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

Subject: ELA
Writing
Grade: 9-10

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.9-10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.	**ELA.W.9-10.2.d** Use precise language and domain-specific vocabulary to manage the complexity of 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 distinguish subgroups within a larger category when presented with an array of objects or images of objects, thus demonstrating comprehension of object individualization.	The student can recognize domain-specific words presented in an informative text after reading it.	The student can use domain-specific vocabulary when writing about a topic in an informative text.	The student can use appropriate, domain-specific vocabulary to strengthen claims in informative writing.	The student can use academic words when writing 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 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.c, 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?

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 focusing on words within categories and subcategories. In the context of writing, students can work on this by selecting a topic as usual and then generating ideas to write about. Before writing, teachers can help them identify the categories and subcategories of words related to the topic. For example, a student might choose to write about a favorite movie. Then, the student works with the teacher to select or generate ideas for writing that include lists of characters and things that happen in the movie. Those things can then be sorted into categories (e.g., characters) and subcategories (e.g., adults and children).
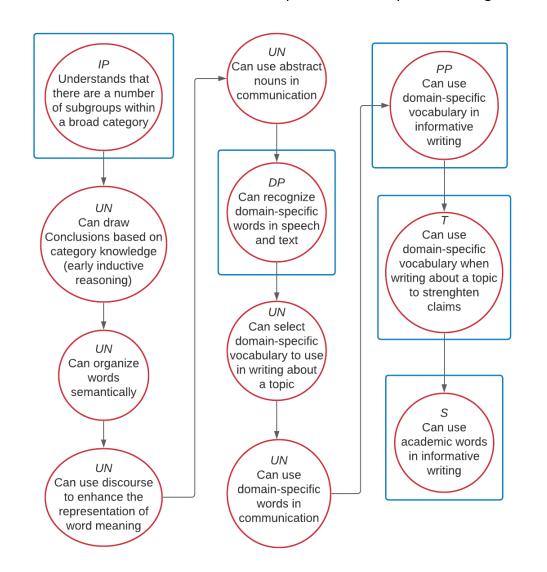
How is the Distal Precursor related to the Target?

Successful writing requires the writer to know something about the topic. When students are familiar with the topics they choose, they can begin to generate domain-specific words related to the topic. In the context of writing, teachers can work with students to select from a range of familiar topics and generate or identify domain-specific words related to the topic that they might write about.

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](#).

ELA.EE.W.9-10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.


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IP
Understands that there are a number of subgroups within a broad category

UN
Can draw Conclusions based on category knowledge (early inductive reasoning)

UN
Can organize words semantically

UN
Can use discourse to enhance the representation of word meaning

UN
Can use abstract nouns in communication

DP
Can recognize domain-specific words in speech and text

UN
Can select domain-specific vocabulary to use in writing about a topic

UN
Can use domain-specific words in communication

PP
Can use domain-specific vocabulary in informative writing

T
Can use domain-specific vocabulary when writing about a topic to strenghten claims

S
Can use academic words in informative writing
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Map Key

IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
UN	Untested

Boxes indicate tested nodes