



Mini-Map for ELA.EE.L.4.2.d

Subject: ELA

Writing

Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.4.2.d Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.	ELA.EE.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can understand that words are comprised of letters rather than numbers, punctuation marks, or other symbols.	The student can recognize the sound of the initial letter in their first name in words they hear and see and can correctly represent this letter when spelling words that start with the same letter.	The student can produce a string of letters by combining random letters.	The student can spell words phonetically using their knowledge of letter-sound relationships and common spelling patterns.	The student can orally spell, fingerspell, or write words with inflectional endings (e.g., walked, eats, sleeping).

Emergent and Conventional Writing Testlets

This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial Precursor and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 4 with two other Essential Elements: ELA.EE.L.4.2.a and ELA.EE.W.4.2.b. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 4 with two other Essential Elements: ELA.EE.L.4.2.a and ELA.EE.W.4.2.b.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Learning to use letter-sound relationships to spell words while writing requires students understand that writing involves letters and words rather than pictures or other symbols. Students develop this understanding by using a pencil, keyboard, or alternate pencil to write about topics they select. Students working at the Initial Precursor linkage level are unlikely to identify any specific letters or letter-sound relationships, but they can work toward these skills by engaging in writing with letters on a regular basis.

How is the Distal Precursor related to the Target?

Research suggests that the first letter most children learn to recognize is the first letter of their first name. Over time, they learn to identify and use more letters and eventually associate those letters with sounds in decoding and spelling, but it is typical that this understanding starts with being able to recognize the sound of the letter of their first name. Teachers should work on this skill in the context of writing and each time there is a meaningful reason to write or recognize their name.

Instructional Resources

Writing Testlet FAQs
Instructionally Embedded Assessment
Year-End Assessment
Released Testlets
See the Guide to Practice Activities and Released Testlets .
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction .

[Link to Text-Only Map](#)

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