



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

Subject: ELA

Writing

Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.9-10.2.c Use complete, simple sentences as appropriate.	ELA.EE.W.9-10.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can produce utterances comprised of two words that may include a number of linguistic structures.	The student can connect at least two or more words together when writing a text.	The student can write a complete thought or idea (may be grammatically incorrect) about a topic.	The student can write coherent, semantically accurate, and grammatically correct simple sentences with a subject, verb, and object.	The student can write coherent, semantically accurate, and grammatically correct compound sentences.

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.b, 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?

Research suggests that the first letter most children learn to recognize is the first letter of their first name. Over time, they learn to identify and use more letters and eventually associate those letters with sounds in decoding and spelling. Teachers can work on the Initial Precursor skill by asking students to sign their name to their writing each time they write.

How is the Distal Precursor related to the Target?

As students learn more about selecting topics, generating ideas, and using the alphabet to write, they begin to string together letters into word-like strings. They are not yet demonstrating understandings of letter-sound relationships, but they consistently write or select strings of letters when asked to write about the topics they choose.

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 .

[Link to Text-Only Map](#)

ELA.EE.W.9-10.2.c Use complete, simple sentences as appropriate.

