



## Mini-Map for ELA.EE.RI.11-12.4

Subject: ELA

Reading Informational Text

Grade: 11-12

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<p><b>ELA.EE.RI.11-12.4</b> Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.</p>	<p><b>ELA.RI.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>When given a descriptive or familiar word, the student can demonstrate prior knowledge of the word and an understanding of words with opposite meaning.</p>	<p>The students can demonstrate an understanding that different words can refer to the same concept or idea.</p>	<p>After reading or hearing an informational text, the student can determine the figurative meaning of words and phrases, such as idioms, analogies, and figures of speech.</p>	<p>After reading or hearing an informational text, the student can determine how words and phrases, especially words with multiple meanings and figurative meaning, affect the meaning of the text.</p>	<p>After reading or hearing an informational text, the student can analyze how the author gradually shapes the ideas and claims through word and phrase choices and the arrangement of sentences.</p>

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

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

Teachers can help students work toward understanding that words can have multiple or figurative meanings by helping them learn the meaning of words as they are used in a variety of texts. In the context of shared reading, teachers can use DLM Familiar Texts and other texts with concrete details that can be represented by objects and pictures to help students learn real-life examples of words and use. For example, teachers might select books about familiar routines and ask students to connect the words in text (e.g., details) to the objects or actions that are part of the routine.

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

Teachers can help students work toward understanding that words can have multiple or figurative meanings by helping them learn that two words can have the same meaning. At this linkage level, teachers should use the word synonym when helping students read or listen to identify two or more words that mean the same thing. For example, during shared reading or reading comprehension instruction, the teacher might talk with students about words that mean the same thing or are synonyms and then ask them to read or listen to the text to find words that have the same meaning.

## Instructional Resources

Linkage Level	DLM Familiar Texts
<b>Initial Precursor</b>	<a href="#">Business People</a> <a href="#">Inventions of the 1920s</a> <a href="#">Horses</a>
<b>Distal Precursor</b>	<a href="#">Making a Dress</a> <a href="#">Invitations</a> <a href="#">Horses</a>
<b>Proximal Precursor</b>	N/A
<b>Target</b>	N/A
<b>Successor</b>	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grades 11-12</a> .	
<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.RI.11-12.4** Determine how words or phrases in a text, including words with multiple meanings and figurative language,

