



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 unknown words.	ELA.L.11-12.4.a Use context (e.g., the overall meaning of a 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 familiar objects by using descriptive words, either by identifying the object or the descriptive word when asked.	After reading a sentence with clearly defined words, the student is able to recall the stated definition to identify the correct definition of the word when presented with options.	When presented with a sentence with a missing word, the student is able to identify the correct word which completes the sentence, based on the surrounding context of the sentence.	When presented with unfamiliar words, the student can use semantic clues in the sentence or paragraph to help identify the meaning of the word.	When presented with unfamiliar phrases, the student can use semantic clues in the sentence or paragraph to help identify the meaning of a word or phrase.

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 identify 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.

