

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	ELA.RL.11-12.5 Analyze how an author's choices concerning
to end the story contributes to the meaning.	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	When reading a story	When presented with a	The student can	After reading two or
major observable	with a clear linear	text, the student is able	demonstrate an	more texts, the student
events that occur in a	structure, the student is	to identify whether the	understanding that how	can recognize that how
familiar story.	able to identify and	text is a story, poem, or	and when an author	the author organized
	describe events which	drama based on the	chooses to end a story	each text and its
	take place in the	structure and	can affect the meaning	features affects the
	beginning, middle, and	characteristics of the	of the story.	overall meaning of the
	end of a story.	text. If the text is a		text, and the student
		story, the student can		can compare and
		determine how the		contrast the texts based
		structure contributes to		on their structure and
		the meaning of the		meaning.
		story.		

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.

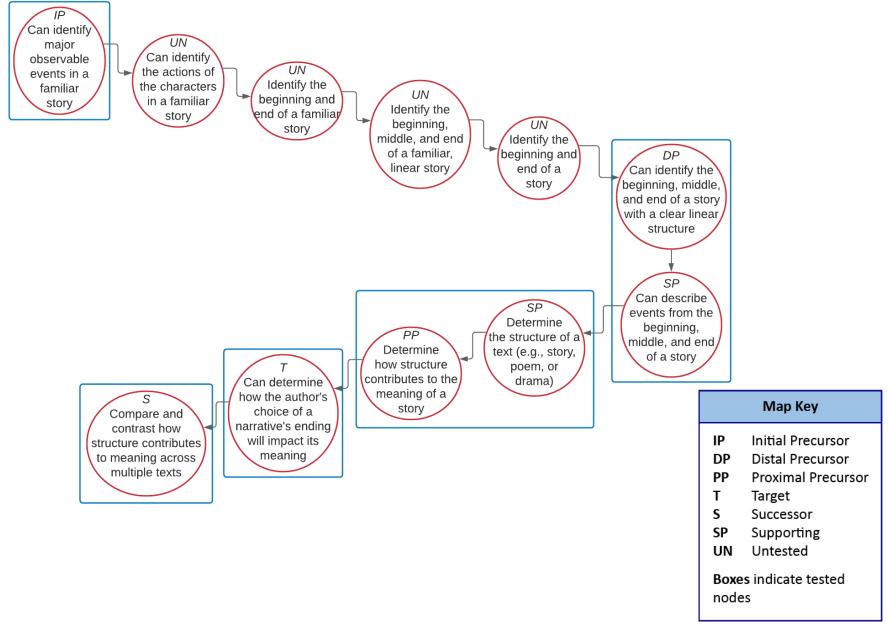
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Instructional Resources

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 <u>Familiar Text Information – Grades 11-12</u> .				
Released Testlets				
See the <u>Guide to Practice Activities and Released Testlets</u> .				
Using Supporting (SP) and Untested (UN) Nodes				
See the document <u>Using Mini-Maps to Plan Instruction</u> .				

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.



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