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

**ELA: Grade 9-10**

**ELA.EE.W.9-10.2.B**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.W.9-10.2.b</td>
<td>ELA.EE.W.9-10.2.b</td>
<td><strong>EMERGENT WRITING (EW.9-10)</strong></td>
</tr>
<tr>
<td>Develop the topic</td>
<td>Develop the topic</td>
<td><strong>Initial Precursor</strong></td>
</tr>
<tr>
<td>with well-chosen,</td>
<td>with facts or details</td>
<td>• Can use functional words (describe a noun’s function/use) to describe common persons, places, objects, or events</td>
</tr>
<tr>
<td>relevant, and</td>
<td></td>
<td><strong>Distal Precursor</strong></td>
</tr>
<tr>
<td>sufficient facts,</td>
<td></td>
<td>• Can use words that categorize (actually identify the category a noun belongs to) to describe common persons, places, objects, or events</td>
</tr>
<tr>
<td>extended definitions,</td>
<td></td>
<td><strong>CONVENTIONAL WRITING (CW.9-10)</strong></td>
</tr>
<tr>
<td>concrete details,</td>
<td></td>
<td><strong>Proximal Precursor</strong></td>
</tr>
<tr>
<td>quotations, or other</td>
<td></td>
<td>• Student is able to put facts or details identified about a topic into writing</td>
</tr>
<tr>
<td>information and</td>
<td></td>
<td><strong>Target</strong></td>
</tr>
<tr>
<td>examples appropriate</td>
<td></td>
<td>• Can develop a topic with facts or details related to the topic</td>
</tr>
<tr>
<td>to the audience’s</td>
<td></td>
<td><strong>Successor</strong></td>
</tr>
<tr>
<td>knowledge of the</td>
<td></td>
<td>• Can provide evidence about a topic using relevant, well-chosen, and sufficient facts, concrete details, definitions, quotations, and examples when writing an informational text</td>
</tr>
<tr>
<td>topic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© 2020 The Dynamic Learning Maps Essential Elements, linkage levels, and nodes are copyrighted by the University of Kansas Center for Research. Linkage levels and nodes are available for use by educators in DLM states but may not be used by commercial entities without written permission. Linkage level information and nodes may not be altered by anyone without express written permission from the University of Kansas Center for Research.
### How is the Initial Precursor related to the Target?

**Initial Precursor:** As students work toward being able to develop a topic in writing using facts or details, they need to begin understanding how to expand upon ideas. At the Initial Precursor linkage level, this could mean that students are encouraged to think about the function of things after they have selected their topic but before they actually start writing using a pencil, keyboard, or alternate pencil.

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

**Distal Precursor:** As students work toward being able to develop a topic in writing using facts or details, it is helpful for them to have the skills to elaborate on information regarding people, places, objects, or events. Being able to categorize this information is one way to work on elaboration. For example, students could select their own topics for writing, talk about their ideas, and then name the categories for people, places, objects, or events in their writing. A student who chooses to write about school might include the category people, and include the names of people from school in his writing.

This Essential Element 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 9-10 with four other Essential Elements: ELA.EE.W.9-10.2.a, ELA.EE.W.9-10.2.c, ELA.EE.W.9-10.2.d, and ELA.EE.W.9-10.2.f. For states using the instructionally embedded blueprint, ELA.EE.L.9-10.2.c will also be assessed. The Proximal Precursor, Target, and Successor nodes are assessed in the conventional writing testlet in Grade 9-10 with four other Essential Elements: ELA.EE.W.9-10.2.a, ELA.EE.W.9-10.2.c, ELA.EE.W.9-10.2.d, and ELA.EE.W.9-10.2.f. For states using the instructionally embedded blueprint, ELA.EE.L.9-10.2.c will also be assessed.

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.9-10.2.b - Develop the topic with facts or details.

F-178
Can identify functional words to describe common persons, places, objects, or events.

F-179
Can identify perceptual words to describe common persons, places, objects, or events.

F-180
Can identify categorical words to describe common persons, places, objects, or events.

ELA-1627
Can describe familiar people, places, things, and events with appropriate detail.

ELA-1967
Can select a topic and use drawing, dictating, or writing to compose a message with one fact.

ELA-1543
Can write (drawing, dictating, or writing) about a topic by producing facts and details.

ELA-1258
Can identify words, facts, details, or other information related to the topic of a text.
ELA-1676
Can provide facts, details, or other information related to the topic.

ELA-2298
Write one or more facts or details related to the topic.

ELA-1877
Can develop a topic with facts or details.

ELA-2208
Can develop a topic with facts, definitions, and details.

ELA-2209
Can use relevant examples to develop a topic.

ELA-985
Can develop a topic by using the most appropriate information when writing an informational text.