



Mini-Map for ELA.EE.L.7.2.a

Subject: ELA

Writing

Grade: 7

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.L.7.2.a Use end punctuation when writing a sentence or question.	ELA.L.7.2.a Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can demonstrate an understanding that all objects have a function or action associated with them by indicating the object's function or action.	The student can identify the first word to read on a page and point to the upper left of a page of text when asked where to start reading.	The student can demonstrate an understanding that some type of punctuation needs to occur after each sentence and can recognize the different types of end punctuation.	The student can appropriately use various types of end punctuation when writing.	The student can identify commas as a form of punctuation and use commas when writing.

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 7 with four other Essential Elements: ELA.EE.L.7.2.b, ELA.EE.W.7.2.a, ELA.EE.W.7.2.b, and ELA.EE.W.7.2.d. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 7 with four other Essential Elements: ELA.EE.L.7.2.b, ELA.EE.W.7.2.a, ELA.EE.W.7.2.b, and ELA.EE.W.7.2.d.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Using correct ending punctuation requires an understanding of the symbols themselves as well as their use. Students at the Initial Precursor level are working on understanding that objects have functions so that one day they can identify and use symbols for punctuation. Teachers can work on this by asking students to identify the function of tools used during writing and the function of objects related to the topics they select for writing.

How is the Distal Precursor related to the Target?

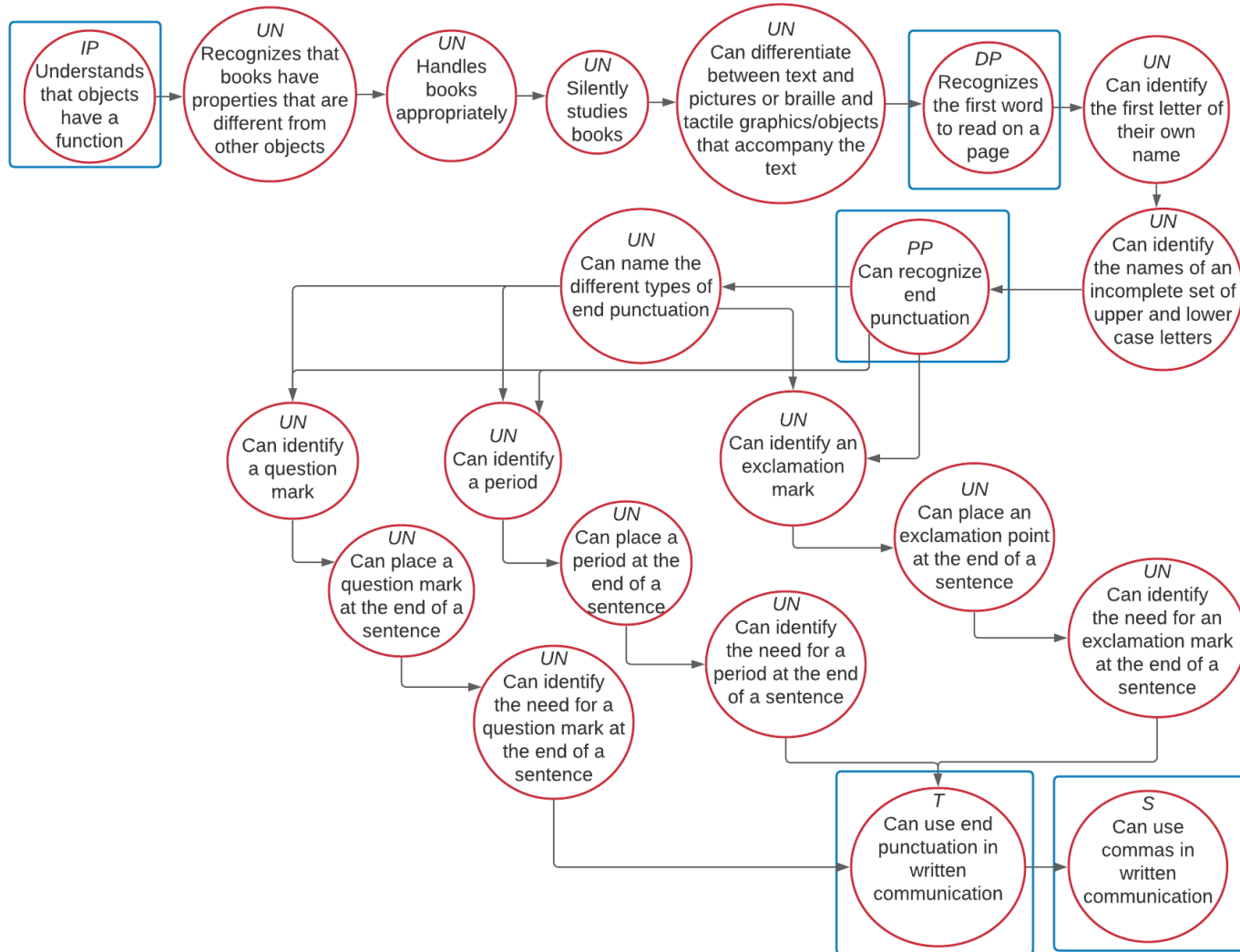
In the context of writing, using appropriate ending punctuation is an extension of the concepts about print students learn as they are emerging in their understandings of reading and writing. One specific form of print concept knowledge is understanding that print starts in the upper left corner when reading and writing. Teachers can work on this skill during writing instruction by asking students to show where to start writing. When students use alternate pencils or keyboards, teachers can ask where the first word will go.

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](#)

ELA.EE.L.7.2.a Use end punctuation when writing a sentence or question.



Map Key	
IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
UN	Untested
Boxes indicate tested nodes	