



Mini-Map for ELA.EE.RL.9-10.5

Subject: ELA

Reading Literature

Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.9-10.5 Identify where a text deviates from a chronological presentation of events.	ELA.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When the student reads a text that has a forward sequence of events, the student is able to recognize that events follow one another.	After reading or hearing a story, the student can identify information or events that occurred at the beginning and end of the story.	After reading the story, the student can identify how the characters, events, or settings change over the course of the story.	After reading a text, the student can recognize when events deviate from chronological order from language that signals shifts in time (such as flashbacks or other text cues).	The student is able to recognize that a story's structure may be influenced by the story's meaning and can use the structural elements to grasp the meaning of the story.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Figuring out when events in a story are represented out of order requires students to understand sequence. Students at the Initial Precursor linkage level can start working on sequence by identifying the next steps in familiar routines. In the context of repeated shared reading, teachers can use the DLM Familiar Texts aligned with this Essential Element and linkage level to help students attend to the steps or events in familiar routines and learn to identify what step comes next at different points in the routine.

How is the Distal Precursor related to the Target?

Determining which citations demonstrate explicit and inferential understandings of text requires students to be able to read and understand what the text says explicitly. Students at the Distal Precursor level are learning to read or listen in order to answer explicit questions about the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Farm Life City Life Dad Loved the Farm Helen and Annie* Annie Goes to Alabama James Helps the Cow
Distal Precursor	Farm Life City Life Helen Keller*
Proximal Precursor	N/A
Target	N/A
Successor	N/A
<p>*Texts with an * contain material that some students may find sensitive. Sensitive texts are optional in the Instructionally Embedded assessment and not used in the Year-End assessment. For more comprehensive information, see Familiar Text Information – Grades 9-10.</p>	
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.9-10.5 Identify where a text deviates from a chronological presentation of events.

