



## Mini-Map for ELA.EE.L.5.4.a

Subject: ELA

Language

Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<p><b>ELA.EE.L.5.4.a</b> Use sentence level context to determine which word is missing from a content area text.</p>	<p><b>ELA.L.5.4.a</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>When presented with familiar objects the student encounters during familiar routines, the student is able to identify the correct object when presented with a list of object names.</p>	<p>The student can make judgments about pairs of words with similar or different meanings.</p>	<p>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.</p>	<p>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.</p>	<p>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 overall context of the whole text.</p>

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

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

As students work toward understanding the meaning of words in the context of sentences, they must begin to understand words and the things they represent. Teachers can help students working at the Initial Precursor linkage level learn words associated with objects during repeated shared reading of texts like the DLM Familiar Texts aligned with this linkage level. The texts feature generally familiar settings and the people, objects, and events that are associated with those settings. While reading with students, teachers can encourage them to identify objects when their names are used as part of the routines in the texts.

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

As students work toward understanding the meaning of words in the context of sentences and increase their ability to identify words in general, they can begin to recognize words that have meanings that are the same or different. Teachers can work on this using the DLM Familiar Texts aligned with this linkage level. These texts intentionally use words that have similar and different meanings so teachers can work with students to begin to identify them.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Arts and Crafts (RI)</a> <a href="#">Breakfast on the Mountain* (RL)</a>
<b>Distal Precursor</b>	<a href="#">Arts and Crafts (RI)</a> <a href="#">Weather Is Amazing (RI)</a> <a href="#">Moving (RI)</a>
<b>Proximal Precursor</b>	N/A
<b>Target</b>	N/A
<b>Successor</b>	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 <a href="#">Familiar Text Information – Grade 5</a>.</p>	
<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.5.4.a** Use sentence level context to determine which word is missing from a content area text.

