### Grade-Level Standard

**ELA.W.9-10.2.f**  
Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)

### DLM Essential Element

**ELA.EE.W.9-10.2.f**  
Providing a closing or concluding statement

### Linkage Levels

#### EMERGENT WRITING (EW.9-10)

**Initial Precursor**  
- As a result of the experience with a routine, the student is able to identify the end or completion of a routine

**Distal Precursor**  
- Can produce a universal ending in writing (e.g., the student can write "the end")

#### CONVENTIONAL WRITING (CW.9-10)

**Proximal Precursor**  
- Can write a concluding sentence, statement, or section of a written text to bring together all the information presented in the text

**Target**  
- Can produce a conclusion for a text he or she is writing

**Successor**  
- Can create a writing piece that includes a conclusion that is relevant to the main topic of the piece

© 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.
<table>
<thead>
<tr>
<th>How is the Initial Precursor related to the Target?</th>
<th>How is the Distal Precursor related to the Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Precursor:</strong> As students work toward understanding conclusions as endings when writing, they need to work on developing understandings of the end or completion of familiar routines. This begins with understanding the actions that are associated with the routine. In the context of writing, teachers can help students develop these understandings by offering choices of topics that reflect common and preferred routines. While brainstorming ideas related to the topic, teachers can encourage students to think about the actions associated with the routine.</td>
<td><strong>Distal Precursor:</strong> As students work toward writing a meaningful conclusion, they can use more universal endings to mark the end of their writing. For example, students can write &quot;the end&quot; to mark the completion of the things they write.</td>
</tr>
</tbody>
</table>

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.b, ELA.EE.W.9-10.2.c, and ELA.EE.W.9-10.2.d. 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.b, ELA.EE.W.9-10.2.c, and ELA.EE.W.9-10.2.d. 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.f - Providing a closing or concluding statement.