

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	ELA.EE.W.3.4 With guidance and support from adults, produce	
expresses more than one idea.	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	Distal Precursor	Proximal Precursor	Target	Successor
Emergent Writing	Emergent Writing	Conventional Writing	Conventional Writing	Conventional Writing
The student can direct	The student can attend	The student can	The student can express	The student can write a
attention to objects or	to stimuli, including	connect two or more	more than one idea	complete thought or
people through	objects, pictures, or	words together when	when writing about a	idea (may be
intentional sound,	multimedia, through	writing a text.	topic.	grammatically
verbalization,	visual attention,			incorrect) about a topic.
movement, facial	prolonged "stilling," or			
expression, eye gaze, or	rhythmic behaviors.			
other behavior.				

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.

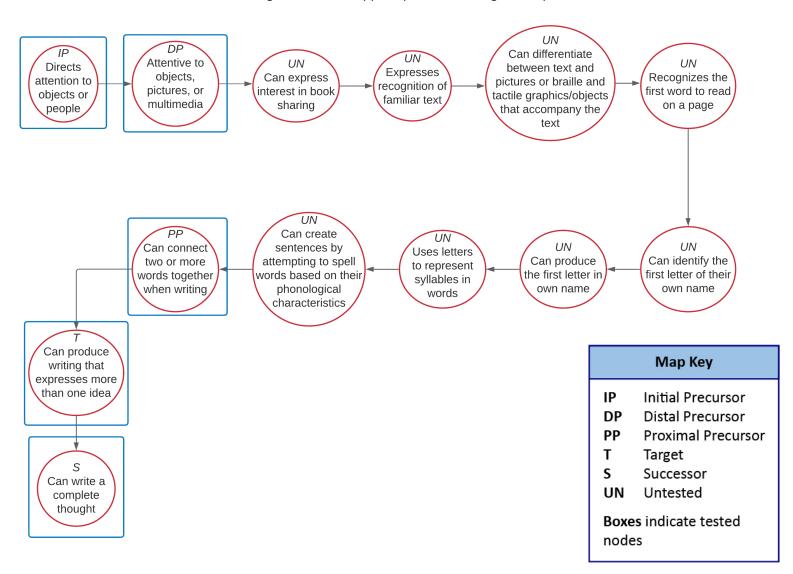
How is the Distal Precursor related to the Target?

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.