



Mini-Map for ELA.EE.W.11-12.2.b

Subject: ELA

Writing

Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.11-12.2.b Develop the topic with relevant facts, details, or quotes.	ELA.EE.W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can identify functional words to describe common people, places, or objects when presented with or asked about them.	The student can use categorical words to describe common people, places, objects, or events.	The student can identify specific quotes in print or digital sources that provide meaningful information about a topic.	The student can use at least one quote from print sources to develop topical writing.	The student can develop a topic using relevant, well-chosen, and sufficient facts, concrete details, definitions, quotations, and examples when writing an informative text.

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 11-12 with five other Essential Elements: ELA.EE.L.11-12.2.b, ELA.EE.W.11-12.2.a, ELA.EE.W.11-12.2.c, ELA.EE.W.11-12.2.d, and ELA.EE.W.11-12.2.f. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 11-12 with five other Essential Elements: ELA.EE.L.11-12.2.b, ELA.EE.W.11-12.2.a, ELA.EE.W.11-12.2.c, ELA.EE.W.11-12.2.d, and ELA.EE.W.11-12.2.f.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

As students work toward being able to use quotes from print sources in their writing, they can start working to include forms of information others request in their writing. At the Initial Precursor linkage level, this could mean that students are encouraged to think about the function of things after they have selected their topic but before they actually start writing using a pencil, keyboard, or alternate pencil. For example, a student who chooses to write about school might select people to write about and then describe what those people do.

How is the Distal Precursor related to the Target?

As students work toward being able to use quotes from print sources in their writing, they can work on writing in structures and for purposes that others set. In this case, students could select their own topics for writing but could be asked specifically to name the categories for people, places, objects, or events in their writing. For example, a student who chooses to write about school might include the category people and include the names of people from school in writing.

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.W.11-12.2.b Develop the topic with relevant facts, details, or quotes.

