## Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 9-10**

### ELA.EE.L.9-10.2.c

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.L.9-10.2.c</td>
<td>Spell correctly</td>
<td></td>
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<tr>
<td></td>
<td>Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words</td>
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**Emergent Writing (EW.9-10)**

**Initial Precursor**
- Can recognize the sound of the letter of their first name in words they hear and see, and can correctly represent this letter when spelling words that start with the same letter

**Distal Precursor**
- Can produce a string of letters (student attempts to write words) by combining random letters

**Conventional Writing (CW.9-10)**

**Proximal Precursor**
- Student accurately selects (from a complete alphabet array on a keyboard or other AT device) or writes the correct initial sound that corresponds with a word

**Target**
- Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word. Can produce conventional spellings for single syllable words including some words with long vowels in which the vowel sound is broken up in the written word by placing the -e associated with long vowel sound at the end

**Successor**
- Can correctly spell words that do not follow common word patterning rules

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<table>
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<tr>
<th>How is the Initial Precursor related to the Target?</th>
<th>How is the Distal Precursor related to the Target?</th>
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<tbody>
<tr>
<td><strong>Initial Precursor:</strong> 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.</td>
<td><strong>Distal Precursor:</strong> 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 understandings of letter-sound relationships, but they consistently write or select strings of letters when asked to write about the topics they choose.</td>
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This Essential Element is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The Initial and Distal Precursor nodes are assessed in the emergent writing testlet in Grade 9-10 with five other Essential Elements: ELA.EE.W.9-10.2.a, ELA.EE.W.9-10.2.b, ELA.EE.W.9-10.2.c, ELA.EE.W.9-10.2.d, and ELA.EE.W.9-10.2.f. The Proximal Precursor, Target, and Successor nodes are assessed in the conventional writing testlet in Grade 9-10 with five other Essential Elements: ELA.EE.W.9-10.2.a, ELA.EE.W.9-10.2.b, ELA.EE.W.9-10.2.c, ELA.EE.W.9-10.2.d, and ELA.EE.W.9-10.2.f.

A diagram showing the relationship of nodes in the mini-map appears below.

*Key to map codes in upper right corner of node boxes:*

- **IP** Initial Precursor
- **DP** Distal Precursor
- **PP** Proximal Precursor
- **SP** Supporting
- **S** Successor
- **UN** Untested
- **T** Target
ELA.EE.L.9-10.2.c - Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.