



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

Subject: ELA

Writing

Grade: 5

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.W.5.2.b</b> Provide facts, details, or other information related to the topic.	<b>ELA.W.5.2.b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

### Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can identify familiar people, objects, places, and events when presented with both unfamiliar and familiar people, objects, places, and events.	The student can identify relevant descriptive words that describe familiar people, objects, places, and events.	The student can identify relevant details, such as the people, places, things, and events, related to specific personal experiences.	The student can provide facts, details, and other information related to a topic when writing about it.	The student can include one or more facts or details related to a topic when writing about it.

### 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.a. 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.a.

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

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

Successful writing requires the writer to know something about the topic. As such, it is important for students to move beyond knowing object names to recognizing when people, objects, places, and events are and are not familiar. In writing, students should be encouraged to select topics that are familiar.

Teachers can support this by gathering photos, objects, and artifacts that are familiar to students and using these things as choices when students select topics for writing. Teachers can build on this understanding and reach toward the Target by helping students identify people, objects, places, and events that are related to the familiar topic they select.

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

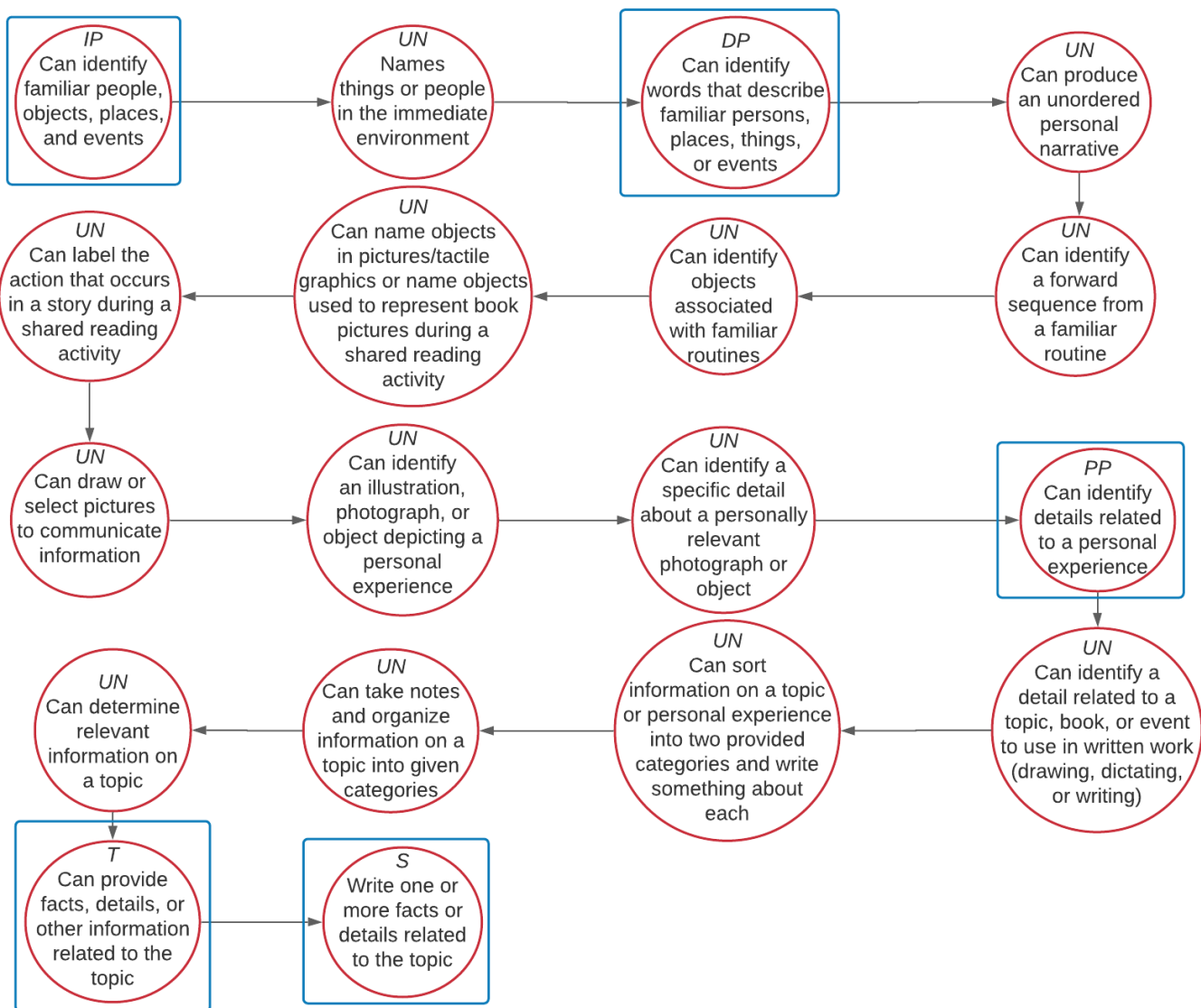
Successful writing requires the writer to know something about the topic. When students are familiar with the topics they chose, they can begin working to use words that describe the people, places, things or events that relate to the topic. In the context of writing, teachers can work with students to select from a range of familiar topics and then determine words that could be used to describe the people, places, things, or events they might write about.

## Instructional Resources

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

[Link to Text-Only Map](#)

**ELA.EE.W.5.2.b** Provide facts, details, or other information related to the topic.



Map Key	
<b>IP</b>	Initial Precursor
<b>DP</b>	Distal Precursor
<b>PP</b>	Proximal Precursor
<b>T</b>	Target
<b>S</b>	Successor
<b>UN</b>	Untested
<b>Boxes indicate tested nodes</b>	