



Mini-Map for ELA.EE.L.6.5.a

Subject: ELA

Language

Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.6.5.a Identify the meaning of simple similes (e.g., the man was as big as a tree.).	ELA.L.6.5.a Interpret figures of speech (e.g., personification) in context.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify an object by its descriptor or provide a descriptor for the object.	When given a sentence from the text with a missing word, the student can provide a word from the text or a similar-meaning word to complete the sentence. When given an unfamiliar word that has only one meaning, the student can use textual and contextual clues in order to determine the word's meaning.	The student can provide more than one meaning, or an atypical meaning, for a multi-meaning word by using contextual and textual clues.	After reading a text, the student is able to understand that similes and metaphors are not literal.	When given a sentence that includes multiple meanings of words or figures of speech, the student is able to identify the meanings of these words.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Understanding similes requires students to understand language in an abstract way. Working toward this understanding requires students to move beyond words that represent concrete objects and actions. One way to do this is to focus on adjectives or words that describe the objects and actions. In the context of repeated shared reading, teachers can use texts, including DLM Familiar Texts, that feature familiar settings and explicitly describe people, objects, and events associated with the settings. As teachers read the text with students, they might gather objects that match those from the book or use the illustrations to support students in understanding the describing words that are used.

How is the Distal Precursor related to the Target?

Understanding similes and metaphors requires students to understand abstract language beyond the single word level. Working toward this requires students first to understand literal language at the phrase or sentence level. During shared reading, teachers can work toward this by asking students to identify words or phrases that complete sentences in the texts they are repeatedly reading. This can begin with simple repeated lines in texts but should advance to identifying words or phrases that are skipped or masked/covered in the middle of sentences that are not repeated over and over in the text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	The Concert (RL) Hard Work (RI) Anne's Best Friend (RL)
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grade 6 .	
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.6.5.a Identify the meaning of simple similes (e.g., the man was as big as a tree.).

