



## Mini-Map for ELA.EE.W.7.2.d

Subject: ELA

Writing

Grade: 7

### Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.7.2.d Select domain-specific vocabulary to use in writing about the topic.	ELA.EE.W.7.2.d Use precise language and domain-specific vocabulary to inform about or explain 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 demonstrate an understanding that members of a category share at least one common characteristic by indicating specific members of the same category when given graphic examples of mixed categories of people, animals, objects, events, or conditions.	The student can draw conclusions or make generalizations about a familiar category of objects by indicating novel objects that belong to the category from a set of relevant and irrelevant objects.	The student can recognize domain-specific words presented in an informative text after reading it.	The student can select relevant, domain-specific words to use when writing about a topic.	The student can use domain-specific vocabulary when writing about a topic in an informative text.

## **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 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.

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

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

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.

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

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.

## 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.7.2.d** Select domain-specific vocabulary to use in writing about the topic.

