



Mini-Map for ELA.EE.RL.11-12.5

Subject: ELA
 Reading Literature
 Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.11-12.5 Determine how the author's choice of where to end the story contributes to the meaning.	ELA.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify major observable events that occur in a familiar story.	When reading a story with a clear linear structure, the student is able to identify and describe events which take place in the beginning, middle, and end of a story.	When presented with a text, the student is able to identify whether the text is a story, poem, or drama based on the structure and characteristics of the text. If the text is a story, the student can determine how the structure contributes to the meaning of the story.	The student can demonstrate an understanding that how and when an author chooses to end a story can affect the meaning of the story.	After reading two or more texts, the student can recognize that how the author organized each text and its features affects the overall meaning of the text, and the student can compare and contrast the texts based on their structure and meaning.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Reading to determine how the author's choice of where to end the story contributes to the meaning requires students to identify the major events of a story. As they learn to identify major events, they can work toward understanding the sequence of the events and ultimately to an understanding of the impact of changing where the story ends. Teachers can help students at the Initial Precursor level work toward this Essential Element using DLM Familiar Texts that feature familiar routines with story elements that clearly undergo a change. These changes are major events in these stories. Teachers can interact with students during shared reading and help them identify the major events in the texts.

How is the Distal Precursor related to the Target?

Reading to determine how the author's choice of where to end the story contributes to the meaning requires readers to easily recognize the events that occurred at the beginning, middle, and end of a text. Then the reader can determine how the text might be influenced by a different ending point. Teachers can help students work toward this Essential Element in shared reading or reading comprehension instruction by selecting books with a clear, linear structure (e.g., no flashbacks or events shared out of sequence), providing a list of events from the story, and asking students to determine which events occurred at the beginning, middle, and end of the story.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Cousin John Gatsby and Daisy Drink Tea 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 .	

[Link to Text-Only Map](#)

ELA.EE.RL.11-12.5 Determine how the author's choice of where to end the story contributes to the meaning.

