



## Mini-Map for ELA.EE.W.5.2.a

Subject: ELA

Writing

Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.W.5.2.a</b> Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.	<b>ELA.EE.W.5.2.a</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

### Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can indicate a choice between two objects through eye gaze, physical movement, gesture, or vocalization.	The student can produce appropriate responses to wh-questions concerning free play, storybooks, snack time, sequence cards, and puppet play or semantically appropriate responses to comprehension questions intermittently asked throughout the reading of a story.	The student can write about a specific topic using facts and details to describe the topic.	The student can introduce a topic and convey relevant information about it, including visual, tactual, and multimedia information, as appropriate.	The student can produce an informative text that introduces the topic and presents information and ideas about the topic using visual, tactile, and multimedia information, as appropriate.

## **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 5 with one other Essential Element: ELA.EE.W.5.2.b. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 5 with one other Essential Element: ELA.EE.W.5.2.b.

## Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

### *How is the Initial Precursor related to the Target?*

Introducing and writing about a topic requires students to successfully communicate a choice of topics. In the context of emergent writing, students at the Initial Precursor level can work on clearly communicating a choice between two familiar, preferred objects as a topic for writing. The key here is to practice communicating a choice before writing about the choice rather than communicating a choice during an activity unrelated to writing.

### *How is the Distal Precursor related to the Target?*

One way to help students learn to write an informational text is to help them brainstorm ideas about the topics they select. Teachers can work on this by asking students to select a topic for writing and then ask them basic questions about the topic. These questions might begin with yes/no personal preference questions, but as students grow more successful, can include the wh-questions that are the focus of this linkage level.

## Instructional Resources

<b>Writing Testlet FAQs</b>
<a href="#">Instructionally Embedded Assessment</a>
<a href="#">Year-End Assessment</a>
<b>Released Testlets</b>
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .
<b>Using Untested (UN) Nodes</b>
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .

[Link to Text-Only Map](#)

**ELA.EE.W.5.2.a** Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.

