



Mini-Map for ELA.EE.W.3.4

Subject: ELA

Writing

Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.3.4 With guidance and support, produce writing that expresses more than one idea.	ELA.EE.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can direct attention to objects or people through intentional sound, verbalization, movement, facial expression, eye gaze, or other behavior.	The student can attend to stimuli, including objects, pictures, or multimedia, through visual attention, prolonged "staring," or rhythmic behaviors.	The student can connect two or more words together when writing a text.	The student can express more than one idea when writing about a topic.	The student can write a complete thought or idea (may be grammatically incorrect) about a topic.

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 3 with one other Essential Element: ELA.EE.W.3.2.a. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 3 with one other Essential Element: ELA.EE.W.3.2.a.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Writing about a specific topic using facts and details requires students to be able to attend to topics long enough to learn information about them. In the context of emergent writing, students working at the Initial Precursor level work toward writing about topics by attending to objects or people that are presented as choices. While it may be unclear to the adult if the student is actually making an intentional choice, over time it is clear that the student is able to attend.

How is the Distal Precursor related to the Target?

Writing multiple ideas about a topic requires students to pay attention to the topic long enough to learn about it. In the context of emergent writing, students can work on sustaining attention to objects, pictures, or multimedia that teachers introduce, talk about, and offer them as potential topics for writing. Teachers might start with familiar, favored objects, pictures, or multimedia and introduce new options over time as they work to help students sustain their attention to options before making a choice for 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.3.4 With guidance and support, produce writing that expresses more than one idea.

