



## 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
<b>ELA.EE.RI.11-12.3</b> Determine how individuals, ideas, or events change over the course of the text.	<b>ELA.RI.11-12.3</b> 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
<b>Initial Precursor</b>	<a href="#">Friends Talk</a> <a href="#">Fun in Different Weather Exercise</a>
<b>Distal Precursor</b>	N/A
<b>Proximal Precursor</b>	N/A
<b>Target</b>	N/A
<b>Successor</b>	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grades 11-12</a> .	
<b>Released Testlets</b>	
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .	
<b>Using Supporting (SP) and Untested (UN) Nodes</b>	
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .	

[Link to Text-Only Map](#)

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

