![Dynamic Learning Maps logo](DYNAMIC® LEARNING MAPS)

Mini-Map for ELA.EE.RI.6.4
Subject: ELA
Reading Informational Text
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.6.4 Determine how word choice changes the meaning of a text.	**ELA.RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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.	The student can identify differences in meaning when provided with opposite-meaning words.	The student can determine multiple meanings of a word relative to different contexts in which that word is used.	The student can identify how a text changes when given the same excerpt from the text but with a single word changed.	The student can recognize that word choices can be used to persuade or inform the reader. After reading or hearing an informational text, the student can determine how word choice is used to persuade or inform the reader.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Determining how word choice changes the meaning of text requires students to learn many different words and the way they are used in different contexts. Students working at the Initial Precursor linkage level can work toward this by learning about words that describe things. Teachers can help students work on this through repeated shared reading of DLM Familiar Texts aligned with this linkage level. These texts include words that describe the routines, objects, and contexts of the texts. Teachers can encourage students to identify when they hear these words during shared reading.

How is the Distal Precursor related to the Target?

Determining how word choice changes the meaning of text requires students to learn many different words and the way they are used in different contexts. One example is learning to recognize words that have 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	Take Care of Your Hair Music Class Cafeteria Lunches Making Friends Ready for Bed School Days
Distal Precursor	Hair Is Fun Pigs All Around Exploring Nature Is Fun
Proximal Precursor	N/A
Target	N/A
Successor	N/A
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.	

ELA.EE.RI.6.4 Determine how word choice changes the meaning of a text.

IP
Can demonstrate understanding of property words corresponding to the objects using familiar routines

UN
Can demonstrate understanding of property words

UN
Can sort objects on the basis of a property

UN
Can draw conclusions based on category knowledge (early inductive reasoning)

DP
Can demonstrate an understanding of words with opposite meanings

UN
Can demonstrate an understanding that words have multiple meanings

UN
Can use discourse to enhance the representation of word meaning

UN
Can organize words semantically

PP
Can demonstrate an understanding that words have different uses in different contexts

T
Can determine how word choice influences the meaning of an informational text

S
Can determine how word choice in an informational text is used to persuade or inform

Map Key

IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
SP	Supporting
UN	Untested

Boxes indicate tested nodes