



Mini-Map for ELA.EE.RL.11-12.3

Subject: ELA
 Reading Literature
 Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama.	ELA.RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can use knowledge of a category to draw conclusions about the characteristics of objects that are part of that category.	The student can identify the major characters, setting, and major events in a story without the use of additional information from pictures.	The student can identify how a specific character develops or changes over the course of a story.	The student can identify how characters, settings, and events change or develop over the course of a story.	The student can identify events that contribute to the plot of a story and can describe how the plot develops throughout the story. The student can also identify the changes that occur in the characters as a result of the changing plot.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Understanding how characters, settings, or events change over the course of a story requires readers to draw conclusions about these things at different points of the story. Teachers can use DLM Familiar Texts aligned with this Essential Element and linkage level to help students at the Initial Precursor linkage level learn to use their categorical knowledge to draw these conclusions. During repeated shared readings of these texts, the teacher can draw student attention to the words that are used to describe the characters, settings, and events and help them place those descriptions into categories that describe them.

How is the Distal Precursor related to the Target?

Understanding of how the characters, settings, and events progress or develop throughout the narrative requires students to identify the characters, settings, and events. Students at the Distal Precursor level are not expected to determine how these key story elements develop, but they are working to identify the elements. Teachers can use shared reading or reading comprehension instruction to help students work toward identifying the key elements in texts that they are reading for the first or second time.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Gatsby and Daisy Drink Tea The Garden
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.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama.

