# Essential Element, Linkage Levels, and Mini-Map

## ELA: Grade 3

### ELA.EE.W.3.4

<table>
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<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
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<tbody>
<tr>
<td>ELA.W.3.4</td>
<td>ELA.EE.W.3.4</td>
<td></td>
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<tr>
<td>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose</td>
<td>With guidance and support, produce writing that expresses more than one idea</td>
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</tbody>
</table>

**EMERGENT WRITING (EW.3)**

- **Initial Precursor**
  - Turns own body, head, or otherwise directs own attention to objects or people

- **Distal Precursor**
  - Sustains own attention to objects, pictures or multimedia for more than a fleeting moment

**CONVENTIONAL WRITING (CW.3)**

- **Proximal Precursor**
  - Can use two words together when producing a written text

- **Target**
  - Writes more than one idea about a topic

- **Successor**
  - Student is able to produce a complete thought in writing. Up to this point, students may produce writing that requires some interpretation or context to understand (e.g., frg lgs = frogs use their legs to jump). By this node students are able to create a complete thought (e.g., Frogs jump). The produced thought may not be grammatically correct (i.e., The frogs can jump), but still conveys a complete thought or idea

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<table>
<thead>
<tr>
<th><strong>How is the Initial Precursor related to the Target?</strong></th>
<th><strong>How is the Distal Precursor related to the Target?</strong></th>
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<tbody>
<tr>
<td><strong>Initial Precursor:</strong> 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.</td>
<td><strong>Distal Precursor:</strong> 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.</td>
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</table>

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 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.

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.W.3.4 - With guidance and support, produce writing that expresses more than one idea.
ELA-1392
Uses letters to represent syllables in words.

ELA-424
Can create sentences by attempting to spell words based on their phonological characteristics.

ELA-1272
Can connect two or more words together when writing.

ELA-2273
Can produce writing that expresses more than one idea.

ELA-1872
Can write a complete thought.