



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.

