



Mini-Map for ELA.EE.RL.11-12.4

Subject: ELA

Reading Literature

Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.	ELA.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
When given a descriptive or familiar word, the student can demonstrate prior knowledge of the word.	The student can demonstrate an understanding that different words can refer to the same concept or idea.	The student can determine multiple meanings of a word relative to different contexts in which that word is used.	After reading a story, the student can determine the meaning and effect of words and phrases as defined by context in a particular text.	When reading a story, the student can identify the words, phrases, details, and/or events the author uses to create mystery, tension, and surprise.

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
Initial Precursor	Mary and Martha Gatsby and Daisy Drink Tea Jim and Antonia
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see Familiar Text Information – Grades 11-12 .	
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.RL.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.

