

# Mini-Map for ELA.EE.L.11-12.4.a

Subject: ELA Language Grade: 11-12

### Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.11-12.4.a Use context to determine the meaning of	ELA.L.11-12.4.a Use context (e.g., the overall meaning of a
unknown words.	sentence, paragraph, or text; a word's position or function in a
	sentence) as a clue to the meaning of a word or phrase.

## Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify	After reading a	When presented with a	When presented with	When presented with
familiar objects by using	sentence with clearly	sentence with a missing	unfamiliar words, the	unfamiliar phrases, the
descriptive words,	defined words, the	word, the student is	student can use	student can use
either by identifying the	student is able to recall	able to identify the	semantic clues in the	semantic clues in the
object or the	the stated definition to	correct word which	sentence or paragraph	sentence or paragraph
descriptive word when	identify the correct	completes the	to help identify the	to help identify the
asked.	definition of the word	sentence, based on the	meaning of the word.	meaning of a word or
	when presented with	surrounding context of		phrase.
	options.	the sentence.		

### Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

#### How is the Initial Precursor related to the Target?

Learning to use context (i.e., the surrounding words) to determine the meaning of unknown words requires students to have many words they do know. Teachers can help students expand the number of words they know by focusing on words that describe the objects that are familiar to them. In the context of ELA instruction, teachers can work on this using the DLM Familiar Texts aligned with this Essential Element and linkage level or other texts that feature familiar games and routines. During repeated shared reading of these texts, teachers can gather the objects that match those that appear in the book and work with students to idenitfy the objects that match different descriptions (e.g., red book, small bag).

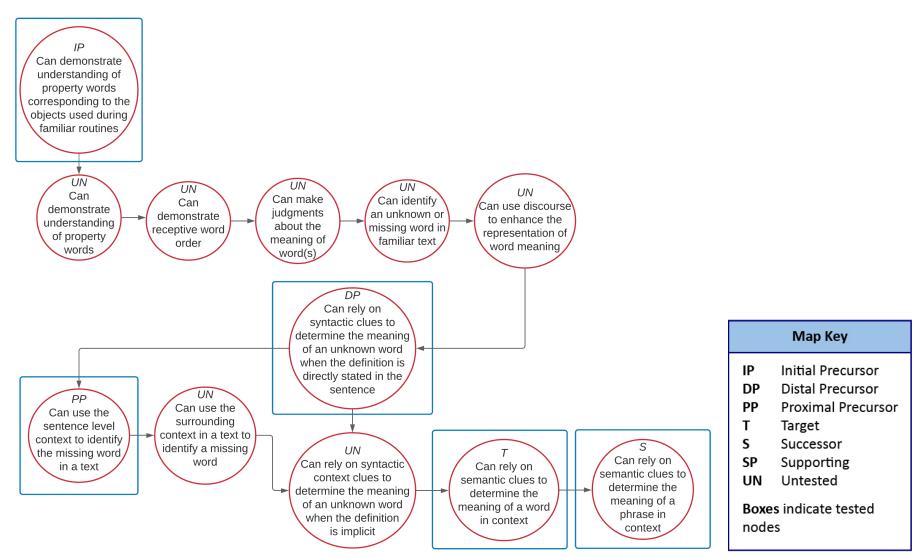
#### How is the Distal Precursor related to the Target?

Using context to determine the meaning of unknown words requires students to begin to understand the relationship between words in a sentence. One aspect of this is determining which words are being defined, restated or otherwise supported by the context. For example, an author might use the word "enormous" and then restate and define it in a subsequent sentence, such as, "The enormous watermelon was very, very big." The teacher might ask the students which word means very, very big. Teachers can work on this whenever they encounter words that are subsequently defined, compared with words that have an opposite meaning (e.g., The boy thought his dad would be furious. His dad was not furious. He was happy.), or directly explained in a text.

## Instructional Resources

Linkage Level	DLM Familiar Texts			
Initial Precursor	Gatsby and Daisy Drink Tea			
	Traveling to Nebraska			
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.L.11-12.4.a Use context to determine the meaning of unknown words.