



## Mini-Map for ELA.EE.W.9-10.2.f

Subject: ELA

Writing

Grade: 9-10

### Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.W.9-10.2.f Providing a closing or concluding statement.	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).

### Linkage Levels Descriptions

Initial Precursor Emergent Writing	Distal Precursor Emergent Writing	Proximal Precursor Conventional Writing	Target Conventional Writing	Successor Conventional Writing
The student can identify the end or completion of a familiar routine.	The student can produce a universal or widely accepted ending when writing a text (e.g., "The End" or "That's all I have to say.").	The student can write a concluding sentence, statement, or section of a written text to bring together all the information presented in the text.	The student can produce a conclusion for a written text.	The student can produce a conclusion that is relevant to the main topic 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.d. 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.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 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.

### *How is the Distal Precursor related to the Target?*

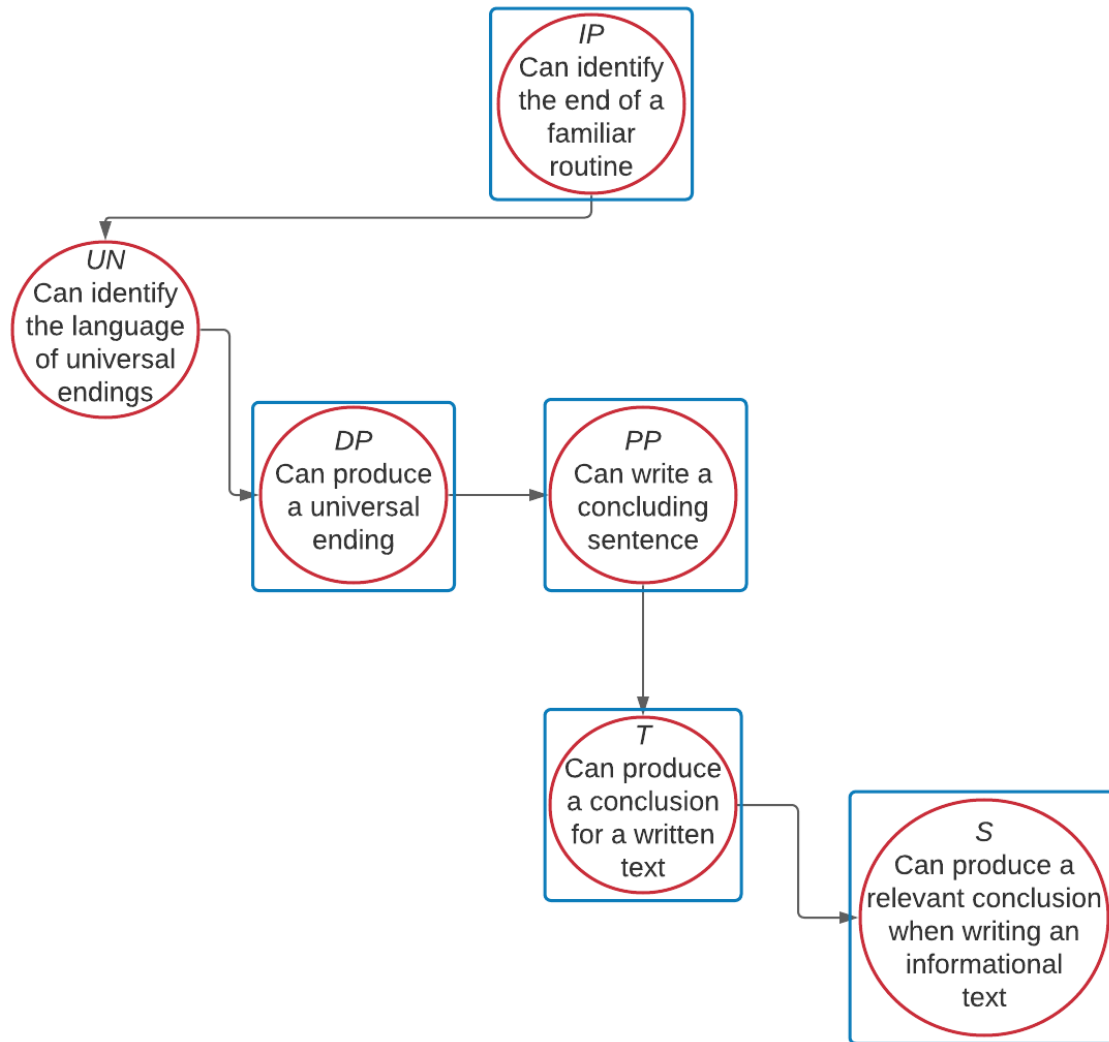
As students work toward writing a meaningful conclusion, they can use more universal endings to mark the end of their writing. For example, students can write "the end" to mark the completion of the things they write.

## Instructional Resources

<b>Writing Testlet FAQs</b>
<a href="#">Instructionally Embedded Assessment</a>
<a href="#">Year-End Assessment</a>
<b>Released Testlets</b>
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .
<b>Using Untested (UN) Nodes</b>
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .

[Link to Text-Only Map](#)

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



Map Key	
<b>IP</b>	Initial Precursor
<b>DP</b>	Distal Precursor
<b>PP</b>	Proximal Precursor
<b>T</b>	Target
<b>S</b>	Successor
<b>UN</b>	Untested
<b>Boxes</b> indicate tested nodes	