



## Mini-Map for ELA.EE.L.9-10.5.b

Subject: ELA

Language

Grade: 9-10

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.L.9-10.5.b</b> Determine the intended meaning of multiple meaning words.	<b>ELA.L.9-10.5.b</b> Analyze nuances in the meaning of words with similar denotations.

### 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 provide more than one meaning, or an atypical meaning, for a multiple-meaning word by using contextual and textual clues.	The student can identify a singular meaning of a multiple-meaning word using contextual and textual clues.	The student is able to recognize that words have multiple meanings and can identify the correct meaning of a given word based on a given context.	After reading a narrative, the student is able to identify which multiple-meaning word(s) creates humor.

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

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

Determining the intended meaning of multiple-meaning words requires students to have broad understanding of words and their intended use. Categorical knowledge is one way to work on this understanding. In the context of 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 describe objects and concepts that can be placed into two or more broad categories.

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

Students at the Distal Precursor linkage level can work on learning to identify the intended meaning of multiple-meaning words through repeated shared reading or reading comprehension lessons with the DLM Familiar Texts aligned with this Essential Element and linkage level. These texts intentionally include multiple-meaning words with distinct meanings that are supported by the text.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Being Nice at Dinner</a> * (RL) <a href="#">Using Water</a> (RI) <a href="#">At the Theater</a> (RI)
<b>Distal Precursor</b>	N/A
<b>Proximal Precursor</b>	N/A
<b>Target</b>	N/A
<b>Successor</b>	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 <a href="#">Familiar Text Information – Grades 9-10</a>.</p>	
<b>Released Testlets</b>	
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .	
<b>Using Supporting (SP) and Untested (UN) Nodes</b>	
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .	

[Link to Text-Only Map](#)

**ELA.EE.L.9-10.5.b** Determine the intended meaning of multiple meaning words.

