# Essential Element, Linkage Levels, and Mini-Map

## ELA: Grade 8

### ELA.EE.L.8.5.a

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<th>Grade-Level Standard</th>
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<tr>
<td>ELA.L.8.5.a</td>
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<tr>
<td>Interpret figures of speech (e.g. verbal irony, puns) in context</td>
<td>Demonstrate understanding of the use of multiple meaning words</td>
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**Initial Precursor**
- Can understand adjectives in others’ speech

**Distal Precursor**
- Can recognize that the literal meaning of a word or phrase is the meaning directly stated in the sentence

**Proximal Precursor**
- Can use the surrounding context of a word in a text to determine the meaning of multiple meaning words

**Target**
- Can demonstrate an understanding of the use of a multiple meaning word

**Successor**
- Can identify the intended meaning of multiple meaning words in a text

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How is the Initial Precursor related to the Target?

**Initial Precursor:** Understanding words with multiple meanings requires students to understand language in an abstract way. Working toward this understanding requires that students 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. In the context of repeated shared reading, teachers can use 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?

**Distal Precursor:** Understanding that words can have multiple meanings requires students to begin paying attention to the meanings of words they do and do not know. Students working at the Distal Precursor linkage level can work toward this by beginning to recognize when an author is explicitly stating the meaning of the word. Teachers might help students work on this by rereading definitions when they appear in a text and asking students, "What word is the author telling us about?" Teachers might begin a page by telling students that the author is going to define a word, and they should listen to decide which word is being defined.

A diagram showing the relationship of nodes in the mini-map appears below.

**Key to map codes in upper right corner of node boxes:**

- IP: Initial Precursor
- SP: Supporting
- DP: Distal Precursor
- S: Successor
- PP: Proximal Precursor
- UN: Untested
- T: Target
ELA.EE.L.8.5.a - Demonstrate understanding of the use of multiple meaning words.

- F-75: Can demonstrate understanding of property words.
- F-8: Can demonstrate receptive word order.
- ELA-1198: Can demonstrate understanding of phrases.
- ELA-1199: Can identify specific phrases in a sentence.
- ELA-1010: Can determine new phrase meaning from spoken context.
- ELA-1467: Can recognize the literal meaning of a word or phrase in a sentence.
- ELA-1305: Can determine the literal meaning of words and phrases in context.
- ELA-1192: Can determine the words or phrases that can complete literal sentences in a text.
ELA-1416
Can determine the meaning of unambiguous words in a text

ELA-489
Can demonstrate an understanding that words have multiple meanings

ELA-1296
Can demonstrate an understanding that words have different uses in different contexts

ELA-1332
Can determine the meaning of multiple meaning words in text (support of context)

ELA-1493
Can demonstrate an understanding of the use of multiple meaning words (limited contextual support).

ELA-1496
Can determine the intended meaning of multiple meaning words.