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

Subject: ELA
Language
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.6.5.b Demonstrate understanding of words by identifying other words with similar and different meanings.	**ELA.L.6.5.b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can use knowledge of a category to draw conclusions about the characteristics of objects that are part of that category.	The student can identify differences in meaning when provided with opposite-meaning words.	When presented with a word and then a list of other words, the student is able to identify the word that has the opposite meaning of the target word.	After reading a sentence, the student can identify other words that are related to (i.e., synonyms or antonyms) a target word to understand the meaning of the target word.	When presented with a word, the student is able to identify a word with the same or opposite meaning.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

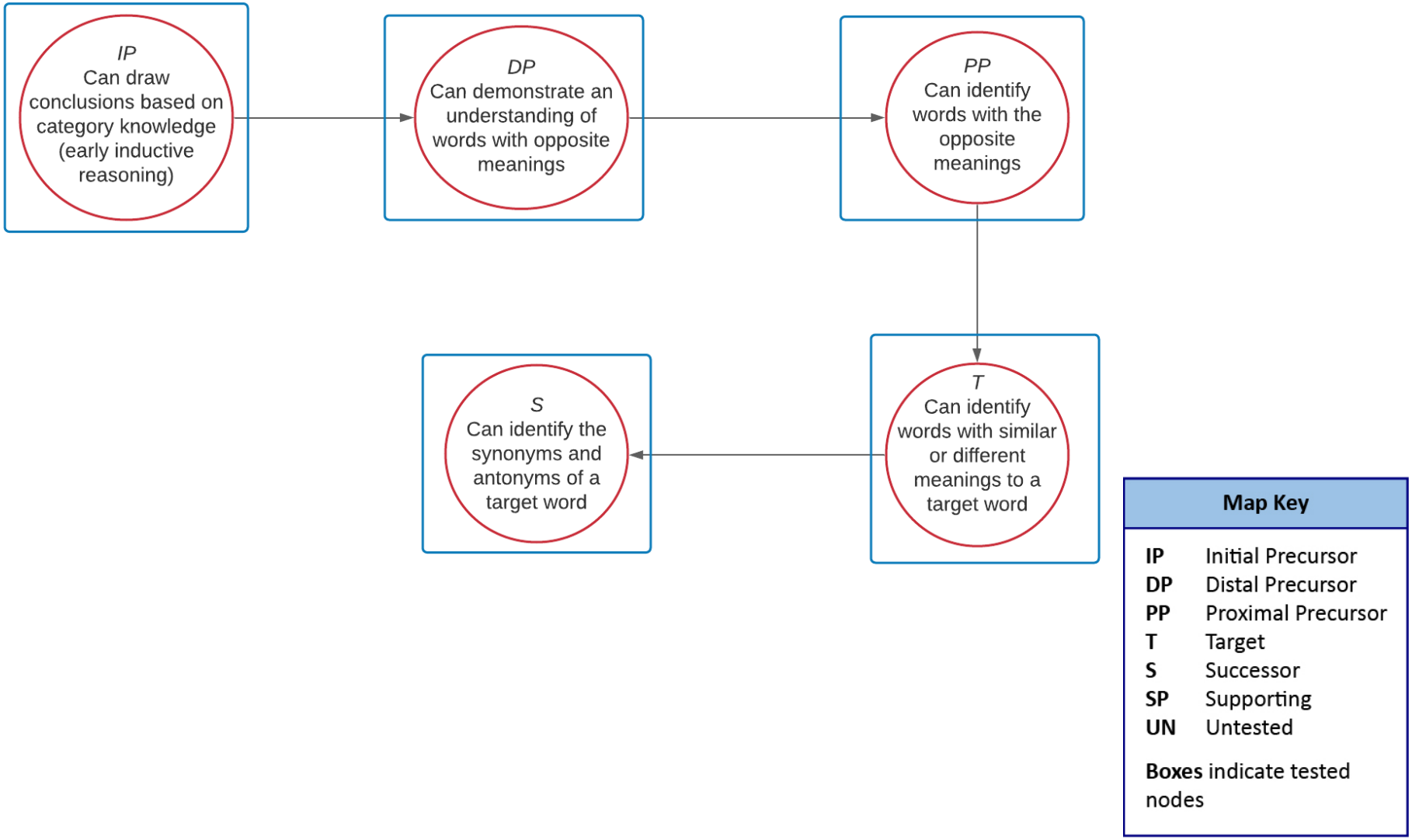
Learning to identify subtle differences between words with similar meetings requires students to begin to understand relationships between words in general. Categorical knowledge is one way to help students begin to understand these similarities and differences between words. In the context of repeated shared reading, teachers can work on developing student ability to use categorical knowledge by stating a category and asking students to identify objects in the book (or real objects that have been paired with the book) that belong to the category. The DLM Familiar Texts aligned with this Essential Element and linkage level highlight the objects that are used in familiar routines and the broader categories for the objects to support this instruction.

How is the Distal Precursor related to the Target?

Learning to identify subtle differences between words with similar meanings at the Target linkage level requires students to begin to understand relationships between words in general. One way to work towards this is to focus on words with opposite meanings. Teachers can help students learn to recognize these words through repeated shared readings of DLM Familiar Texts aligned with this linkage level. These texts intentionally include pairs of words that are opposites that students can learn to identify over time.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Living at Camp Green Lake* (RL) Packing a Bag (RI) Visiting an Island (RI)
Distal Precursor	A Pig Goes up the Mountain* (RL) Hard Work (RI)
Proximal Precursor	N/A
Target	N/A
Successor	N/A
*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 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.b Demonstrate understanding of words by identifying other words with similar and different meanings.