



Mini-Map for ELA.EE.L.9-10.4.a

Subject: ELA

Language

Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.9-10.4.a Use context to determine the meaning of unknown words.	ELA.L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify familiar objects by using descriptive words, either by identifying the object or the descriptive word when asked.	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.	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.	When presented with unfamiliar words, the student can use semantic clues in the sentence or paragraph to help identify the meaning of the word.	When presented with unfamiliar phrases, the student can use semantic clues in the sentence or paragraph to help identify the meaning of a word or phrase.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Using context to determine the meaning of unknown words requires students to have many words that they do know and to understand the relationship between words. One way to support the development of this is to move beyond the names of objects to words that describe those objects. Teachers can address this during shared reading using DLM Familiar Texts that align with this linkage level. The texts were written to include common objects that are described in a variety of ways. During these repeated shared readings, teachers can highlight the routines in the texts and the objects that are used in the routines while helping students distinguish among items based on descriptive or property words that describe them.

How is the Distal Precursor related to the Target?

Using context to determine the meaning of unknown words requires students to begin to understand the relationship between words in a sentence. One aspect of this is determining which words are being defined, restated or otherwise supported by the context. For example, an author might use the word “enormous” and then restate and define it in a subsequent sentence, such as, “The enormous watermelon was very, very big.” The teacher might ask the students which word means very, very big. Teachers can work on this whenever they encounter words that are subsequently defined, compared with words that have an opposite meaning (e.g., The boy thought his dad would be furious. His dad was not furious. He was happy.) , or directly explained in a text.

Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	Friends Are Great (RI) Helen and Annie * (RL)
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	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 Familiar Text Information – Grades 9-10.</p>	
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.9-10.4.a Use context to determine the meaning of unknown words.

