

Mini-Map for ELA.EE.RL.11-12.2

Subject: ELA Reading Literature Grade: 11-12

Learning Outcome

| DLM Essential Element | Grade-Level Standard |
|--|---|
| ELA.EE.RL.11-12.2 Recount the main events of the text which are related to the theme or central idea. | ELA.RL.11-12.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text. |

Linkage Level Descriptions

| Initial Precursor | Distal Precursor | Proximal Precursor | Target | Successor |
|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| The student can identify | After reading or hearing | The student can identify | After reading or hearing | After reading or hearing |
| actions that are | a familiar story, the | the theme or central | a story, the student can | a story, the student can |
| associated with | student can use story | idea of a story and | correctly identify the | identify the central idea |
| routines that they are | details to correctly | identify and recount the | theme of the story and | or theme of the text. |
| familiar with (e.g., | identify the specific | events that are relevant | recount the most | The student can also |
| observed, participated | theme of the story and | to, and help the reader | important events | analyze the way the |
| in). | the main goal or idea of | infer, the theme and | related to that theme. | characters, setting, and |
| | a character in a story. | central idea. | | plot contribute to the |
| | | | | development of the |
| | | | | theme across the |
| | | | | course of the text. |

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 identify and recount the major events in a story, they must understand that there are events in the story and there are actions associated with those events. This can begin as they learn to associate actions with routines that are featured in texts. 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 only by doing the routine but by recognizing words and pictures that represent those actions in the text.

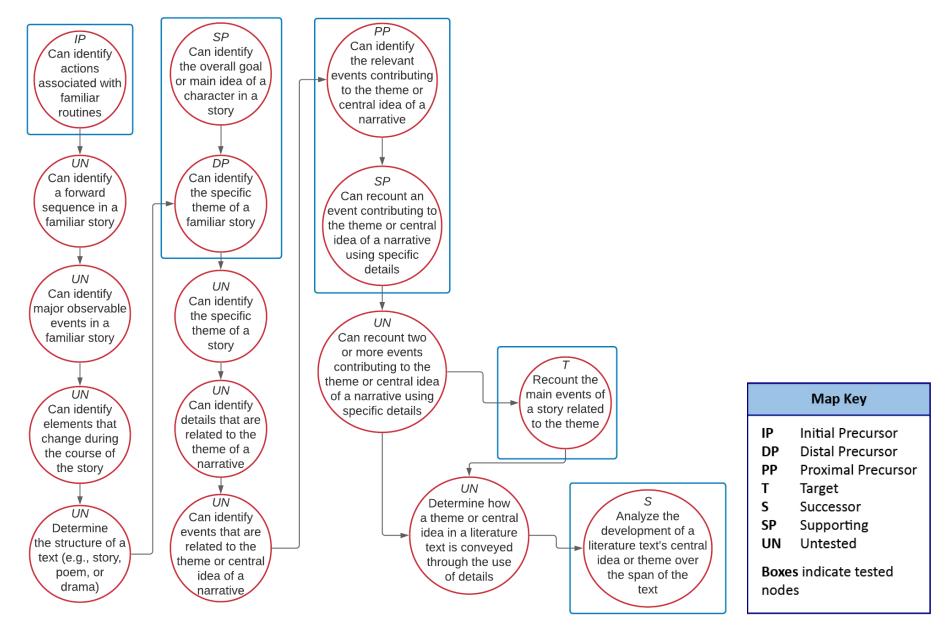
How is the Distal Precursor related to the Target?

As students work toward being able to identify and recount the events in a story that are related to the theme or central idea, they must learn to identify the theme or central idea of a text. In the context of shared reading or reading comprehension instruction, teachers can help students work toward this using the DLM Familiar Texts aligned with this Essential Element and linkage level. Each has a clear statement of the overall meaning of the narrative.

Instructional Resources

| Linkage Level | DLM Familiar Texts | |
|---|--------------------------|--|
| Initial Precursor | Mary and Martha | |
| | An Invitation | |
| | Gatsby Meets New Friends | |
| | Traveling to Nebraska | |
| | The Garden | |
| Distal Precursor | Mary and Martha | |
| | An Invitation | |
| | Jim and Antonia | |
| 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.RL.11-12.2 Recount the main events of the text which are related to the theme or central idea.