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

Subject: ELA
Reading Literature
Grade: 11-12

Learning Outcome

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

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.	The student can identify details that can answer a question about explicit information in a story.	After reading a narrative text, the student can correctly determine the explicit meaning of the text using information explicitly stated in the text.	After reading a text, the student is able to identify specific details that support the text's implicit meaning.	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.

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.	

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

Map Key

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

Boxes indicate tested nodes

IP — Can identify concrete details in a familiar story (characters, objects)

UN — Can identify the character and setting in a familiar story

UN — Can identify the character and setting in a story

UN — Can identify the characters, setting, and major events of a story

UN — Can retell a story, including details, after hearing an unfamiliar text

DP — Can identify details in a narrative to answer a question about explicit information

UN — Can analyze a narrative to determine what it says explicitly and what inferences need to be drawn

UN — Can analyze a narrative to identify where information is explicitly stated and where inferences should be drawn

UN — Can determine what a narrative states explicitly and implicitly

UN — Can cite textual evidence for the inferences made while reading a literary text

UN — Can determine the citations for explicit and inferred information in a narrative

PP — Can determine a narrative's explicit meaning

UN — Can identify the details related to the lesson of a narrative

T — Can analyze the explicit and implicit meanings of a narrative and cite textual evidence for them

S — Can select strong textual evidence when citing a literature text