DYNAMIC®
LEARNING MAPS

Mini-Map for ELA.EE.W.11-12.2.c
Subject: ELA
Writing
Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.11-12.2.c Use complete, simple sentences, as well as compound and other complex sentences as appropriate.	**ELA.EE.W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can produce utterances comprised of two words that may include a number of linguistic structures.	The student can connect at least two or more words together when writing a text.	The student can write coherent, semantically accurate, and grammatically correct simple sentences with a subject, verb, and object.	The student can write coherent, semantically accurate, and grammatically correct simple, compound, and complex sentences.	The student can write grammatically correct compound-complex sentences by combining the elements of compound and complex sentences.

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.b, 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.b, 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?

In the context of writing, students can work on linking together two or more words when brainstorming ideas to write relative to a selected topic. Teachers can support this by providing students with word banks or other augmentative and alternative communication supports with words related to the selected topic.

How is the Distal Precursor related to the Target?

As students work toward writing sentences about selected topics, they can first work on writing lists of single words and then phrases that combine two or more words related to the selected topic. Students may use supports like word prediction, and words do not need to be spelled correctly, but students at the Distal Precursor level should be working to link two or more ideas 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.

ELA.EE.W.11-12.2.c Use complete, simple sentences, as well as compound and other complex sentences as appropriate.

Map Key

IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
UN	Untested

Boxes indicate tested nodes