



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
<p>ELA.EE.RI.11-12.5 Determine whether the structure of a text enhances an author's claim.</p>	<p>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.</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 an informational text, the student can identify details from the text to answer questions about explicit information stated within 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>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>	<p>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.</p>

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.

