## Essential Element, Linkage Levels, and Mini-Map

**ELA: Grade 7**

**ELA.EE.W.7.2.d**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.W.7.2.d</td>
<td>ELA.EE.W.7.2.d</td>
<td></td>
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<tr>
<td><strong>Use precise language and domain-specific vocabulary to inform about or explain the topic</strong></td>
<td><strong>Select domain-specific vocabulary to use in writing about the topic</strong></td>
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**EMERGENT WRITING (EW.7)**

- **Initial Precursor**
  - Can demonstrate understanding that specific members comprise a broad category

- **Distal Precursor**
  - Using their categorical knowledge, can make generalizations about the category to novel instances of that category

**CONVENTIONAL WRITING (CW.7)**

- **Proximal Precursor**
  - Can identify words in speech or text that are domain-specific words (i.e., words that are specific to a content area or discipline)

- **Target**
  - Student is able to select domain-specific words to use for writing about a topic

- **Successor**
  - Can include domain-specific vocabulary when writing an informative text
<table>
<thead>
<tr>
<th>How is the Initial Precursor related to the Target?</th>
<th>How is the Distal Precursor related to the Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Precursor:</strong> Selecting domain-specific words when writing about a selected topic requires students to understand the relationship between words and domains. This can begin with an understanding of words that are part of a broad category. Students can develop these understandings during writing. After working with students to select a topic for writing, teachers could generate a list of words and work with students to identify those that do and do not belong to a category related to the topic.</td>
<td><strong>Distal Precursor:</strong> Selecting domain-specific words when writing about a selected topic requires students to understand how words relate to specific domains. Students can work toward this understanding by applying knowledge of words from familiar categories. In the context of writing, students can select a topic for writing and then work to generate words in categories related to the topic.</td>
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This EE 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 7 with four other Essential Elements: ELA.EE.L.7.2.a, ELA.EE.L.7.2.b, ELA.EE.W.7.2.a, and ELA.EE.W.7.2.b. The proximal precursor, target and successor nodes are assessed in the conventional writing testlet in Grade 7 with four other Essential Elements: ELA.EE.L.7.2.a, ELA.EE.L.7.2.b, ELA.EE.W.7.2.a, and ELA.EE.W.7.2.b.

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
- SP  Supporting
- DP  Distal Precursor
- S   Successor
- PP  Proximal Precursor
- UN  Untested
- T   Target
ELA.EE.W.7.2.d - Select domain-specific vocabulary to use in writing about the topic.