<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
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<tr>
<td>ELA.W.9-10.2.c</td>
<td>ELA.EE.W.9-10.2.c</td>
<td><strong>EMERGENT WRITING (EW.9-10):</strong></td>
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<tr>
<td></td>
<td>Use complete, simple sentences as appropriate</td>
<td>• <strong>Initial Precursor:</strong> Can produce utterances comprising of two words</td>
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<td>• <strong>Distal Precursor:</strong> Can use two words together when producing a written text</td>
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**CONVENTIONAL WRITING (CW.9-10):**

- **Proximal Precursor:** Student is able to produce a complete thought in writing. Up to this point, students may produce writing that requires some interpretation or context to understand (e.g., frg lgs = frogs use their legs to jump). By this node students are able to create a complete thought (e.g., Frogs jump). The produced thought may not be grammatically correct (i.e., The frogs can jump), but still conveys a complete thought or idea
- **Target:** Can write coherent, semantically accurate, and grammatically correct simple sentences
- **Successor:** Can write coherent, semantically accurate, and grammatically correct compound sentences

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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 9-10 with four other Essential Elements: EE.W.9-10.2.a, EE.W.9-10.2.b, EE.W.9-10.2.d, and EE.W.9-10.2.f. For states using the integrated model blueprint, 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: EE.W.9-10.2.a, EE.W.9-10.2.b, EE.W.9-10.2.d, and EE.W.9-10.2.f. For states using the integrated model blueprint, 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.c - Use complete, simple sentences as appropriate.