



## Mini-Map for ELA.EE.L.4.5.c

Subject: ELA

Language

Grade: 4

### Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.4.5.c Demonstrate an understanding of opposites.	ELA.L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations.	The student can identify relevant words for describing familiar people, places, things, or events.	When the student is given a descriptive or familiar word, the student can demonstrate prior knowledge of the word.	The student can identify differences in meaning when provided with opposite-meaning words.	The student can demonstrate an understanding that different words can refer to the same concept or idea.

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

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

Before students can demonstrate an understanding of words with opposite meanings, they must begin to recognize and remember words and familiar things (e.g., people, objects, places, and events) they encounter each day. In the context of shared reading, this can involve recognizing the same familiar objects, people, places, and events that appear repeatedly in an informational text. The DLM Familiar Texts aligned with this linkage level involve familiar routines that include people, objects, places, and/or events that should be in the experience of most children and provide teachers with a way to engage students in purposefully remembering and recognizing these familiar things when they appear in the text.

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

Before students can demonstrate an understanding of words with opposite meanings, they have to understand the meaning and use of words. In the context of shared reading of informational texts, this means students recognize familiar people, objects, places, and events and can determine words that describe these things. Eventually, these describing words can be contrasted with words that have an opposite meaning. The DLM Familiar Texts aligned with this Essential Element and linkage level occur in settings that should be familiar to most students (e.g., home, school, neighborhood) and include people, objects, and events that are associated with those settings. Teachers can work on this linkage level during shared reading by helping students attend to and recognize the words used in the book to describe the people, objects, and events.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Fudge Is on TV (RL)</a> <a href="#">Fudge Goes to the Dentist (RL)</a> <a href="#">A Boy Named Fudge (RL)</a> <a href="#">Bud and the Boys (RL)</a>
<b>Distal Precursor</b>	<a href="#">Learning From Family (RL)</a>
<b>Proximal Precursor</b>	<a href="#">Helping (RI)</a> <a href="#">Birthday Parties (RI)</a> <a href="#">Fudge Goes to the Dentist (RL)</a> <a href="#">A Boy Named Fudge (RL)</a> <a href="#">Airports (RI)</a>
<b>Target</b>	N/A
<b>Successor</b>	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grade 4</a> .	
<b>Released Testlets</b>	
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .	
<b>Using Supporting (SP) and Untested (UN) Nodes</b>	
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .	

[Link to Text-Only Map](#)

**ELA.EE.L.4.5.c** Demonstrate an understanding of opposites.

