# Mini-Map for ELA.EE.RL.5.4

Subject: ELA
Reading Literature
Grade: 5

## Learning Outcome

| DLM Essential Element | Grade-Level Standard |
|---|---|
| **ELA.EE.RL.5.4** Determine the intended meaning of multi-meaning words in a text. | **ELA.RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |

## Linkage Level Descriptions

| Initial Precursor | Distal Precursor | Proximal Precursor | Target | Successor |
|---|---|---|---|---|
| When presented with familiar and unfamiliar representations of people, objects, places, and events, the student can correctly identify the familiar representations. | When the student is given a descriptive or familiar word, the student can demonstrate prior knowledge of the word. | The student can provide more than one meaning, or an atypical meaning, for a multi-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 can identify more than one meaning of a multiple-meaning word when given limited examples that contain the word. |

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

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

Learning that words can have multiple meanings requires students to understand how context impacts words. Learning about context starts when students pay attention to attention and recognizing familiar things that occur in the contexts they encounter repeatedly. Students can work on this during shared reading when teachers use DLM Familiar Texts aligned with this Essential Element and linkage level. These books about contexts that are familiar and have familiar people, objects, places, and/or events that appear throughout them.

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

Learning that words can have multiple meanings related to context requires students to attend the ways words are used in familiar contexts. Teachers can help students learn to make connections between words and their use during shared reading. In the DLM Familiar Texts aligned with this Essential Element and linkage level, objects are named and associated with familiar routines and settings so that students can make connections between words and their use to describe objects and actions when these books are used during shared reading.

# Instructional Resources

| Linkage Level | DLM Familiar Texts |
|---|---|
| **Initial Precursor** | Mary Home Alone* <br> Toad Escapes <br> On the Mountain <br> Breakfast on the Mountain* <br> Visiting Friends <br> Heidi Goes Home |
| **Distal Precursor** | Mary Goes Exploring* <br> Winnie Goes Exploring <br> Visiting Clara |
| **Proximal Precursor** | N/A |
| **Target** | N/A |
| **Successor** | N/A |
| *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. <br> For more comprehensive information, see Familiar Text Information – Grade 5. | |
| **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.RL.5.4** Determine the intended meaning of multi-meaning words in a text.



**Map Key**

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

**Boxes** indicate tested nodes