



Mini-Map for ELA.EE.RI.9-10.4

Subject: ELA

Reading Informational Text

Grade: 9-10

Learning Outcome

| DLM Essential Element | Grade-Level Standard |
|--|--|
| <p>ELA.EE.RI.9-10.4 Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.</p> | <p>ELA.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> |

Linkage Level Descriptions

| Initial Precursor | Distal Precursor | Proximal Precursor | Target | Successor |
|---|--|--|---|---|
| <p>The student can identify relevant words for describing familiar people, places, things, or events.</p> | <p>When given a sentence from the text with a missing word, the student can provide a word from the text or a similar-meaning word to complete the sentence.</p> | <p>After reading or hearing a text, the student can identify the commonly understood cultural and/or emotional meaning of words and phrases in the text.</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> |

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Students at the Initial Precursor linkage level can work toward determining the meaning of idioms, analogies, and figures of speech by working to understand words that are most relevant in describing the people, places, things, or events that occur in texts. Teachers can use DLM Familiar Texts aligned with this Essential Element and linkage level during repeated shared reading interactions to help students learn to distinguish between the words that do and do not describe the people, places, things, or events that are described in the texts.

How is the Distal Precursor related to the Target?

Working to understand idioms, analogies, and figures of speech requires students to first understand the literal meaning of words in texts. Teachers can help students work toward this by asking them to determine words that would fit in a sentence in a text but have been masked.

Instructional Resources

| Linkage Level | DLM Familiar Texts |
|---|--|
| Initial Precursor | Every Day Is Different What Teachers Do |
| Distal Precursor | N/A |
| Proximal Precursor | N/A |
| Target | N/A |
| Successor | N/A |
| For more comprehensive information, see Familiar Text Information – Grades 9-10 . | |
| 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.RI.9-10.4 Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and

