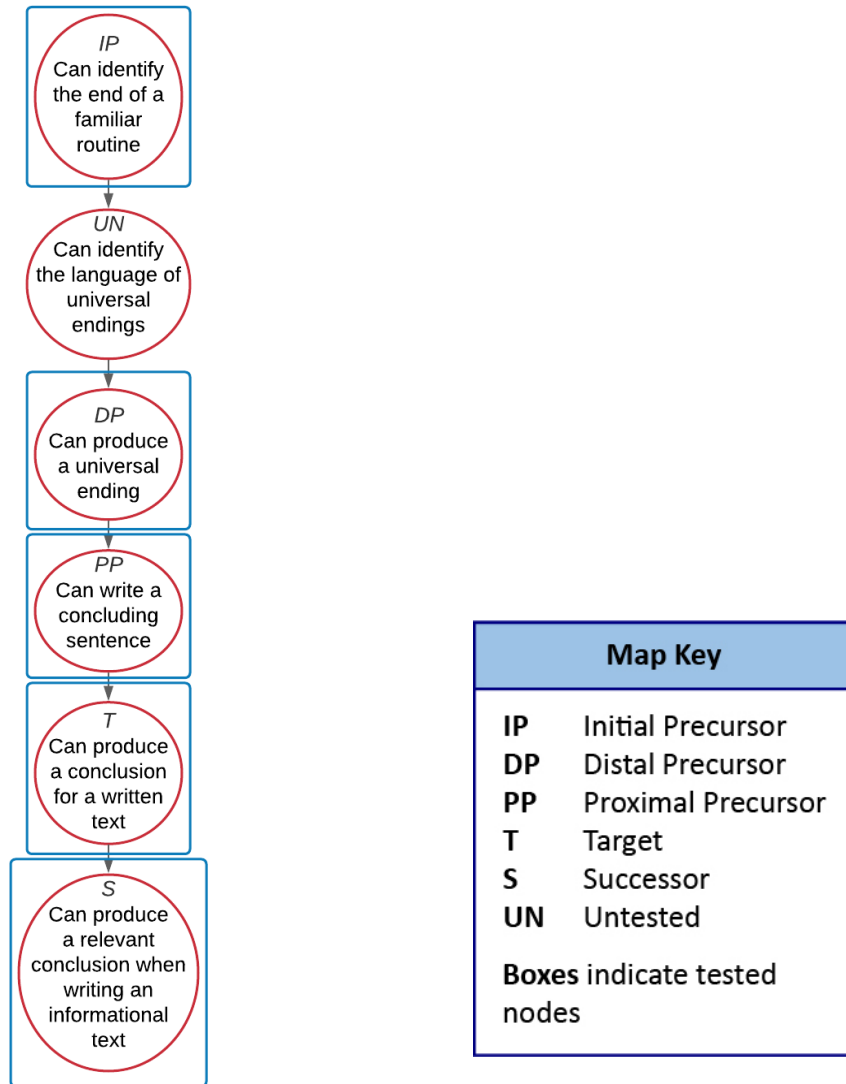
As students work toward writing a meaningful conclusion, they can use more universal endings to mark the end of their writing. For example, students can write "the end" to mark the completion of the things they write.

Instructional Resources

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

[Link to Text-Only Map](#)

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





Mini-Map for ELA.EE.L.11-12.2.b

Subject: ELA

Writing

Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.11-12.2.b Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	ELA.EE.L.11-12.2.b Spell correctly.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can recognize the sound of the initial letter in their first name in words they hear and see and can correctly represent this letter when spelling words that start with the same letter.	The student can produce a string of letters by combining random letters.	The student can accurately select or write the correct letter that corresponds with the initial sound in a word.	The student can produce conventional spellings for single-syllable words, including the final -e rule words, and spell words phonetically using their knowledge of letter-sound relationships and common spelling patterns.	The student can produce the correct spellings for words that do not follow conventional spelling patterns.

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 11-12 with five other Essential Elements: ELA.EE.W.11-12.2.a, ELA.EE.W.11-12.2.b, ELA.EE.W.11-12.2.c, ELA.EE.W.11-12.2.d, and ELA.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: ELA.EE.W.11-12.2.a, ELA.EE.W.11-12.2.b, ELA.EE.W.11-12.2.c, ELA.EE.W.11-12.2.d, and ELA.EE.W.11-12.2.f.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

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

How is the Distal Precursor related to the Target?

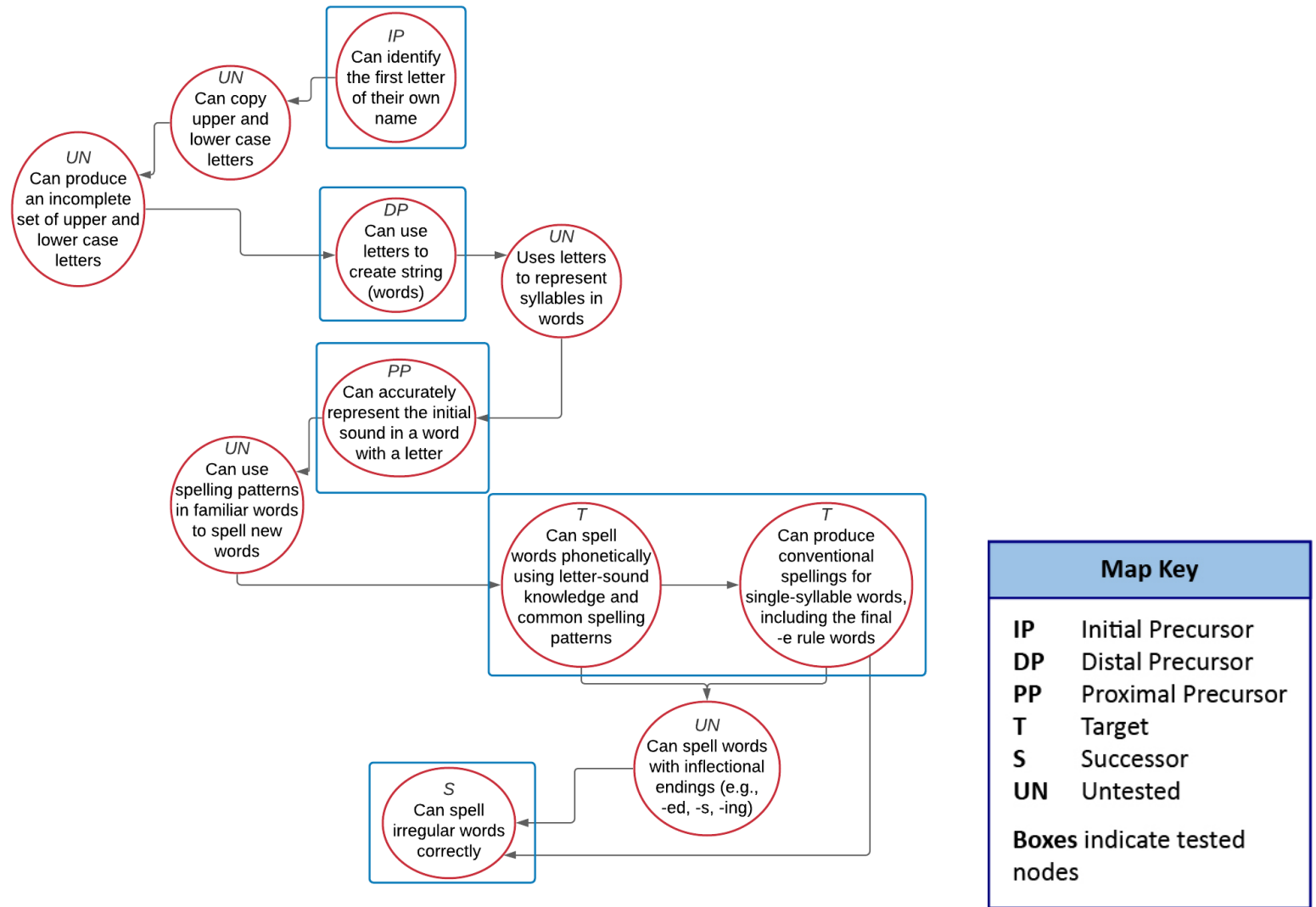
As students learn more about selecting topics, generating ideas, and using the alphabet to write, they begin to string together letters into word-like strings. They are not yet demonstrating understandings of letter-sound relationships, but they consistently write or select strings of letters when asked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

Instructional Resources

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

[Link to Text-Only Map](#)

ELA.EE.L.11-12.2.b Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.





Mini-Map for ELA.EE.W.9-10.2.a

Subject: ELA

Writing

Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
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.	ELA.W.9-10.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can indicate a preference for objects by verbally or nonverbally responding to yes/no questions about liking or disliking multiple objects when presented with them.	The student can select a topic and use drawing, dictating, or writing to compose a message about it with at least one relevant fact or detail.	When writing an informative text, the student can introduce a topic and convey relevant information about it, including visual, tactual, and multimedia information, as appropriate.	The student can produce an informative text that introduces the topic and presents information and ideas about the topic using visual, tactile, and/or multimedia information, as appropriate.	The student can write an informative text that includes a clearly introduced topic as well as ideas, concepts, and information that may be visual, tactual, or multimedia, as appropriate.

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 9-10 with four other Essential Elements: ELA.EE.W.9-10.2.b, ELA.EE.W.9-10.2.c, ELA.EE.W.9-10.2.d, and ELA.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 one other Essential Element: ELA.EE.L.9-10.2.c.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

As students work toward being able to write informational text that clearly introduces a topic, they can begin working on expressing preferences for different topics and preferences for different information to include when writing. Teachers can support this by gathering objects related to the topics students might choose. After the students expresses a preference for a specific topic, the teacher can then present objects related to the topic and ask students to indicate whether they would like or not like to write about the object.

How is the Distal Precursor related to the Target?

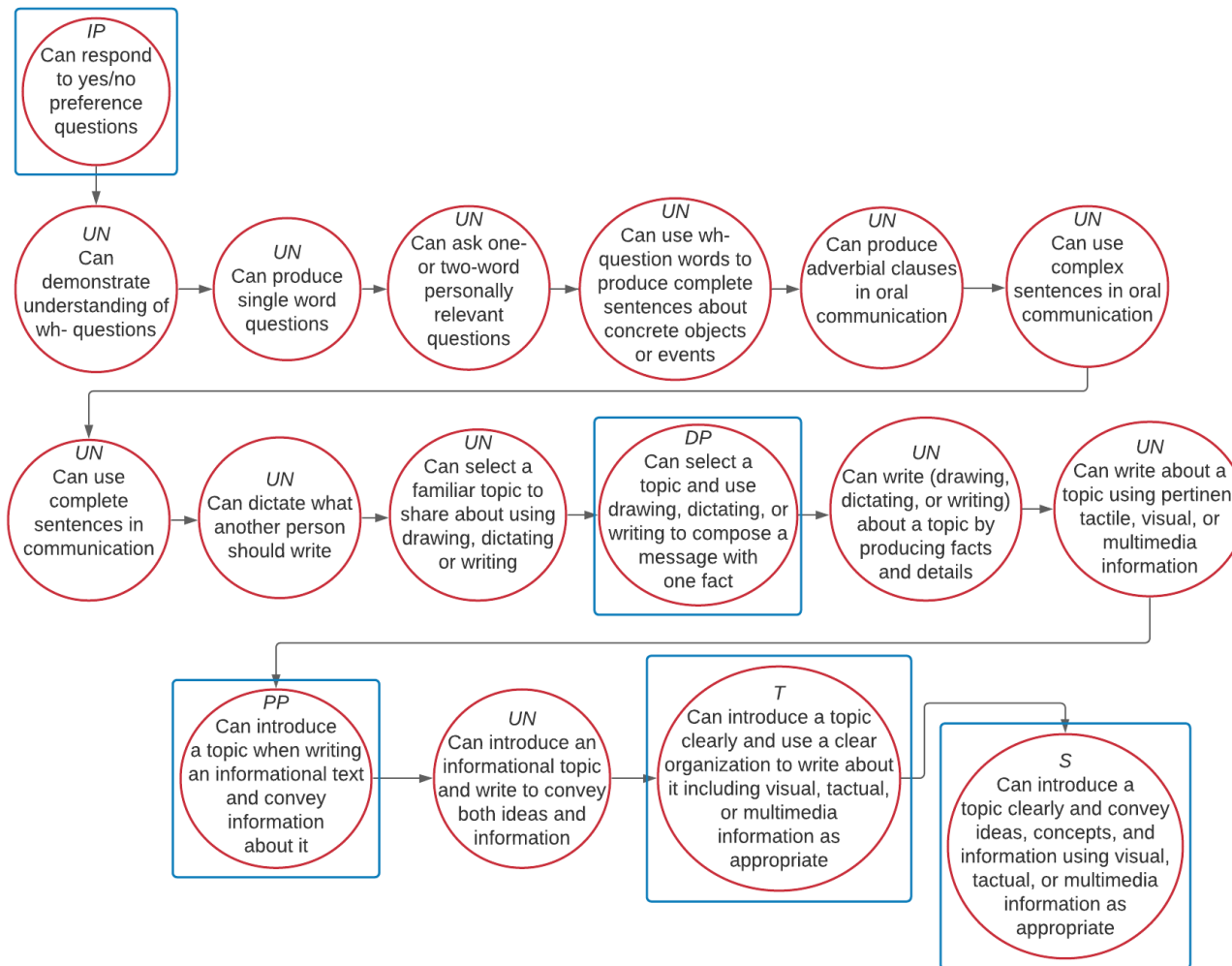
As students work toward being able to write informational text that clearly introduces a topic and includes details about the topic, they can begin by selecting topics for writing and then writing at least one fact or detail about the topic. These facts can be communicated in writing or while students are communicating about the topic and generating ideas to write about it.

Instructional Resources

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

[Link to Text-Only Map](#)

ELA.EE.W.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.



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



Mini-Map for ELA.EE.W.9-10.2.b

Subject: ELA

Writing

Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>ELA.EE.W.9-10.2.b Develop the topic with facts or details.</p>	<p>ELA.EE.W.9-10.2.b 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.</p>

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
<p>The student can identify functional words to describe common people, places, or objects when presented with or asked about them.</p>	<p>The student can use categorical words to describe common people, places, objects, or events.</p>	<p>The student can include one or more facts or details related to a topic when writing about it.</p>	<p>The student can develop a topic with facts or details when writing an informative text.</p>	<p>The student can develop a topic by using relevant, well-chosen, and sufficient facts, concrete details, definitions, quotations, and examples when writing an informative text.</p>

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 9-10 with four other Essential Elements: ELA.EE.W.9-10.2.a, ELA.EE.W.9-10.2.c, ELA.EE.W.9-10.2.d, and ELA.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 one other Essential Element: ELA.EE.L.9-10.2.c.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

As students work toward being able to develop a topic in writing using facts or details, they need to begin understanding how to expand upon ideas. At the Initial Precursor linkage level, this could mean that students are encouraged to think about the function of things after they have selected their topic but before they actually start writing using a pencil, keyboard, or alternate pencil.

How is the Distal Precursor related to the Target?

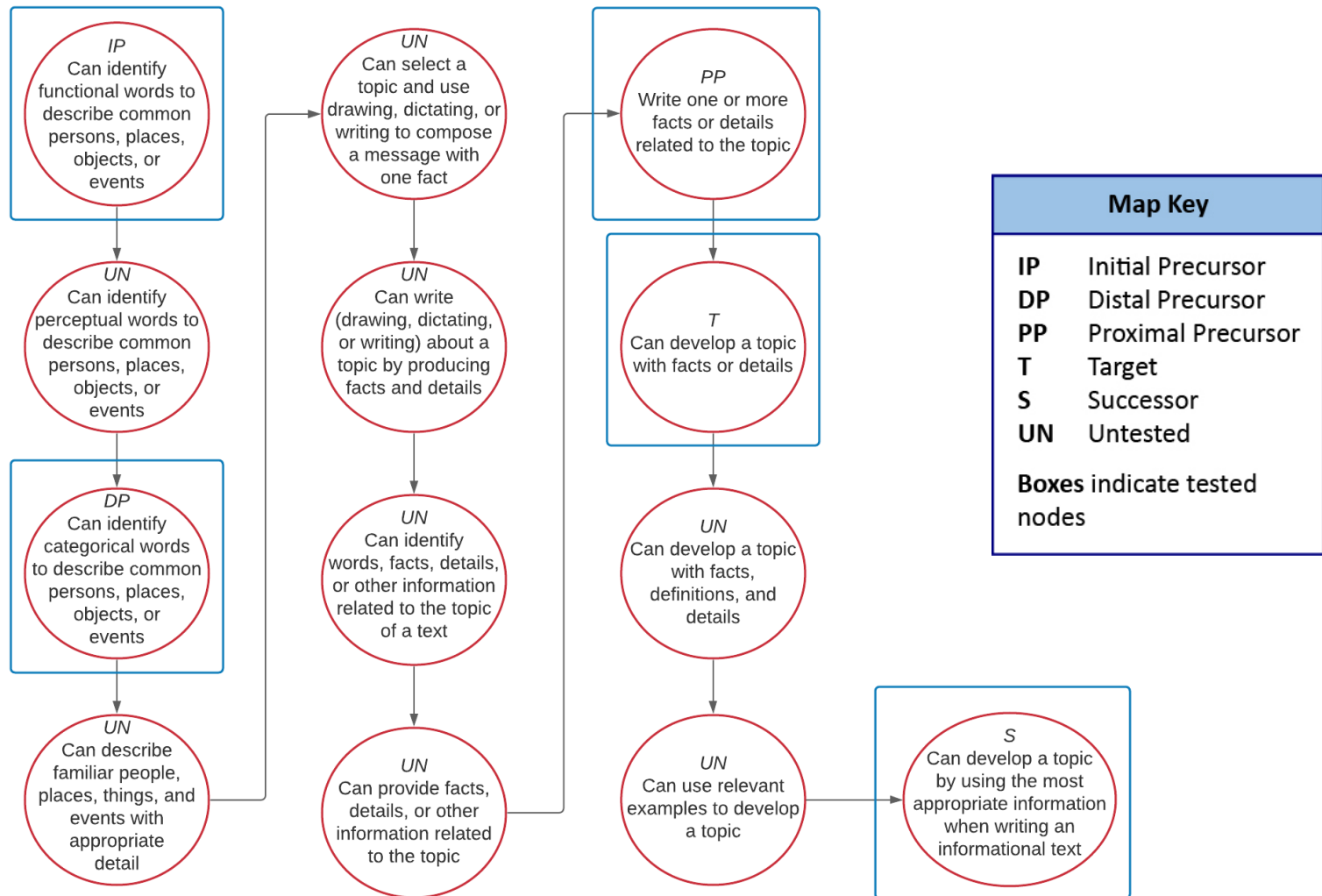
As students work toward being able to develop a topic in writing using facts or details, it is helpful for them to have the skills to elaborate on information regarding people, places, objects, or events. Being able to categorize this information is one way to work on elaboration. For example, students could select their own topics for writing, talk about their ideas, and then name the categories for people, places, objects, or events in their writing. A student who chooses to write about school might include the category people, and include the names of people from school in his writing.

Instructional Resources

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

[Link to Text-Only Map](#)

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





Mini-Map for ELA.EE.W.11-12.2.a

Subject: ELA

Writing

Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.11-12.2.a 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.EE.W.11-12.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can produce appropriate responses to wh-questions concerning free play, storybooks, snack time, sequence cards, and puppet play or semantically appropriate responses to comprehension questions intermittently asked throughout the reading of a story.	The student can write about a specific topic using facts and details to describe the topic.	The student can produce an informative text that introduces the topic and presents information and ideas about the topic using visual, tactual, and multimedia information, as appropriate.	The student can write an informative text that includes a clearly introduced topic as well as ideas, concepts, and information that may be visual, tactual, or multimedia, as appropriate.	The student can write an informative text that includes an introduction of the topic, groups related information together, and includes illustrations (if helpful).

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 11-12 with five other Essential Elements: ELA.EE.L.11-12.2.b, ELA.EE.W.11-12.2.b, ELA.EE.W.11-12.2.c, ELA.EE.W.11-12.2.d, and ELA.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: ELA.EE.L.11-12.2.b, ELA.EE.W.11-12.2.b, ELA.EE.W.11-12.2.c, ELA.EE.W.11-12.2.d, and ELA.EE.W.11-12.2.f.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

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

How is the Distal Precursor related to the Target?

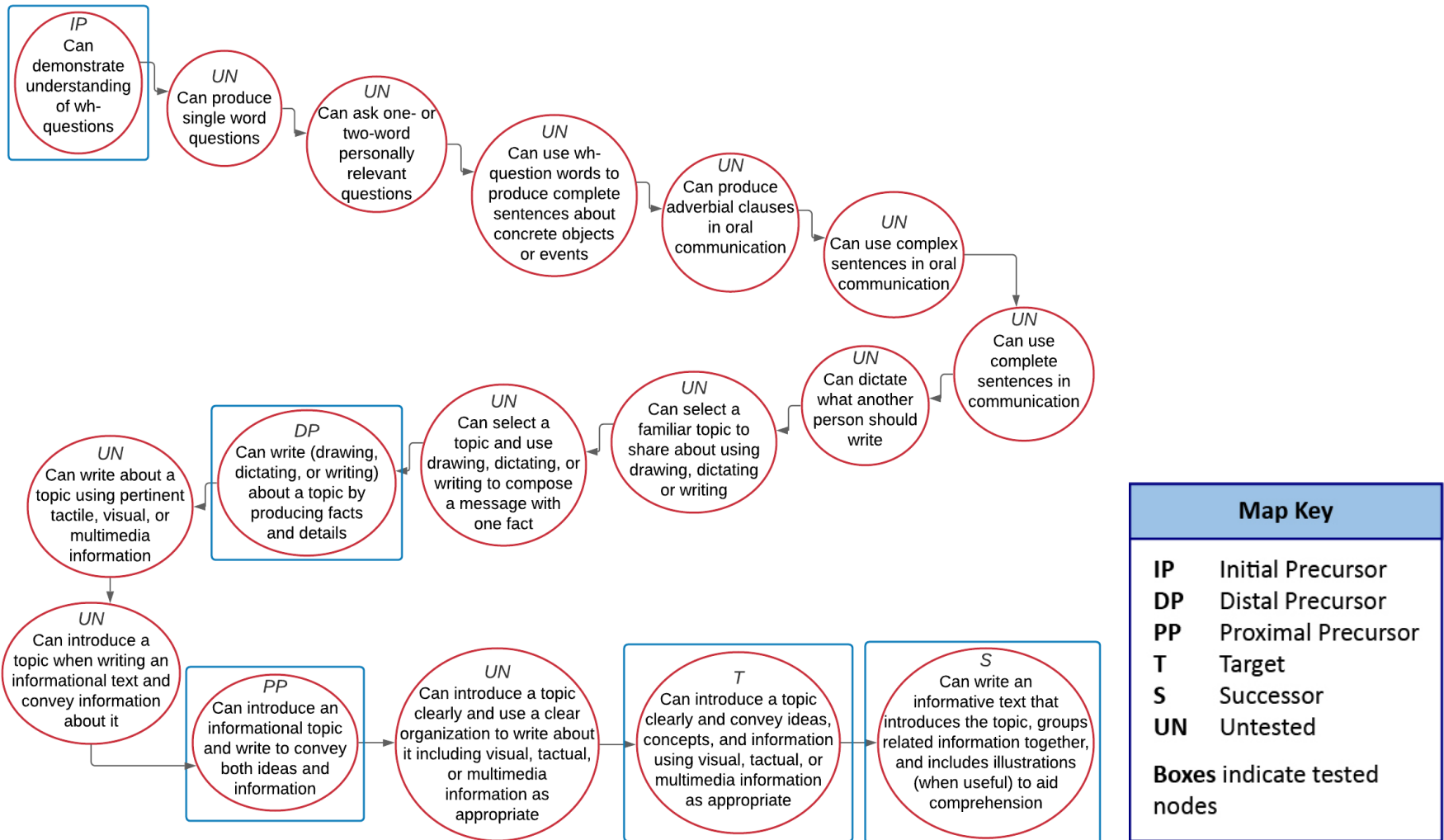
As students work toward being able to write informational text that clearly introduces a topic and includes specific information about the topic, they can begin writing facts and details that describe the topic. These may be lists of words or phrases with two or more words, but there is a clear relationship between the words and the topic.

Instructional Resources

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

[Link to Text-Only Map](#)

ELA.EE.W.11-12.2.a 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.





Mini-Map for ELA.EE.W.11-12.2.b

Subject: ELA

Writing

Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>ELA.EE.W.11-12.2.b Develop the topic with relevant facts, details, or quotes.</p>	<p>ELA.EE.W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
<p>The student can identify functional words to describe common people, places, or objects when presented with or asked about them.</p>	<p>The student can use categorical words to describe common people, places, objects, or events.</p>	<p>The student can identify specific quotes in print or digital sources that provide meaningful information about a topic.</p>	<p>The student can use at least one quote from print sources to develop topical writing.</p>	<p>The student can develop a topic using relevant, well-chosen, and sufficient facts, concrete details, definitions, quotations, and examples when writing an informative text.</p>

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 11-12 with five other Essential Elements: ELA.EE.L.11-12.2.b, ELA.EE.W.11-12.2.a, ELA.EE.W.11-12.2.c, ELA.EE.W.11-12.2.d, and ELA.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: ELA.EE.L.11-12.2.b, ELA.EE.W.11-12.2.a, ELA.EE.W.11-12.2.c, ELA.EE.W.11-12.2.d, and ELA.EE.W.11-12.2.f.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

As students work toward being able to use quotes from print sources in their writing, they can start working to include forms of information others request in their writing. At the Initial Precursor linkage level, this could mean that students are encouraged to think about the function of things after they have selected their topic but before they actually start writing using a pencil, keyboard, or alternate pencil. For example, a student who chooses to write about school might select people to write about and then describe what those people do.

How is the Distal Precursor related to the Target?

As students work toward being able to use quotes from print sources in their writing, they can work on writing in structures and for purposes that others set. In this case, students could select their own topics for writing but could be asked specifically to name the categories for people, places, objects, or events in their writing. For example, a student who chooses to write about school might include the category people and include the names of people from school in writing.

Instructional Resources

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

[Link to Text-Only Map](#)

ELA.EE.W.11-12.2.b Develop the topic with relevant facts, details, or quotes.

