



Mini-Map for ELA.EE.W.9-10.2.b

Subject: ELA

Writing

Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
<p>ELA.EE.W.9-10.2.b Develop the topic with facts or details.</p>	<p>ELA.EE.W.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
<p>The student can identify functional words to describe common people, places, or objects when presented with or asked about them.</p>	<p>The student can use categorical words to describe common people, places, objects, or events.</p>	<p>The student can include one or more facts or details related to a topic when writing about it.</p>	<p>The student can develop a topic with facts or details when writing an informative text.</p>	<p>The student can develop a topic by using relevant, well-chosen, and sufficient facts, concrete details, definitions, quotations, and examples when writing an informative text.</p>

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 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. The Proximal Precursor, Target and Successor nodes are assessed in the conventional writing testlet in Grade 9-10 with one other Essential Element: ELA.EE.L.9-10.2.c.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

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?

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.

Instructional Resources

Writing Testlet FAQs
Instructionally Embedded Assessment
Year-End Assessment
Released Testlets
See the Guide to Practice Activities and Released Testlets .
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction .

