

# 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	ELA.L.6.5.a Interpret figures of speech (e.g., personification) in
man was as big as a tree.).	context.

## Linkage Level Descriptions

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

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

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

Understanding similies 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.

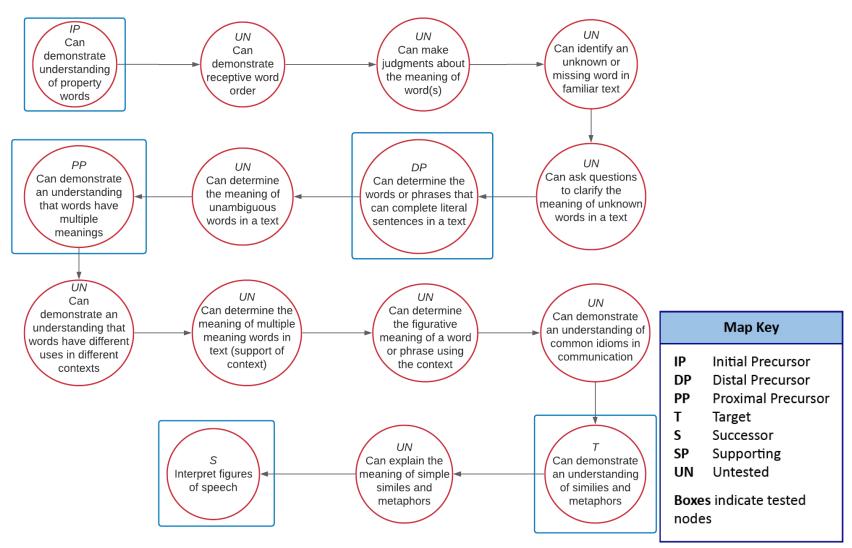
#### How is the Distal Precursor related to the Target?

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 <u>Familiar Text Information – Grade 6</u> .			
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.).