### Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 7**

**ELA.EE.RI.7.5**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| ELA.RI.7.5 Anayze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas | ELA.EE.RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text | Initial Precursor:  
  • Comprehends that all objects have some function or action typically associated with it (object action)

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

Proximal Precursor:  
  • Can understand how the title indicates information about or fits the structure of an informational text

Target:  
  • Taking the structure of the text into account, the student can identify how a fact, step, or event fits into the text

Successor:  
  • Can determine how a key word, phrase, sentence, or paragraph contributes to the overall structure of an informational text

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

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

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

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ELA.EE.RI.7.5  Copyright © 2018 University of Kansas Center for Research. All rights reserved.  1 of 3
ELA.EE.RI.7.5 - Determine how a fact, step, or event fits into the overall structure of the text.

- **IP**
  - **F-1**
    - Understands that objects have a function

- **UN**
  - **F-22**
    - Can detect specific members within a broader category

- **UN**
  - **F-139**
    - Can draw conclusions based on category knowledge (early inductive reasoning)

- **UN**
  - **ELA-1382**
    - Can name objects in pictures/tactile graphics or name objects used to represent book pictures during a shared reading activity

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

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

- **UN**
  - **ELA-1375**
    - Identify detail in an informational text or its illustrations

- **UN**
  - **ELA-1378**
    - Identify elements that are characteristic of informational texts
ELA-1379
Determine if a text tells about events, gives directions, or provides information on a topic.

ELA-1380
Determine how the title fits the structure of the text.

ELA-1381
Determine how a fact, step, or event fits into the overall structure of the text.

ELA-1110
Can determine how a word, phrase, sentence, or paragraph fits into the overall structure of an informational text.
## Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 7**  
**ELA.EE.RL.7.1**

<table>
<thead>
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<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RL.7.1</td>
<td>ELA.EE.RL.7.1</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</td>
<td>Analyze text to identify where information is explicitly stated and where inferences must be drawn</td>
<td>• Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Distal Precursor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Can identify the key elements in a story, including the main characters, setting, and the major events</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Proximal Precursor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Can produce responses to questions asking about explicit information contained in a narrative by determining specific words related to or comprising of information</td>
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<tr>
<th></th>
<th></th>
<th>Target:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Can analyze a narrative to identify where it expresses information explicitly and where inferences should be made to determine the implicit information underlying the explicit information</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Successor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Can analyze a narrative to identify what it is stating explicitly and implicitly</td>
</tr>
</tbody>
</table>

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- S: Successor  
- PP: Proximal Precursor  
- UN: Untested  
- T: Target
ELA.EE.RL.7.1 - Analyze text to identify where information is explicitly stated and where inferences must be drawn.

F-146
Can match a real object with a picture or other symbolic representation of the object

ELA-1102
Can differentiate between text and pictures or braille and tactile graphics/objects that accompany the text

ELA-1382
Can name objects in pictures/tactile graphics or name objects used to represent book pictures during a shared reading activity

ELA-757
Can label the action that occurs in a story during a shared reading activity.

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

ELA-354
Can identify the characters, setting, and major events of a story
ELA-1339
Can recognize explicit information in a narrative text

ELA-1679
Can identify words in a narrative to answer a question about explicit information

ELA-1183
Can identify details in a narrative to answer a question about explicit information

ELA-1680
Can analyze a narrative to determine what it says explicitly and what inferences need to be drawn

ELA-1681
Can analyze a narrative to identify where information is explicitly stated and where inferences should be drawn

ELA-1176
Can determine what a narrative states explicitly and implicitly
## Essential Element, Linkage Levels, and Mini-Map

### ELA: Grade 7

**ELA.EE.RL.7.2**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA.RL.7.2</strong></td>
<td><strong>ELA.EE.RL.7.2</strong></td>
<td><strong>Initial Precursor:</strong></td>
</tr>
<tr>
<td>Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text</td>
<td>Identify events in a text that are related to the theme or central idea</td>
<td>- Can pair an object with a picture, tactile graphic, or other symbolic representation of the object</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Distal Precursor:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can identify elements in a story (characters, other key details in the text) when asked</td>
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<tr>
<td></td>
<td></td>
<td><strong>Proximal Precursor:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can identify what the overall goal or main idea of a single episode is in a narrative by inferring from the characters, settings, and actions</td>
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<tr>
<td></td>
<td></td>
<td><strong>Target:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can determine the events that provide for the foundation of the theme in a narrative</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Successor:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can determine the events that are relevant to the theme or central idea and help the reader to infer it</td>
</tr>
</tbody>
</table>

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- DP  Distal Precursor
- S   Successor
- PP  Proximal Precursor
- UN  Untested
- T   Target
ELA.EE.RL.7.2 - Identify events in a text that are related to the theme or central idea.
## Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 7**

**ELA.EE.RL.7.4**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RL.7.4</td>
<td>ELA.EE.RL.7.4</td>
<td></td>
</tr>
</tbody>
</table>
| Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama | Determine the meaning of simple idioms and figures of speech as they are used in a text | Initial Precursor:  
- Can demonstrate understanding of the names of objects or people who are not immediately present  
Distal Precursor:  
- Can determine the meaning of a word when the definition is given using appositives, relative clauses, within a conjunction, or a direct explanation within a text. Examples and restatements may also be used in the sentence  
Proximal Precursor:  
- Can use the surrounding context of a word in a text to determine the meaning of multiple meaning words  
Target:  
- Can determine the meaning of frequently occurring or transparent simple idioms and figures of speech when reading a narrative  
Successor:  
- Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text |

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- DP = Distal Precursor
- PP = Proximal Precursor
- SP = Supporting
- S = Successor
- UN = Untested
- T = Target
ELA.EE.RL.7.4 - Determine the meaning of simple idioms and figures of speech as they are used in a text.
ELA-1305
Can determine the literal meaning of words and phrases in context

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

ELA-1416
Can determine the meaning of unambiguous words in a text

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

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

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

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

ELA-832
Determine the connotative meaning of words and phrases in a text
<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.7.1</td>
<td>ELA.EE.RI.7.1</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify words or details to answer a question about explicit information presented in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student can determine both explicit information and can identify within the text where an inference is needed (they still don’t necessarily have to be able to make the inference)</td>
</tr>
<tr>
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<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine the difference between what an informational text states explicitly and implicitly</td>
</tr>
</tbody>
</table>

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- UN Untested
- T Target
ELA.EE.RI.7.1 - Analyze text to identify where information is explicitly stated and where inferences must be drawn.

- **F-146**: Can match a real object with a picture or other symbolic representation of the object

- **ELA-1102**: Can differentiate between text and pictures or braille and tactile graphics/objects that accompany the text

- **ELA-1382**: Can name objects in pictures/tactile graphics or name objects used to represent book pictures during a shared reading activity

- **ELA-1210**: Can identify pictures or tactile graphics/objects that go with a familiar text

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

- **ELA-970**: Can identify a concrete detail in early informational texts
ELA-1371
Can identify explicit details in informational texts

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

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

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

ELA-1562
Analyze text to identify where information is explicitly stated and where inferences must be drawn.

ELA-1112
Can determine the difference between explicit and implicit information in an informational text.
# Essential Element, Linkage Levels, and Mini-Map

## ELA: Grade 7

### ELA.EE.RI.7.2

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<thead>
<tr>
<th>Grade-Level Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.7.2</td>
<td>ELA.EE.RI.7.2</td>
<td></td>
</tr>
<tr>
<td>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text</td>
<td>Determine two or more central ideas in a text</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can pair an object with a picture, tactile graphic, or other symbolic representation of the object</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify the concrete details mentioned in beginner level informational texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can identify the main idea for a paragraph in an informational text that lacks an explicit statement of the topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine more than one main idea in an informational text</td>
</tr>
<tr>
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<td>Successor:</td>
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<tr>
<td></td>
<td></td>
<td>• Can summarize the information in a familiar informational text</td>
</tr>
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- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
ELA.EE.RI.7.2 - Determine two or more central ideas in a text.
**Grade-Level Standard** | **DLM Essential Element** | **Linkage Levels**
--- | --- | ---
ELA.RI.7.4 | ELA.EE.RI.7.4 Determine how words or phrases are used to persuade or inform a text | **Initial Precursor:**
- Can understand adjectives in others’ speech

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

**Proximal Precursor:**
- Can use the surrounding context of a phrase in a text to determine the meaning of an unknown phrase

**Target:**
- Can determine how word choice in an informational text is used to persuade or inform

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

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<td>Distal Precursor</td>
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<tr>
<td>UN</td>
<td>Untested</td>
</tr>
<tr>
<td>T</td>
<td>Target</td>
</tr>
</tbody>
</table>
ELA.EE.RI.7.4 - Determine how words or phrases are used to persuade or inform a text.
## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP
### ELA: GRADE 7
#### ELA.EE.RI.7.6

<table>
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</thead>
<tbody>
<tr>
<td>ELA.RI.7.6</td>
<td>ELA.EE.RI.7.6</td>
<td></td>
</tr>
</tbody>
</table>

| Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others |
| ELA.EE.RI.7.6        | Determine an author’s purpose or point of view |

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

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

**Proximal Precursor:**
- Can identify words or phrases for determining the point of view of an informational text’s author

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

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

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

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ELA.EE.RI.7.6 - Determine an author’s purpose or point of view.

- F-175
  Can identify people associated with familiar routines

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

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

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

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

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

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

- ELA-358
  Can identify the common text features found in informational texts
ELA-1443
Can identify the similarities between informational texts on the same topic.

ELA-1444
Can compare informational texts on the same topic.

ELA-1109
Can identify words or phrases in an informational text that describes or demonstrates the author's point of view.

ELA-1240
Can determine the author's point of view or purpose for writing an informational text.

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

**ELA.RI.7.8**
Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

### DLM Essential Element

**ELA.EE.RI.7.8**
Determine how a claim or reason fits into the overall structure of an informational text.

### Linkage Levels

- **Initial Precursor:**
  - Has an association with a certain event and anticipates what is to come (example: Can produce the appropriate response to well-known interactions with another individual)

- **Distal Precursor:**
  - Can identify the main idea when it is explicitly included in the paragraph, usually as the first of last sentence

- **Proximal Precursor:**
  - Can determine how a key word, phrase, sentence, or paragraph contributes to the overall structure of an informational text

- **Target:**
  - Can ascertain the organization an author of an informational text uses in arranging the claims and reasons on the topic

- **Successor:**
  - Can describe the overall text structure used in an informational text

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

---
ELA.EE.RI.7.8 - Determine how a claim or reason fits into the overall structure of an informational text.
## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP
**ELA: GRADE 7**
**ELA.EE.RL.7.3**

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>ELA.RL.7.3</td>
<td>ELA.EE.RL.7.3</td>
<td></td>
</tr>
<tr>
<td>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)</td>
<td>Determine how two or more story elements are related</td>
<td></td>
</tr>
</tbody>
</table>

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

**Distal Precursor:**
- Can identify how a character’s actions make them feel OR can identify how the character’s desires or feelings lead to an action

**Proximal Precursor:**
- Student can correctly identify how a character responds to a challenge that is presented within a story

**Target:**
- Can ascertain the relations between some of the story elements of a narrative, such as characters, settings, or major events

**Successor:**
- Can recall the causes of major actions included in a story

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

**Key to map codes in upper right corner of node boxes:**
- IP: Initial Precursor
- SP: Supporting
- DP: Distal Precursor
- S: Successor
- PP: Proximal Precursor
- UN: Untested
- T: Target
ELA.EE.RL.7.3 - Determine how two or more story elements are related.
## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 7

#### ELA.EE.RL.7.5

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RL.7.5</td>
<td><strong>ELA.EE.RL.7.5</strong></td>
<td><strong>Initial Precursor:</strong></td>
</tr>
<tr>
<td><strong>Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</strong></td>
<td><strong>Compare the structure of two or more texts (e.g., stories, poems, or dramas)</strong></td>
<td><strong>Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object</strong></td>
</tr>
<tr>
<td><strong>Distal Precursor:</strong></td>
<td></td>
<td><strong>Can determine the elements (e.g., setting, events) that occur at the beginning and end of a familiar, linear story</strong></td>
</tr>
<tr>
<td><strong>Proximal Precursor:</strong></td>
<td></td>
<td><strong>Student can use information about structure to make determinations about the text</strong></td>
</tr>
<tr>
<td><strong>Target:</strong></td>
<td></td>
<td><strong>Student can compare the structure of two or more texts (e.g., stories, poems, or dramas)</strong></td>
</tr>
<tr>
<td><strong>Successor:</strong></td>
<td></td>
<td><strong>Student can compare and contrast the structure of two or more texts (e.g., stories, poems, or dramas)</strong></td>
</tr>
</tbody>
</table>

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- **T** Target
ELA.EE.RL.7.5 - Compare the structure of two or more texts (e.g., stories, poems, or dramas).
ELA-1355
Identify the beginning and end of a story.

ELA-1180
Can identify the beginning, middle, and end of a story with a clear linear structure.

ELA-373
Can describe events from the beginning, middle, and end of a story.

ELA-1356
Determine the structure of a text (e.g., story, poem, or drama).

ELA-1357
Compare the structure of two or more texts (e.g., stories, poems, or dramas).

ELA-1358
Contrast the structure of two or more texts (e.g., stories, poems, or dramas).

ELA-1359
Compare and contrast the structure of two or more texts (e.g., stories, poems, or dramas).
## Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 7**

**ELA.EE.RI.7.3**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.7.3</td>
<td>ELA.EE.RI.7.3</td>
<td>Initial Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Using their categorical knowledge, can make generalizations about the category to novel instances of that category</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine which of the points that the author makes in an informational text are the most important</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximal Precursor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can find two points made by an author of an informational text that relate to each other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can determine the specific relationship between two or more individuals, events, ideas, or other details in an informational text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can provide a description of the interaction or relationship between any two or details in an informational text</td>
</tr>
</tbody>
</table>

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

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<tbody>
<tr>
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<tr>
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<td>Distal Precursor</td>
</tr>
<tr>
<td>PP</td>
<td>Proximal Precursor</td>
</tr>
<tr>
<td>SP</td>
<td>Supporting</td>
</tr>
<tr>
<td>S</td>
<td>Successor</td>
</tr>
<tr>
<td>UN</td>
<td>Untested</td>
</tr>
<tr>
<td>T</td>
<td>Target</td>
</tr>
</tbody>
</table>

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ELA.EE.RI.7.3 - Determine how two individuals, events or ideas in a text are related.
**ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP**

**ELA: GRADE 7**

**ELA.EE.RI.7.9**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI.7.9</td>
<td>ELA.EE.RI.7.9</td>
<td></td>
</tr>
<tr>
<td>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</td>
<td>Compare and contrast how different texts on the same topic present the details</td>
<td></td>
</tr>
</tbody>
</table>

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

**Distal Precursor:**
- Can determine when two different informational texts on the same topic make a similar point or statement

**Proximal Precursor:**
- Can compare and contrast informational texts on the same topic based on the specific details used to discuss the topic

**Target:**
- Can determine how informational texts relate to each other based on their central ideas, theme, or arguments and the concepts included in them

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

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

- IP Initial Precursor
- SP Supporting
- DP Distal Precursor
- S Successor
- PP Proximal Precursor
- UN Untested
- T Target
ELA.EE.RI.7.9 - Compare and contrast how different texts on the same topic present the details.
### Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 7**

**ELA.EE.L.7.2.A**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.L.7.2.a</td>
<td>Use a comma to separate coordinate adjectives (e.g., <em>It was a fascinating, enjoyable movie</em> but not <em>He wore an old[,] green shirt</em>)</td>
<td>Use end punctuation when writing a sentence or question</td>
</tr>
<tr>
<td></td>
<td>ELA.EE.L.7.2.a</td>
<td><strong>EMERGENT WRITING (EW.7):</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Initial Precursor:</strong> Comprehends that all objects have some function or action typically associated with it (object action)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Distal Precursor:</strong> Points to the first word, in the upper left when asked, &quot;Show me where I should start reading&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>CONVENTIONAL WRITING (CW.7):</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Proximal Precursor:</strong> Can demonstrate an understanding that some type of punctuation needs to occur after each sentence and can recognize the different types of end punctuation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Target:</strong> Can use appropriately the various types of end punctuation in his or her writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Successor:</strong> Can demonstrate an understanding that commas are a common form of punctuation</td>
</tr>
</tbody>
</table>

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This EE is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The initial and distal precursor nodes are assessed in the emergent writing testlet in Grade 7 with four other Essential Elements: EE.L.7.2.b, EE.W.7.2.a, EE.W.7.2.b, and EE.W.7.2.d. The proximal precursor, target and successor nodes are assessed in the conventional writing testlet in Grade 7 with four other Essential Elements: EE.L.7.2.b, EE.W.7.2.a, EE.W.7.2.b, and EE.W.7.2.d.

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

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- **PP** Proximal Precursor
- **UN** Untested
- **T** Target

---

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ELA.EE.L.7.2.a - Use end punctuation when writing a sentence or question.
**ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP**  
**ELA: GRADE 7**  
**ELA.EE.L.7.2.b**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.L.7.2.b</td>
<td>ELA.EE.L.7.2.b</td>
<td></td>
</tr>
</tbody>
</table>
| Spell correctly      | Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns | **EMERGENT WRITING (EW.7):**  
  - **Initial Precursor:** Can recognize the sound of the letter of their first name in words they hear and see, and can correctly represent this letter when spelling words that start with the same letter  
  - **Distal Precursor:** Can produce a string of letters (student attempts to write words) by combining random letters  

|                |                | **CONVENTIONAL WRITING (CW.7):**  
|----------------|----------------|----------------------------------|
|                |                |  - **Proximal Precursor:** Can use spelling patterns (e.g., rimes) in familiar words to spell new words  
|                |                |  - **Target:** Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word  
|                |                |  - **Successor:** Can spell words with inflectional endings (e.g., walked, eats, sleeping)  

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- T   Target
ELA.EE.L.7.2.b - Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
### Grade-Level Standard

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
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</thead>
<tbody>
<tr>
<td><strong>ELA.W.7.2.a</strong></td>
<td><strong>ELA.EE.W.7.2.a</strong></td>
<td><strong>EMERGENT WRITING (EW.7):</strong></td>
</tr>
</tbody>
</table>
| Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension | Introduce a topic and write to convey ideas and information about it including visual, tactile, or multimedia information as appropriate | - **Initial Precursor:** Given a choice of two objects, uses eye-gaze, physical movement, gesture or vocalization to indicate choice  
- **Distal Precursor:** Can respond to wh-questions regarding choice of topic and other questions related to writing about the topic |
|                      |                      | **CONVENTIONAL WRITING (CW.7):** |
|                      |                      | - **Proximal Precursor:** Can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text  
- **Target:** Can introduce an informational topic while writing and extend by writing about ideas and information related to the topic  
- **Successor:** Student is able to produce an informational piece of writing in which the topic is clearly introduced and the details about the topic (may be visual, tactile, or multimedia) are presented within a clear organizational structure |

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</tr>
<tr>
<td>PP</td>
<td>Proximal Precursor</td>
</tr>
<tr>
<td>SP</td>
<td>Supporting</td>
</tr>
<tr>
<td>S</td>
<td>Successor</td>
</tr>
<tr>
<td>UN</td>
<td>Untested</td>
</tr>
<tr>
<td>T</td>
<td>Target</td>
</tr>
</tbody>
</table>
ELA.EE.W.7.2.a - Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
ELA-1256
- Can identify words, facts, details, or other information related to the topic of a text.

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

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

ELA-1876
- Can introduce a topic clearly and use a clear organization to write about it including visual, tactile, or multimedia information as appropriate.
## Essential Element, Linkage Levels, and Mini-Map
**ELA: Grade 7**
**ELA.EE.W.7.2.b**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA.W.7.2.b</strong></td>
<td><strong>ELA.EE.W.7.2.b</strong></td>
<td></td>
</tr>
<tr>
<td>Develop the topic</td>
<td>Provide facts,</td>
<td><strong>EMERGENT WRITING (EW.7):</strong></td>
</tr>
<tr>
<td>with relevant facts,</td>
<td>details, or other</td>
<td>- Initial Precursor: Can determine some of the</td>
</tr>
<tr>
<td>definitions, concrete</td>
<td>information related</td>
<td>relevant words for describing people, places,</td>
</tr>
<tr>
<td>details, quotations,</td>
<td>to the topic</td>
<td>things, or events familiar to the student</td>
</tr>
<tr>
<td>or other information</td>
<td></td>
<td>- Distal Precursor: Can use functional words</td>
</tr>
<tr>
<td>and examples</td>
<td></td>
<td>(describe a noun’s function/use) to describe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>common persons, places, objects, or events</td>
</tr>
</tbody>
</table>

**CONVENTIONAL WRITING (CW.7):**
- **Proximal Precursor:** Student adds information to writing (writing is meant inclusively here - writing, drawing, or dictation) that helps to strengthen the overall message.
- **Target:** Student is already able to identify facts and details related to topic from a set of choices. Now they are able to provide written facts, details and/or information about a topic.
- **Successor:** Student is able to put facts or details identified about a topic into writing.

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

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- T - Target
- UN - Untested
ELA.EE.W.7.2.b - Provide facts, details, or other information related to the topic.

- F-140: Can identify words that describe familiar persons, places, things, or events.
- F-178: Can identify functional words to describe common persons, places, objects, or events.
- F-179: Can identify perceptual words to describe common persons, places, objects, or events.
- F-180: Can identify categorical words to describe common persons, places, objects, or events.
- ELA-1627: Can describe familiar people, places, things, and events with appropriate detail.
- ELA-1957: Can select a topic and use drawing, dictating, or writing to compose a sentence with one fact.
- ELA-2082: Can identify areas of missing information or weak points in written work (drawing, dictating, writing).
- ELA-2135: Can identify a detail related to a topic, book, or event to use in written work (drawing, dictating, or writing).
- ELA-2133: Can identify a relevant word to a topic, book, or event to use in written work (drawing, dictating, or writing).
- ELA-2134: Can identify an illustration related to a topic, book, or event for use in written work (drawing, dictating, or writing).
# Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 7**

**ELA.EE.W.7.2.d**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ELA.W.7.2.d</td>
<td>ELA.EE.W.7.2.d</td>
<td><strong>EMERGENT WRITING (EW.7):</strong></td>
</tr>
</tbody>
</table>
| Use precise language and domain-specific vocabulary to inform about or explain the topic | Select domain-specific vocabulary to use in writing about the topic | - **Initial Precursor:** Can demonstrate understanding that specific members comprise a broad category  
- **Distal Precursor:** Using their categorical knowledge, can make generalizations about the category to novel instances of that category |

**CONVENTIONAL WRITING (CW.7):**

- **Proximal Precursor:** Can identify words in speech or text that are domain-specific words (i.e., words that are specific to a content area or discipline)  
- **Target:** Student is able to select domain-specific words to use for writing about a topic  
- **Successor:** Can include domain-specific vocabulary when writing an informative text

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

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- **IP** Initial Precursor  
- **SP** Supporting  
- **DP** Distal Precursor  
- **S** Successor  
- **PP** Proximal Precursor  
- **T** Target  
- **UN** Untested
**ELA.EE.W.7.2.d** - Select domain-specific vocabulary to use in writing about the topic.