Mini-Map for ELA.EE.L.6.2.b

Subject: ELA
Writing
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.6.2.b Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.	**ELA.EE.L.6.2.b** Spell correctly.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
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 use spelling patterns in familiar, single-syllable words to spell new words when given a limited list of initial consonants (e.g., -l,-m,-r) and rimes (e.g., -og, -at, -im).	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 6 with two other Essential Elements: ELA.EE.W.6.2.a and ELA.EE.W.6.2.b. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 6 with two other Essential Elements: ELA.EE.W.6.2.a and ELA.EE.W.6.2.b.

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

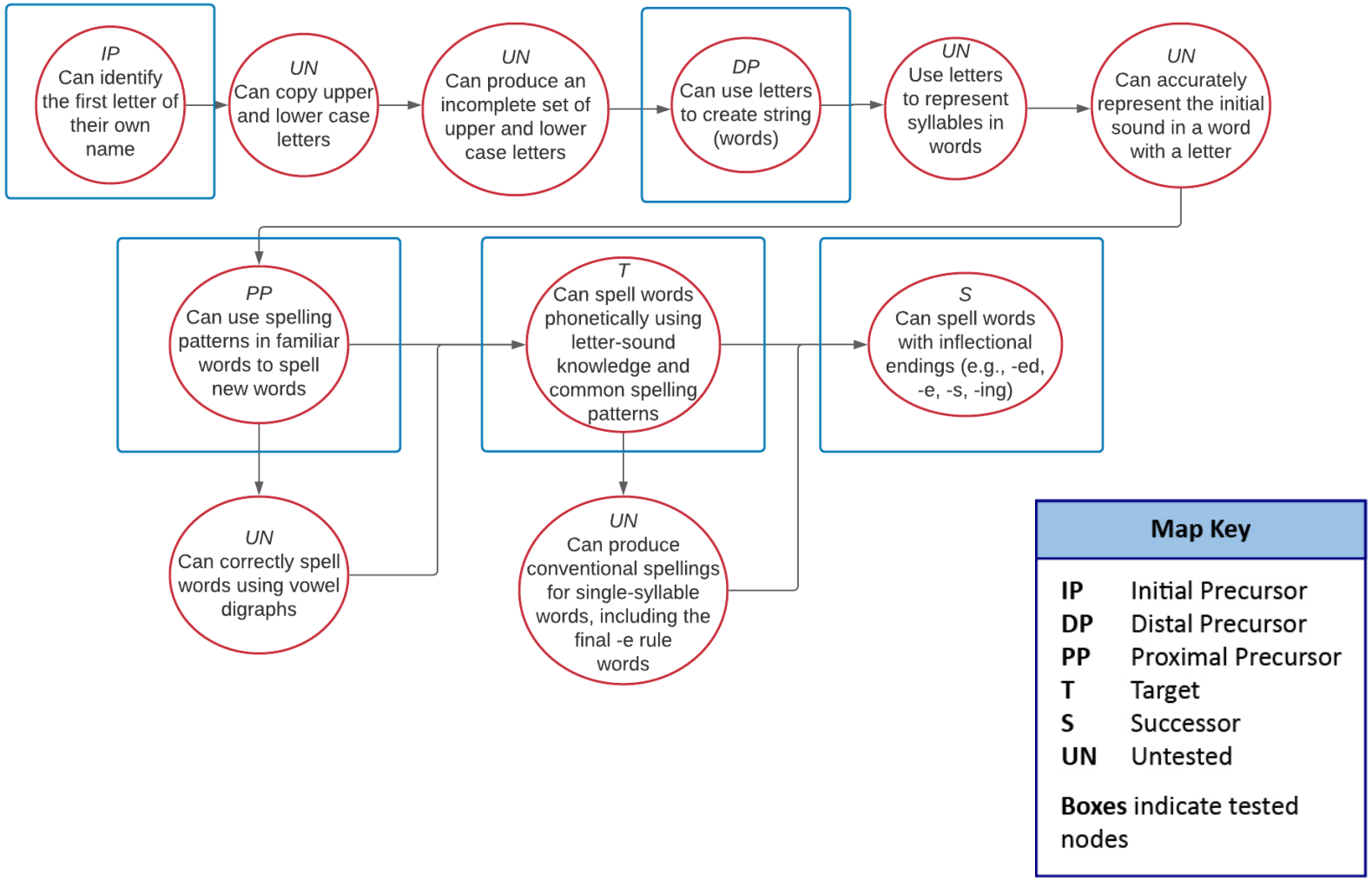
Research suggests that the first letter most children learn to recognize is the first letter of their first name. Over time, they learn to identify and use more letters and eventually associate those letters with sounds in decoding and spelling. Teachers can work on the Initial Precursor skill by asking students to sign their name to their writing each time they write.

How is the Distal Precursor related to the Target?

As students learn more about selecting topics, generating ideas, and using the alphabet to write, they begin to string together letters into word-like strings. They are not yet demonstrating understanding of letter-sound relationships, but they consistently write or select strings of letters when asked to write about the topics they choose.

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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