

## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 7

### ELA.EE.RI.7.5

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.7.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas	<b>ELA.EE.RI.7.5</b> Determine how a fact, step, or event fits into the overall structure of the text	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Comprehends that all objects have some function or action typically associated with it (object action)</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the concrete details mentioned in beginner level informational texts</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can understand how the title indicates information about or fits the structure of an informational text</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Taking the structure of the text into account, the student can identify how a fact, step, or event fits into the text</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can determine how a key word, phrase, sentence, or paragraph contributes to the overall structure of an informational text</li> </ul>

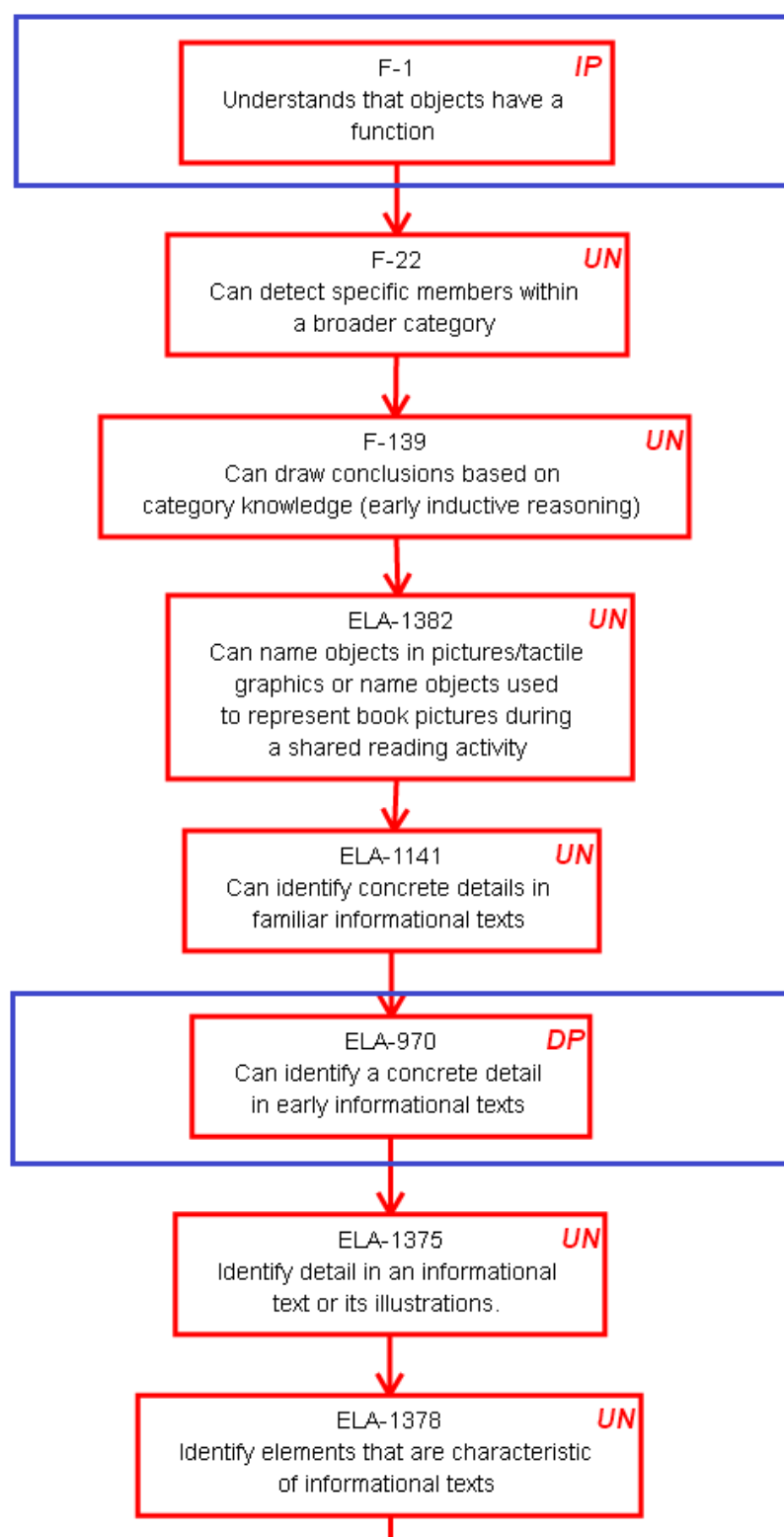
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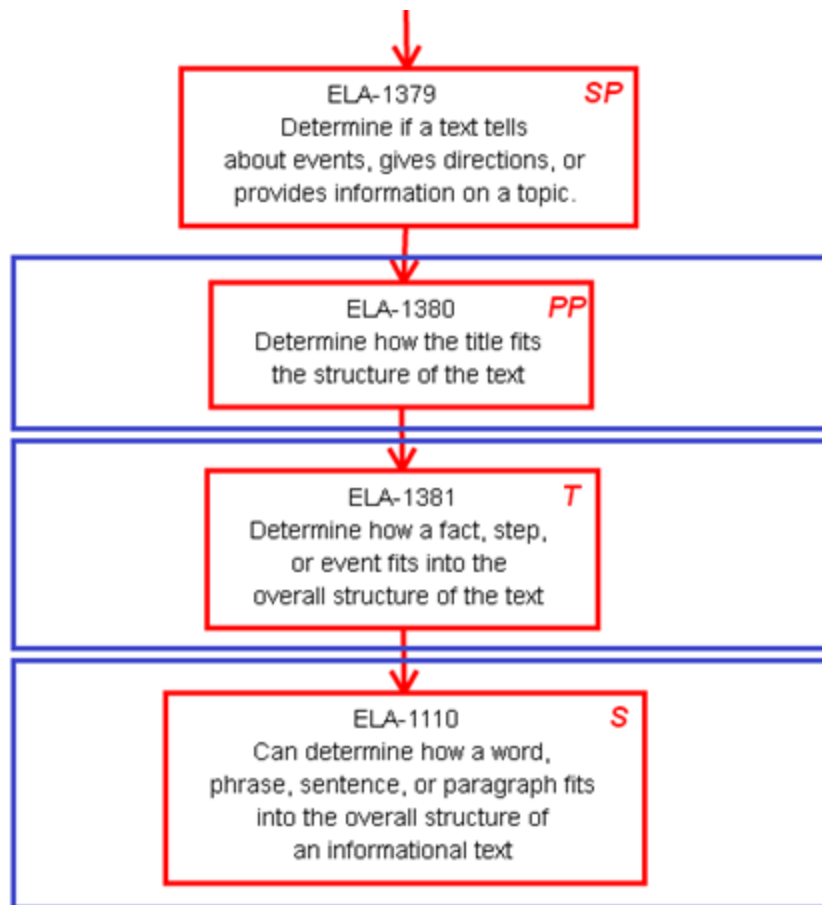
A diagram showing the relationship of nodes in the mini-map appears below.

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.RI.7.5** - Determine how a fact, step, or event fits into the overall structure of the text.





## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 7

### ELA.EE.RL.7.1

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	<b>ELA.EE.RL.7.1</b> Analyze text to identify where information is explicitly stated and where inferences must be drawn	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the key elements in a story, including the main characters, setting, and the major events</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can produce responses to questions asking about explicit information contained in a narrative by determining specific words related to or comprising of information</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can analyze a narrative to identify where it expresses information explicitly and where inferences should be made to determine the implicit information underlying the explicit information</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can analyze a narrative to identify what it is stating explicitly and implicitly</li> </ul>

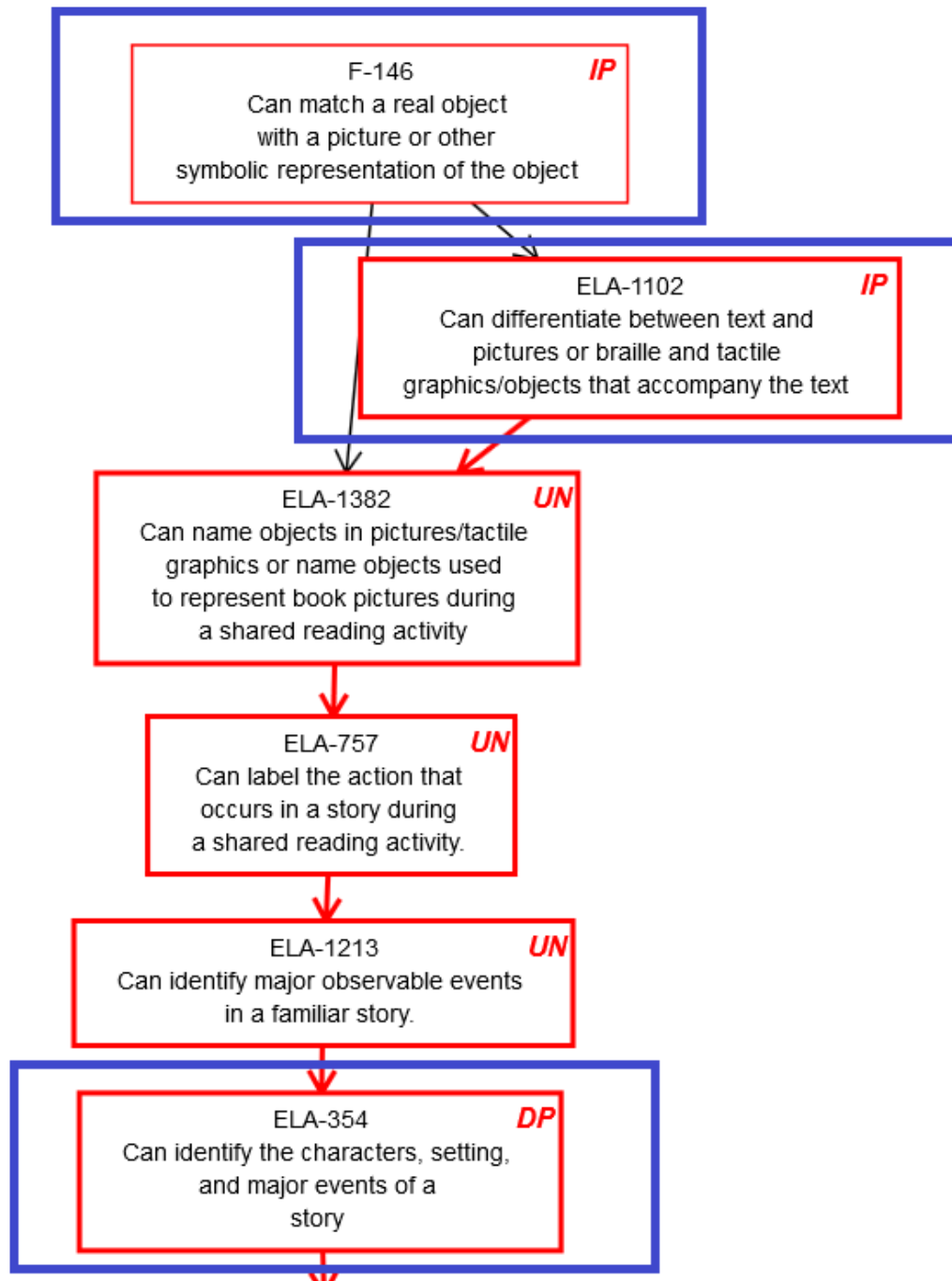
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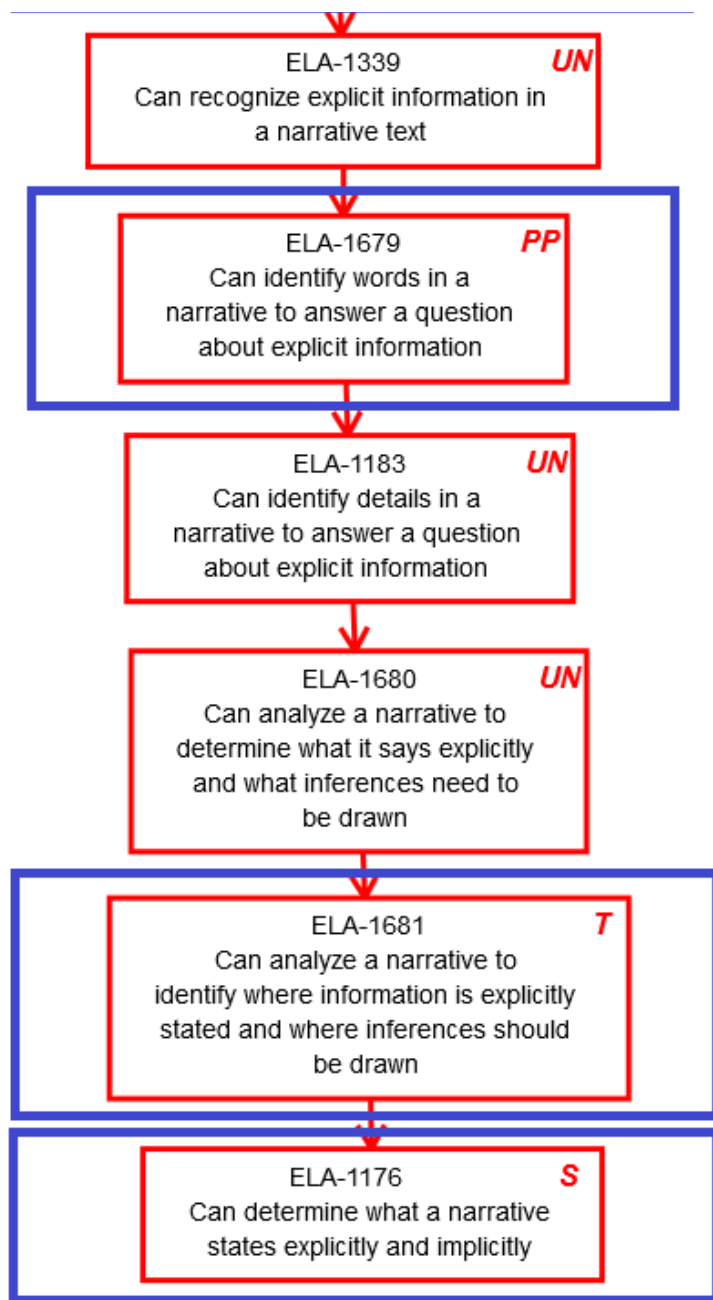
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**ELA.EE.RL.7.1** - Analyze text to identify where information is explicitly stated and where inferences must be drawn.





## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 7

### ELA.EE.RL.7.2

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RL.7.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text	<b>ELA.EE.RL.7.2</b> Identify events in a text that are related to the theme or central idea	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can pair an object with a picture, tactile graphic, or other symbolic representation of the object</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify elements in a story (characters, other key details in the text) when asked</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify what the overall goal or main idea of a single episode is in a narrative by inferring from the characters, settings, and actions</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can determine the events that provide for the foundation of the theme in a narrative</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can determine the events that are relevant to the theme or central idea and help the reader to infer it</li> </ul>

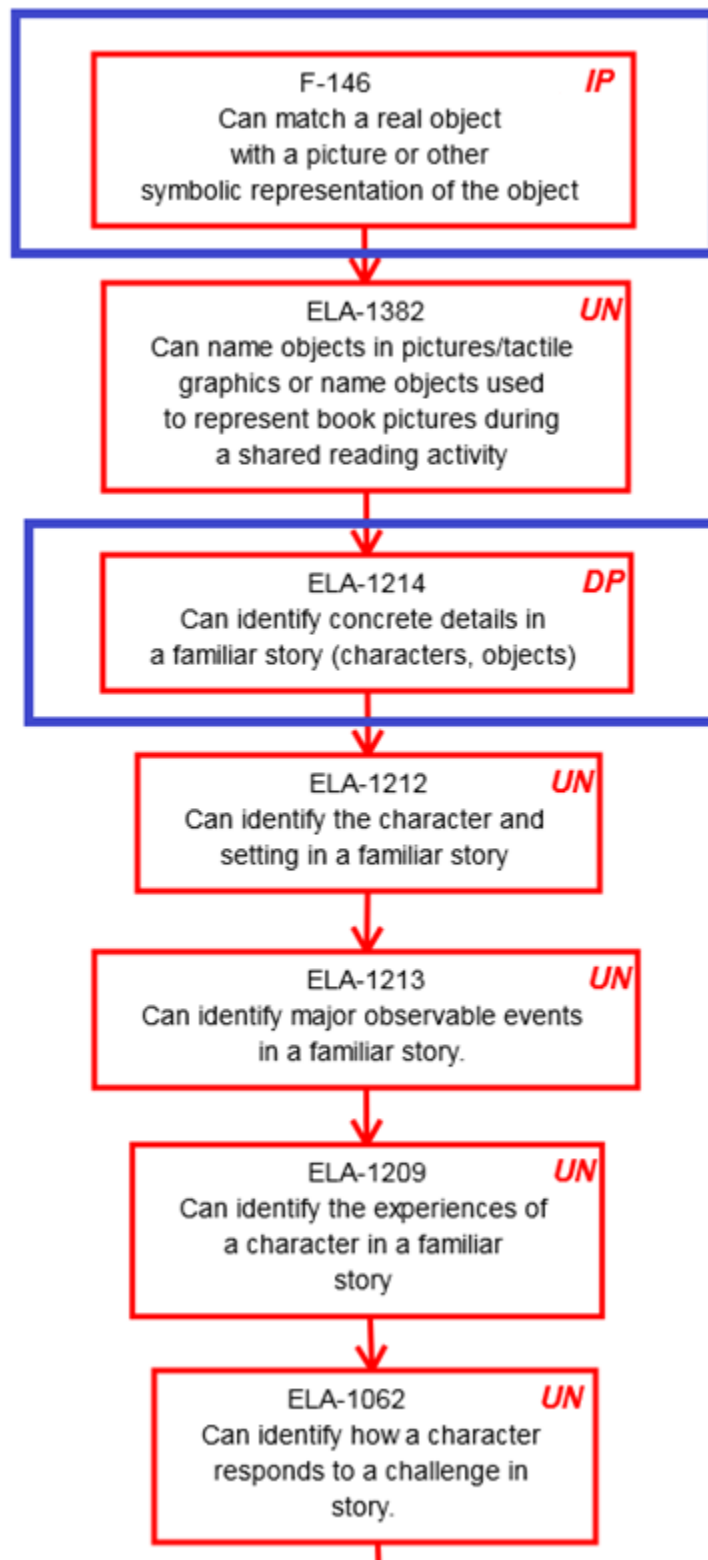
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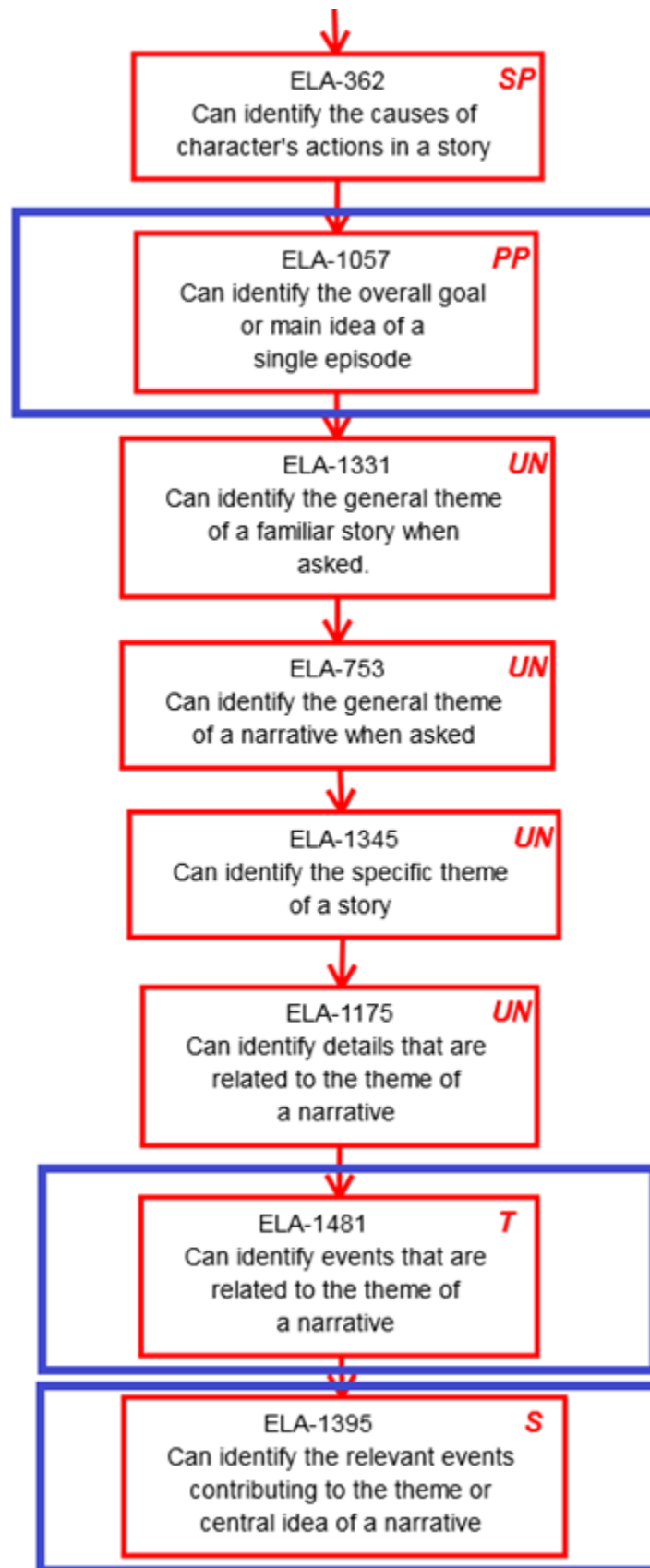
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**ELA.EE.RL.7.2** - Identify events in a text that are related to the theme or central idea.







## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 7

### ELA.EE.RL.7.4

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama	<b>ELA.EE.RL.7.4</b> Determine the meaning of simple idioms and figures of speech as they are used in a text	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can demonstrate understanding of the names of objects or people who are not immediately present</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can determine the meaning of a word when the definition is given using appositives, relative clauses, within a conjunction, or a direct explanation within a text. Examples and restatements may also be used in the sentence</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can use the surrounding context of a word in a text to determine the meaning of multiple meaning words</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can determine the meaning of frequently occurring or transparent simple idioms and figures of speech when reading a narrative</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text</li> </ul>

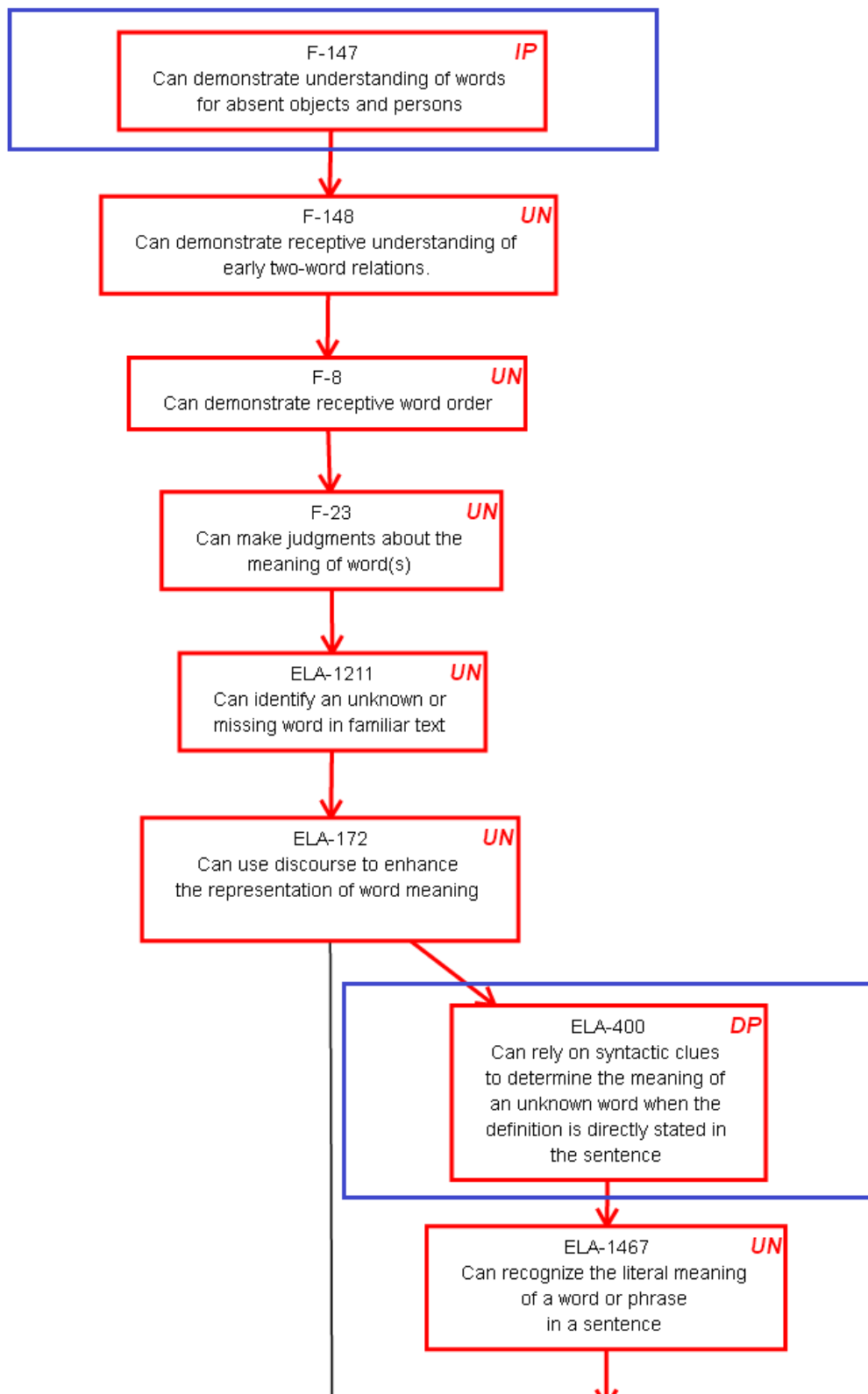
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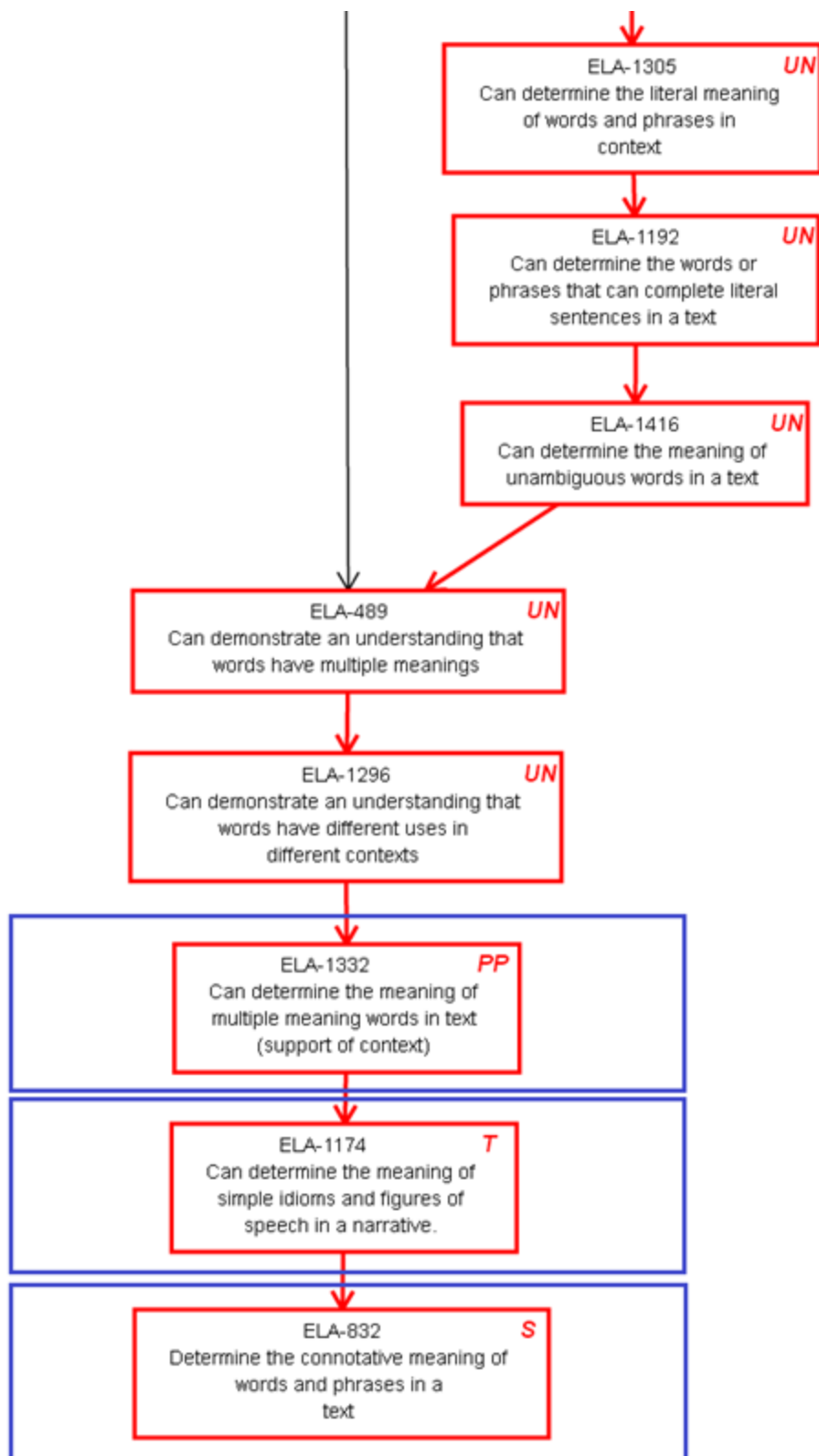
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**ELA.EE.RL.7.4 - Determine the meaning of simple idioms and figures of speech as they are used in a text.**





## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 7

### ELA.EE.RI.7.1

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	<b>ELA.EE.RI.7.1</b> Analyze text to identify where information is explicitly stated and where inferences must be drawn	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify words or details to answer a question about explicit information presented in the text</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Student can determine both explicit information and can identify within the text where an inference is needed (they still don't necessarily have to be able to make the inference)</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can determine the difference between what an informational text states explicitly and implicitly</li> </ul>

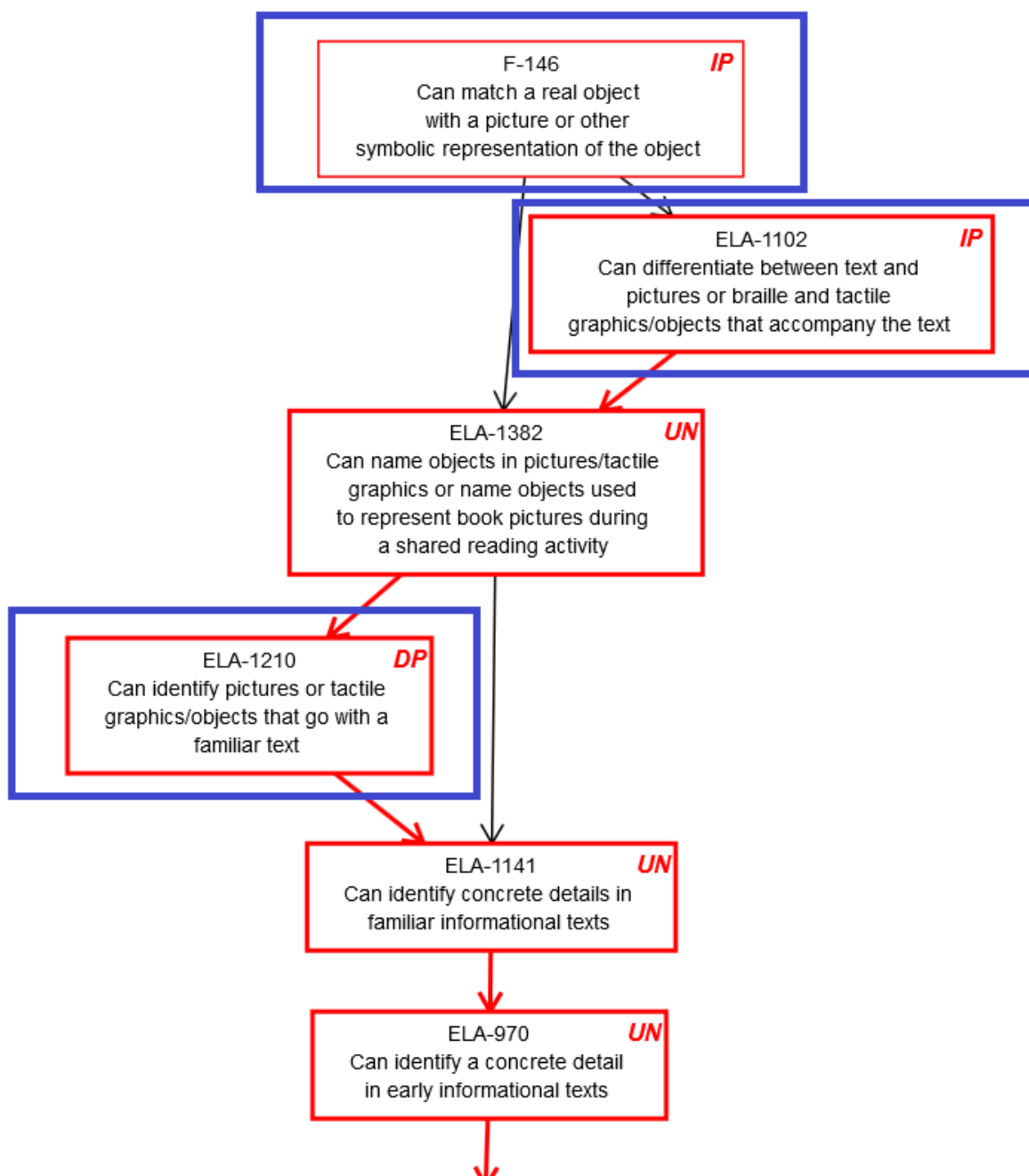
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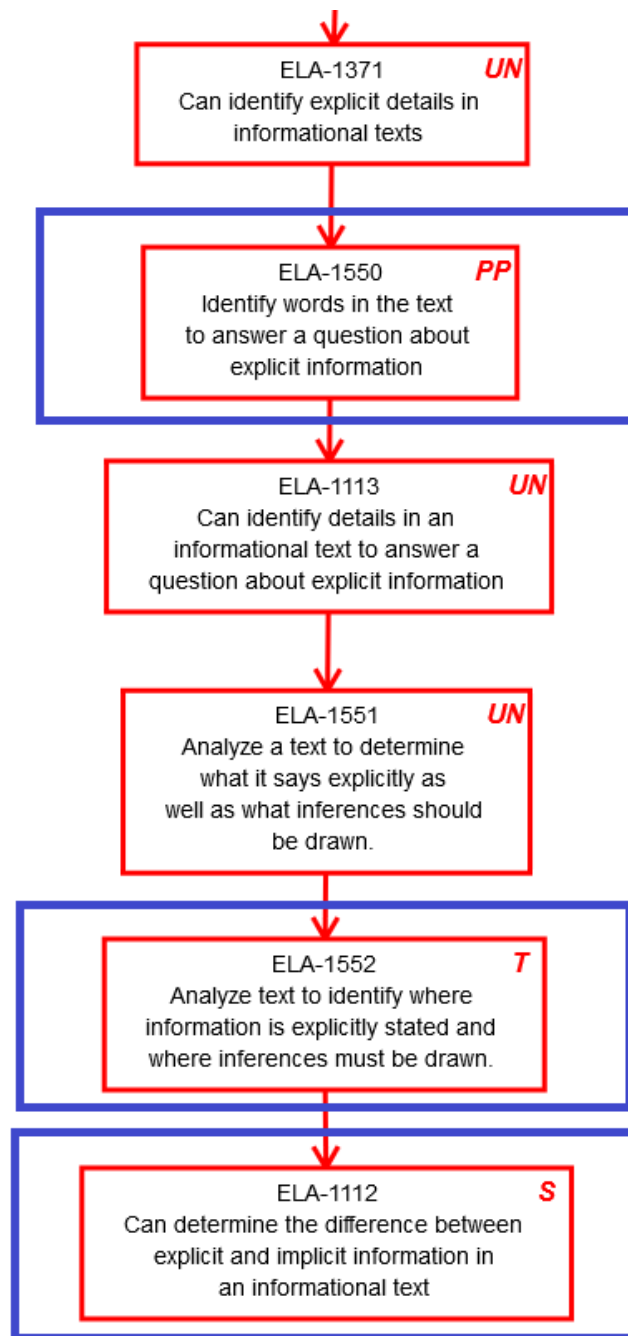
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**ELA.EE.RI.7.1** - Analyze text to identify where information is explicitly stated and where inferences must be drawn.





## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 7

### ELA.EE.RI.7.2

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text	<b>ELA.EE.RI.7.2</b> Determine two or more central ideas in a text	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can pair an object with a picture, tactile graphic, or other symbolic representation of the object</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the concrete details mentioned in beginner level informational texts</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the main idea for a paragraph in an informational text that lacks an explicit statement of the topic</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can determine more than one main idea in an informational text</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can summarize the information in a familiar informational text</li> </ul>

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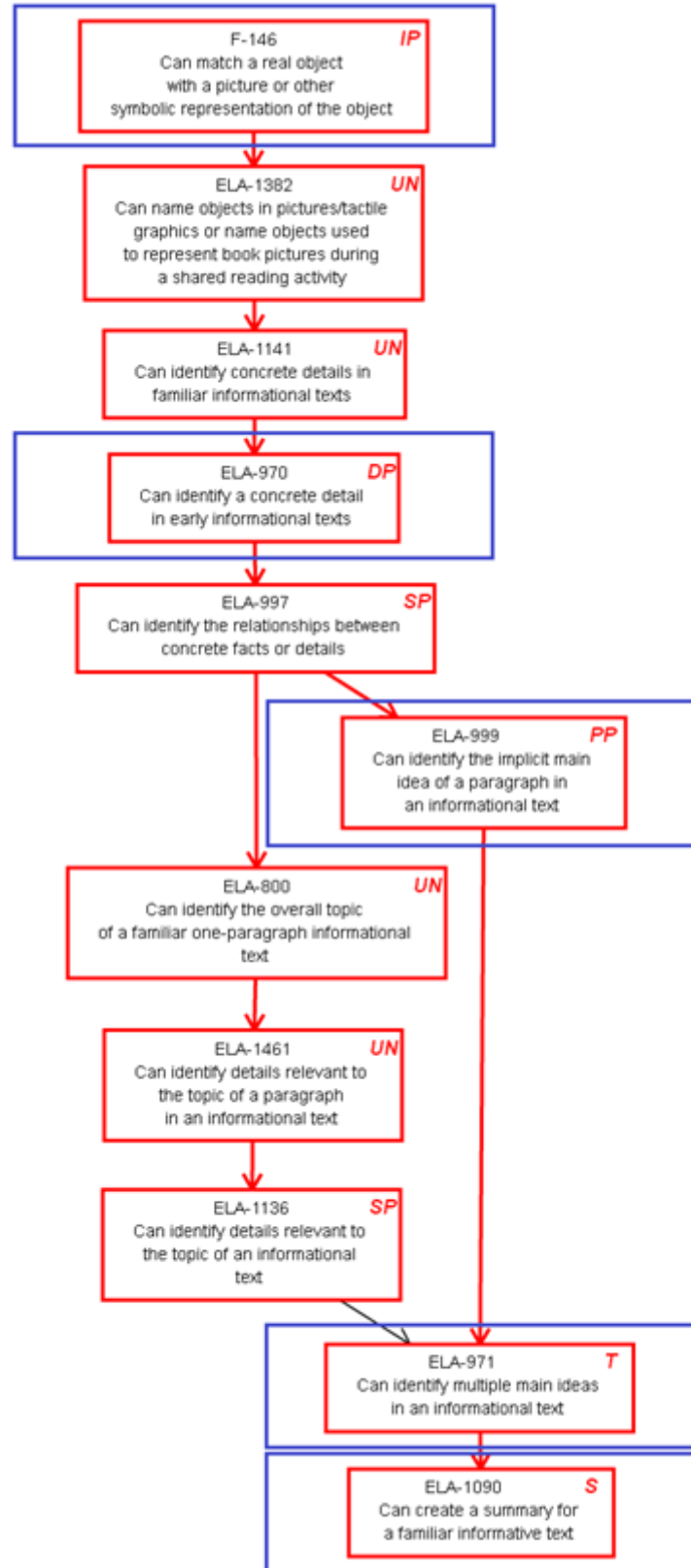
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**ELA.EE.RI.7.2 - Determine two or more central ideas in a text.**



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### ELA: GRADE 7

### ELA.EE.RI.7.4

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone	<b>ELA.EE.RI.7.4</b> Determine how words or phrases are used to persuade or inform a text	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can understand adjectives in others' speech</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can recognize that the literal meaning of a word or phrase is the meaning directly stated in the sentence</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can use the surrounding context of a phrase in a text to determine the meaning of an unknown phrase</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can determine how word choice in an informational text is used to persuade or inform</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text</li> </ul>

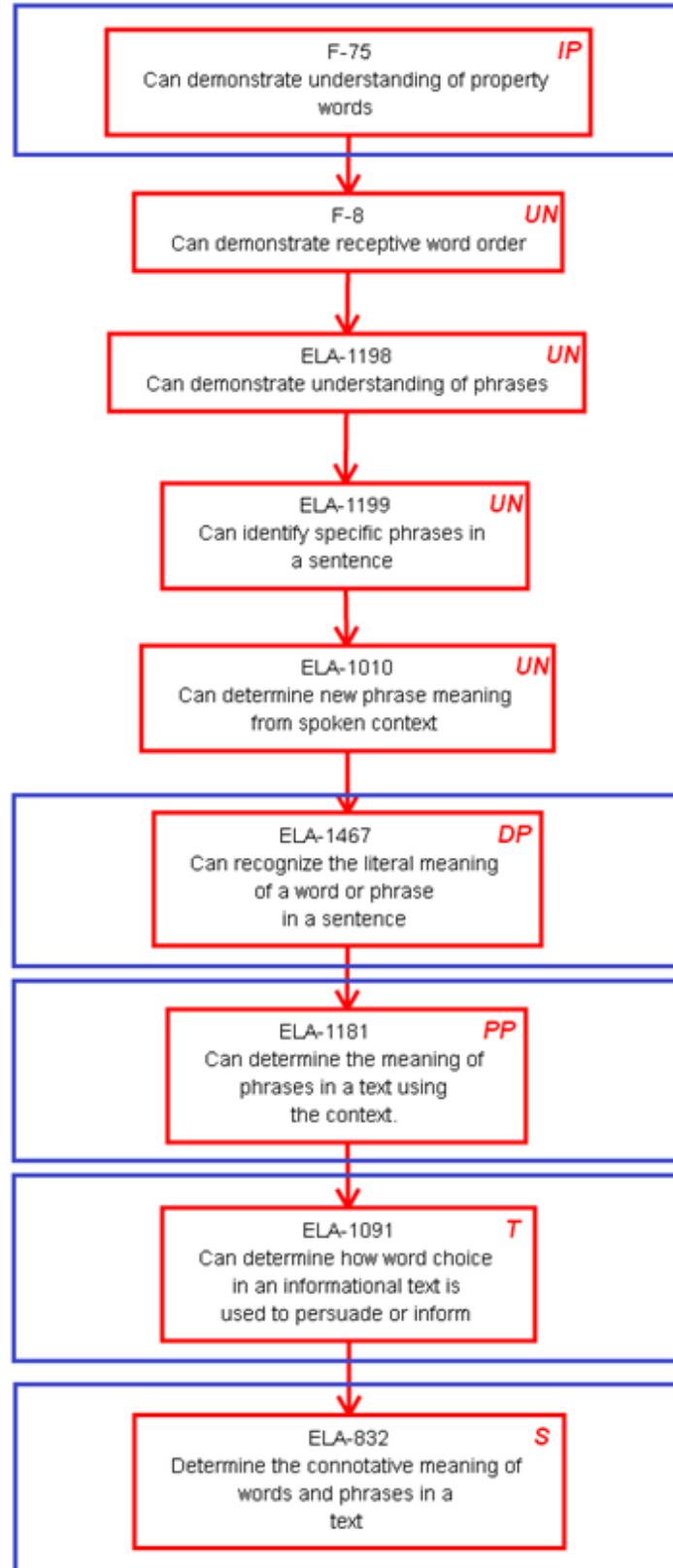
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**ELA.EE.RI.7.4 - Determine how words or phrases are used to persuade or inform a text.**



## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 7

### ELA.EE.RI.7.6

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.7.6</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others	<b>ELA.EE.RI.7.6</b> Determine an author's purpose or point of view	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>As a result of experience with a routine, the student is able to identify people associated with the routine</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the concrete details mentioned in beginner level informational texts</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify words or phrases for determining the point of view of an informational text's author</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can identify the author's point of view or purpose for writing an informational text on the topic at hand. The point of view of an author is his/her physical or mental relationship with a specific event or area of a general topic</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can pick out examples in an informational text or a presentation on a topic describing or supporting the author's or presenter's point of view on the topic</li> </ul>

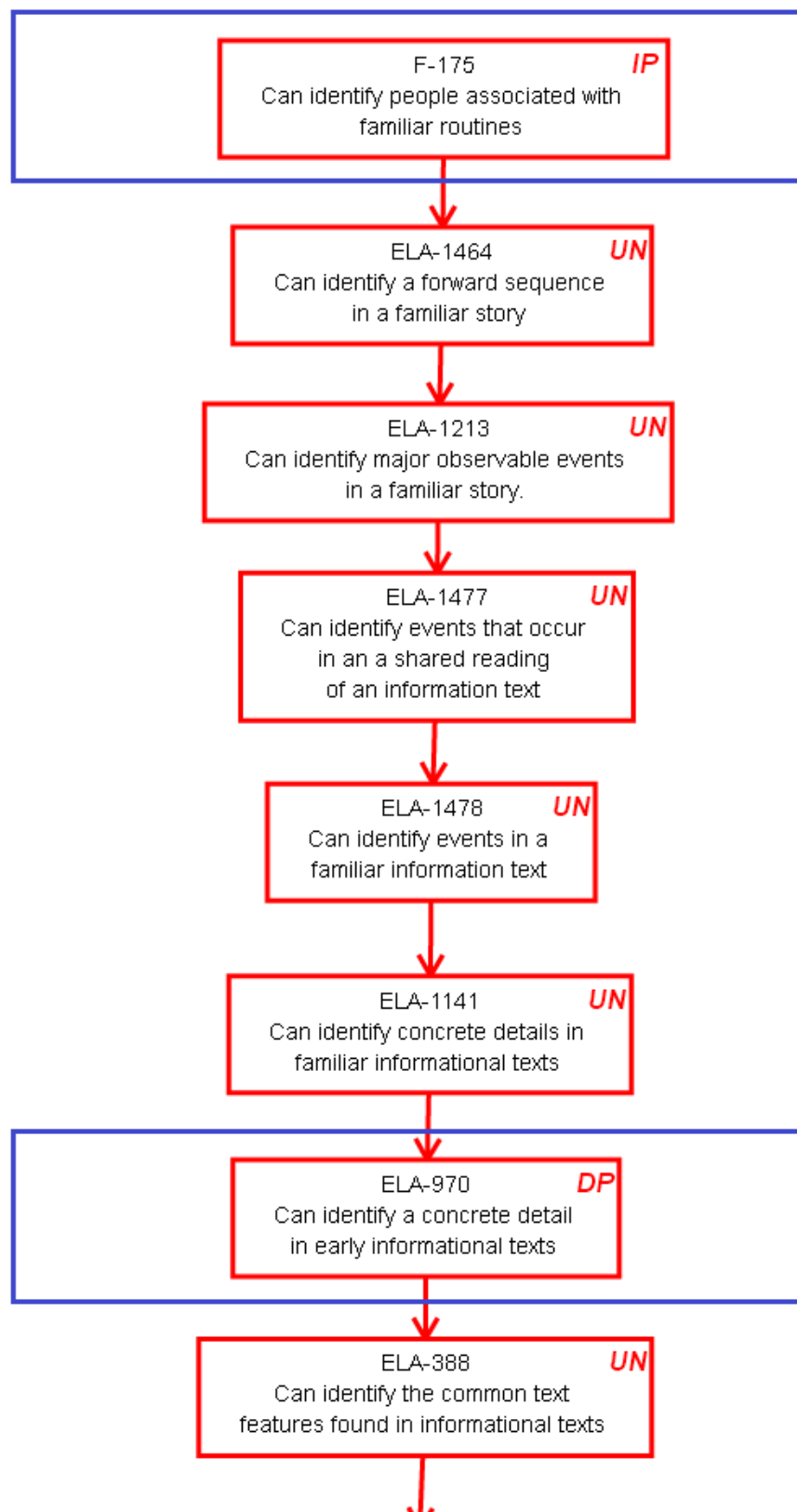
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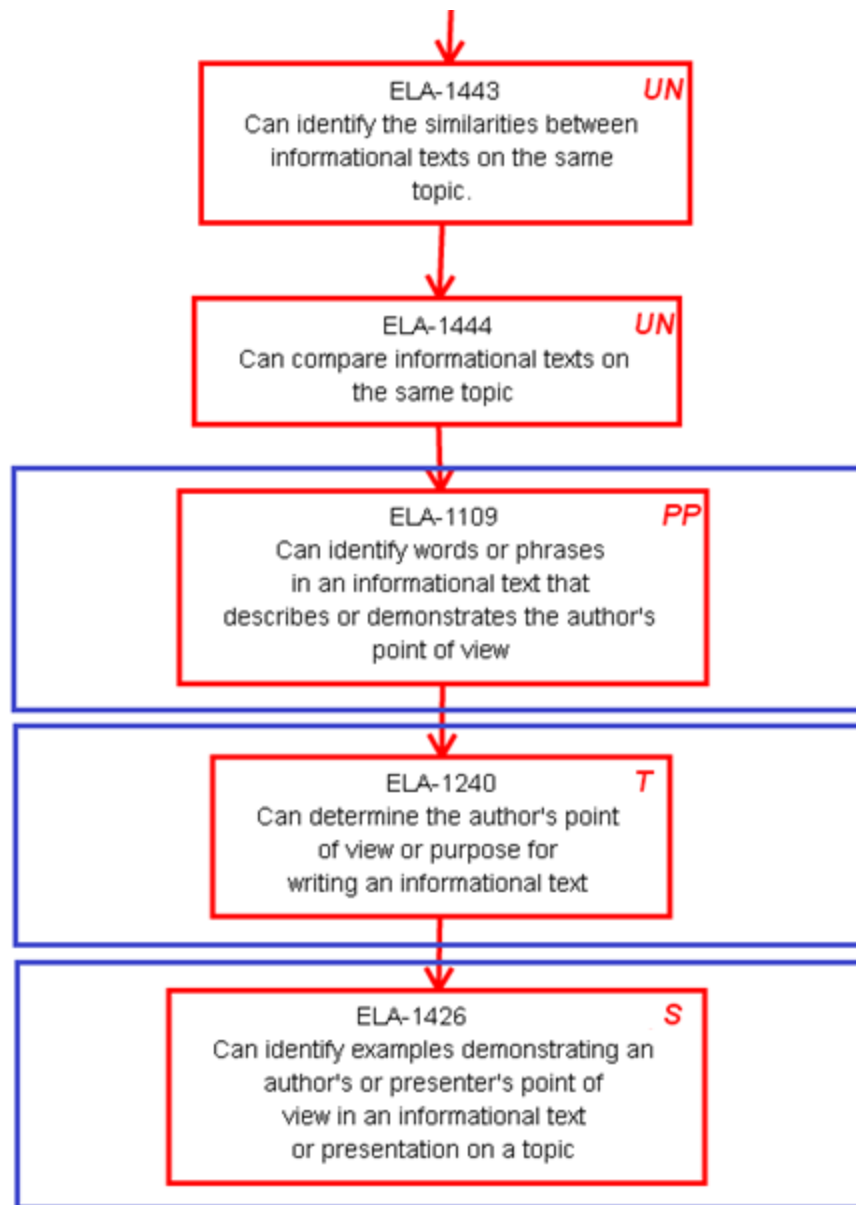
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**ELA.EE.RI.7.6 - Determine an author's purpose or point of view.**





## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 7

### ELA.EE.RI.7.8

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.7.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims	<b>ELA.EE.RI.7.8</b> Determine how a claim or reason fits into the overall structure of an informational text	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Has an association with a certain event and anticipates what is to come (example: Can produce the appropriate response to well-known interactions with another individual)</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the main idea when it is explicitly included in the paragraph, usually as the first of last sentence</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can determine how a key word, phrase, sentence, or paragraph contributes to the overall structure of an informational text</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can ascertain the organization an author of an informational text uses in arranging the claims and reasons on the topic</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can describe the overall text structure used in an informational text</li> </ul>

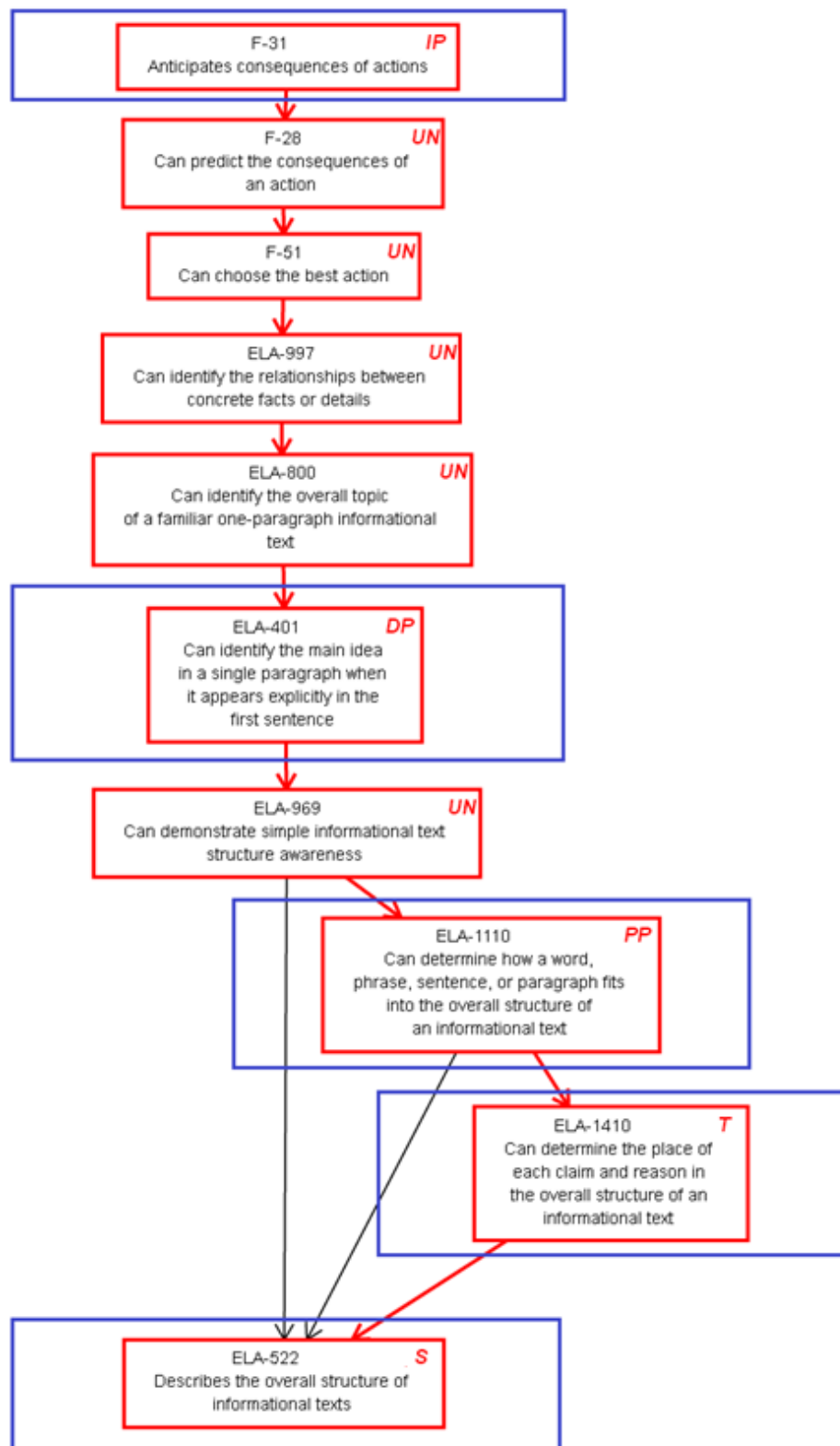
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**ELA.EE.RI.7.8** - Determine how a claim or reason fits into the overall structure of an informational text.





## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 7

### ELA.EE.RL.7.3

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)	<b>ELA.EE.RL.7.3</b> Determine how two or more story elements are related	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can understand adjectives in others' speech</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify how a character's actions make them feel OR can identify how the character's desires or feelings lead to an action</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Student can correctly identify how a character responds to a challenge that is presented within a story</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can ascertain the relations between some of the story elements of a narrative, such as characters, settings, or major events</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can recall the causes of major actions included in a story</li> </ul>

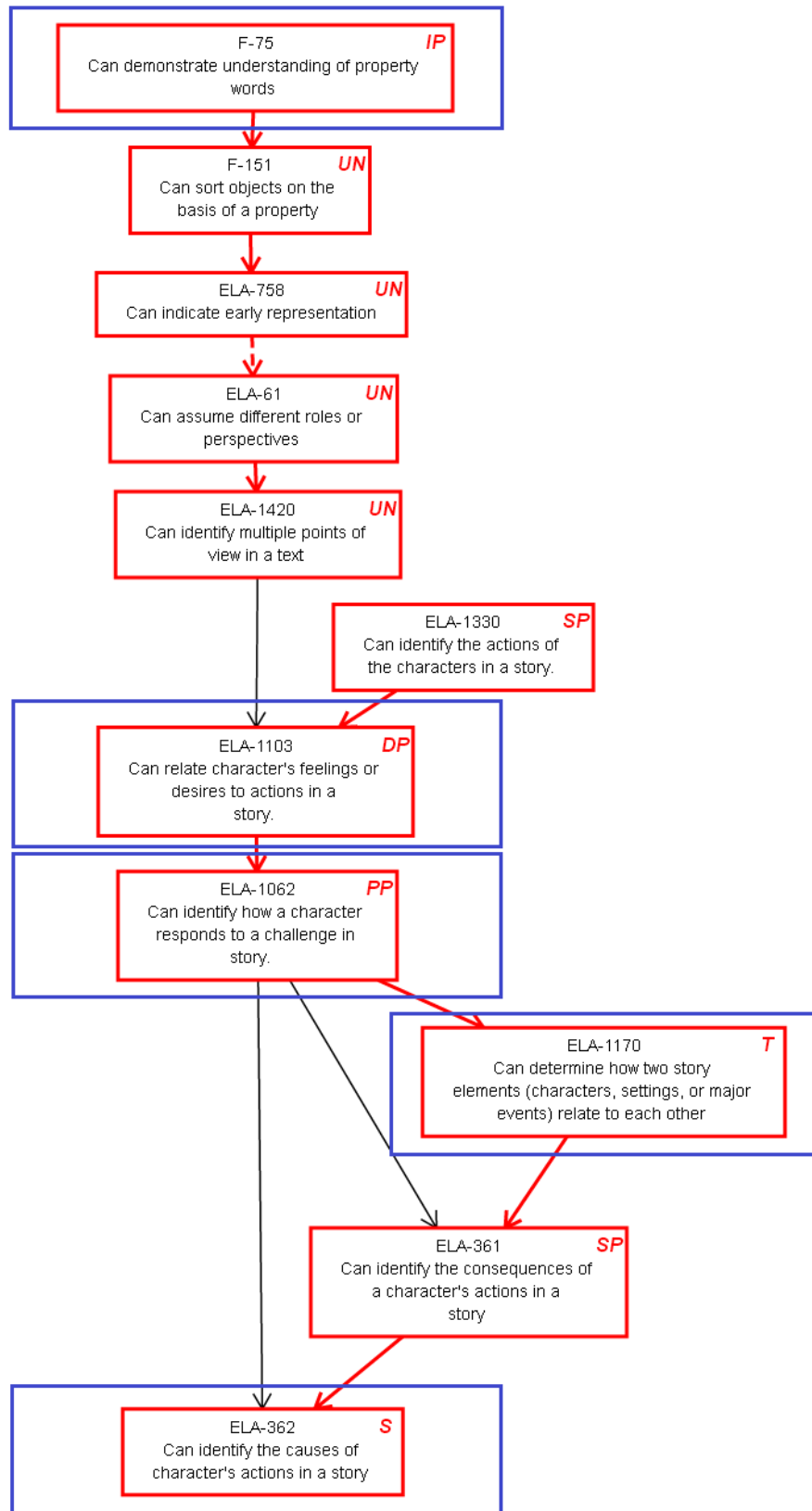
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**ELA.EE.RL.7.3 - Determine how two or more story elements are related.**



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### ELA: GRADE 7

### ELA.EE.RL.7.5

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RL.7.5</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	<b>ELA.EE.RL.7.5</b> Compare the structure of two or more texts (e.g., stories, poems, or dramas)	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can determine the elements (e.g., setting, events) that occur at the beginning and end of a familiar, linear story</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Student can use information about structure to make determinations about the text</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Student can compare the structure of two or more texts (e.g., stories, poems, or dramas)</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Student can compare and contrast the structure of two or more texts (e.g., stories, poems, or dramas)</li> </ul>

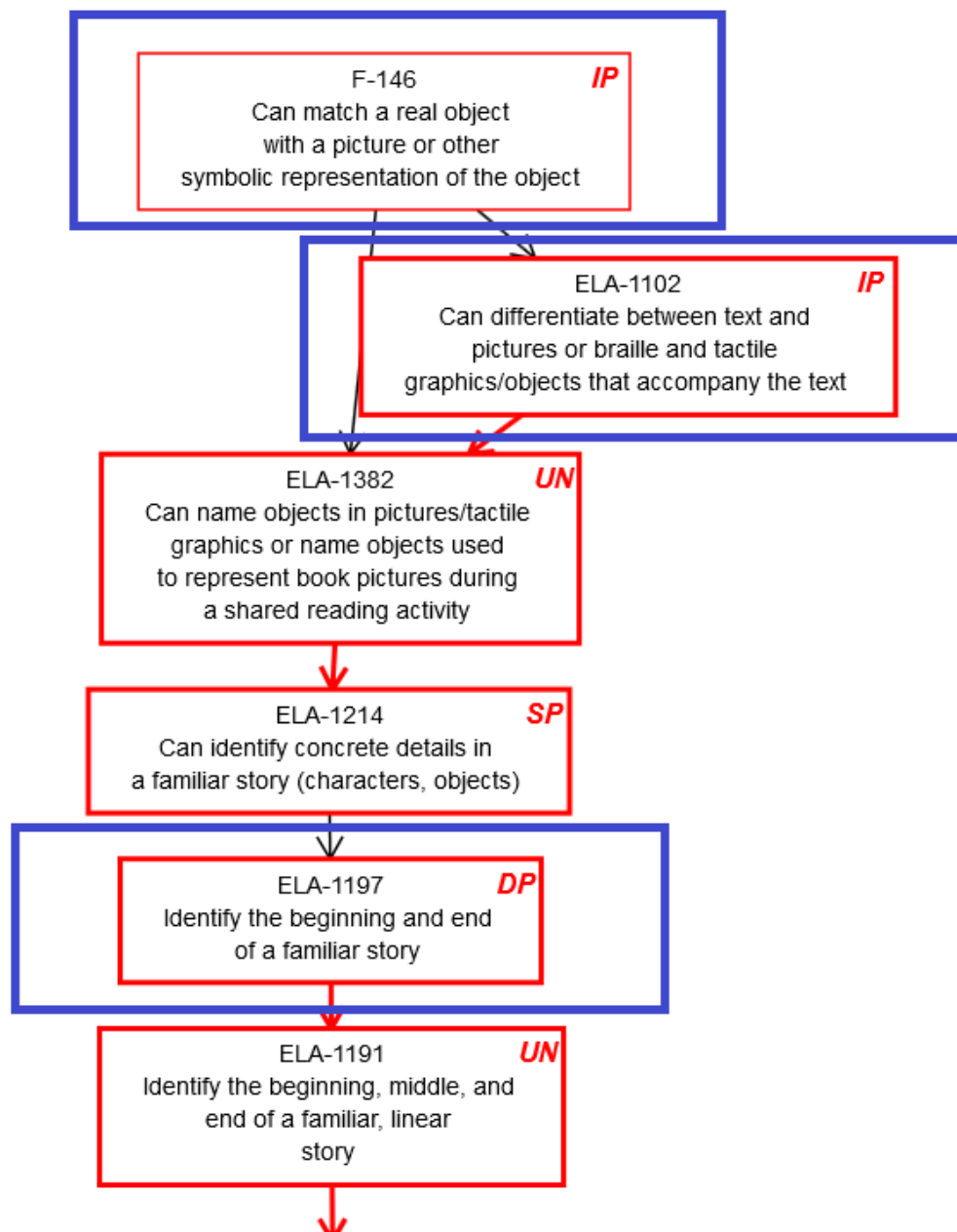
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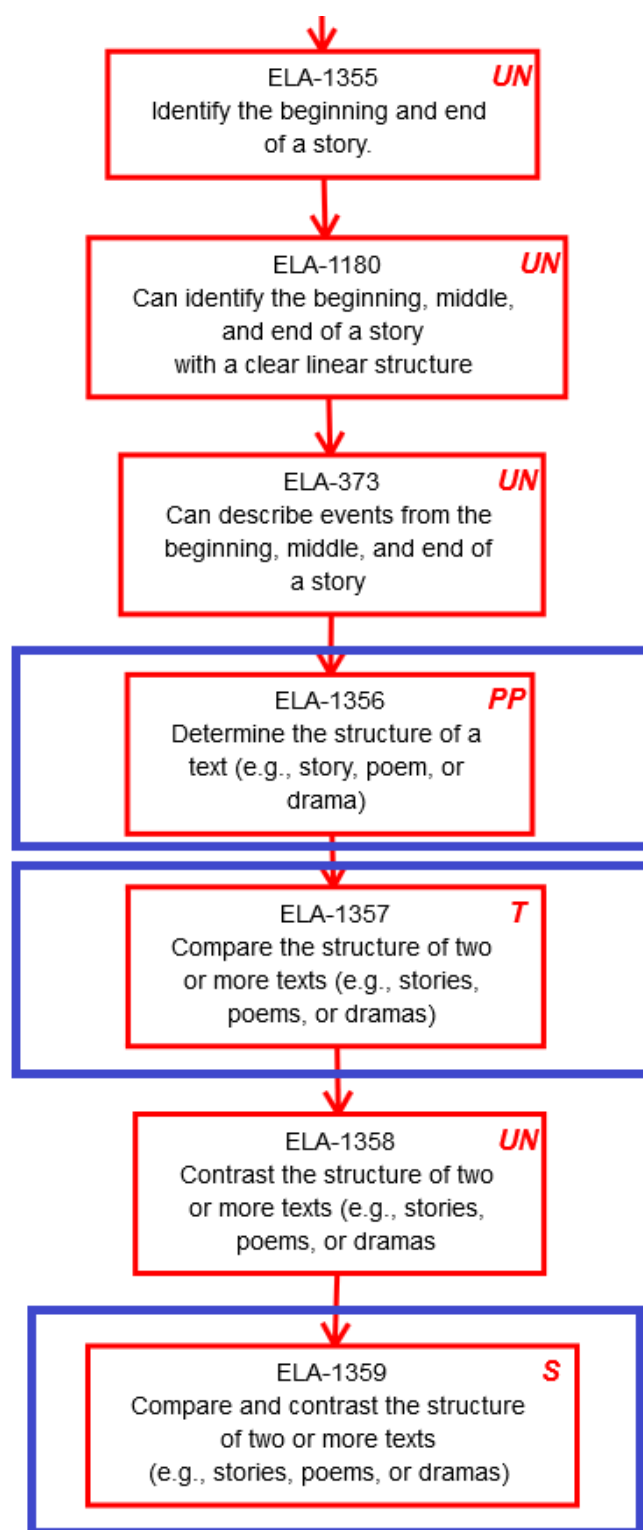
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**ELA.EE.RL.7.5** - Compare the structure of two or more texts (e.g., stories, poems, or dramas).





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### ELA: GRADE 7

### ELA.EE.RI.7.3

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.7.3</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)	<b>ELA.EE.RI.7.3</b> Determine how two individuals, events or ideas in a text are related	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Using their categorical knowledge, can make generalizations about the category to novel instances of that category</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can determine which of the points that the author makes in an informational text are the most important</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can find two points made by an author of an informational text that relate to each other</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can determine the specific relationship between two or more individuals, events, ideas, or other details in an informational text</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can provide a description of the interaction or relationship between any two or details in an informational text</li> </ul>

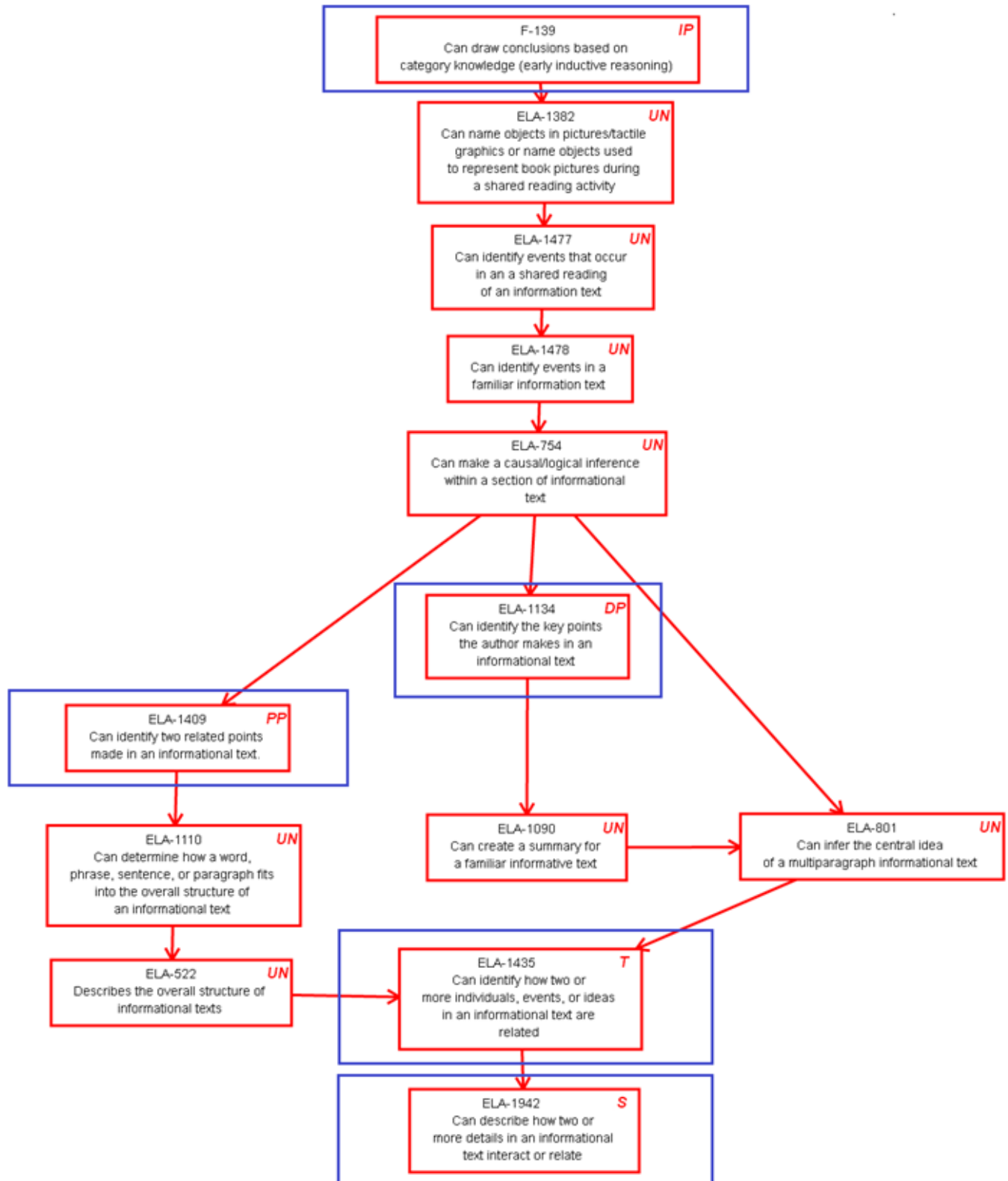
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A diagram showing the relationship of nodes in the mini-map appears below.

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.RI.7.3** - Determine how two individuals, events or ideas in a text are related.



## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 7

### ELA.EE.RI.7.9

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.7.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts	<b>ELA.EE.RI.7.9</b> Compare and contrast how different texts on the same topic present the details	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Using their categorical knowledge, can make generalizations about the category to novel instances of that category</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can determine when two different informational texts on the same topic make a similar point or statement</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can compare and contrast informational texts on the same topic based on the specific details used to discuss the topic</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can determine how informational texts relate to each other based on their central ideas, theme, or arguments and the concepts included in them</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can compare the arguments and the supporting claims, reasons, and evidence made by authors of two different informational texts on the same topic</li> </ul>

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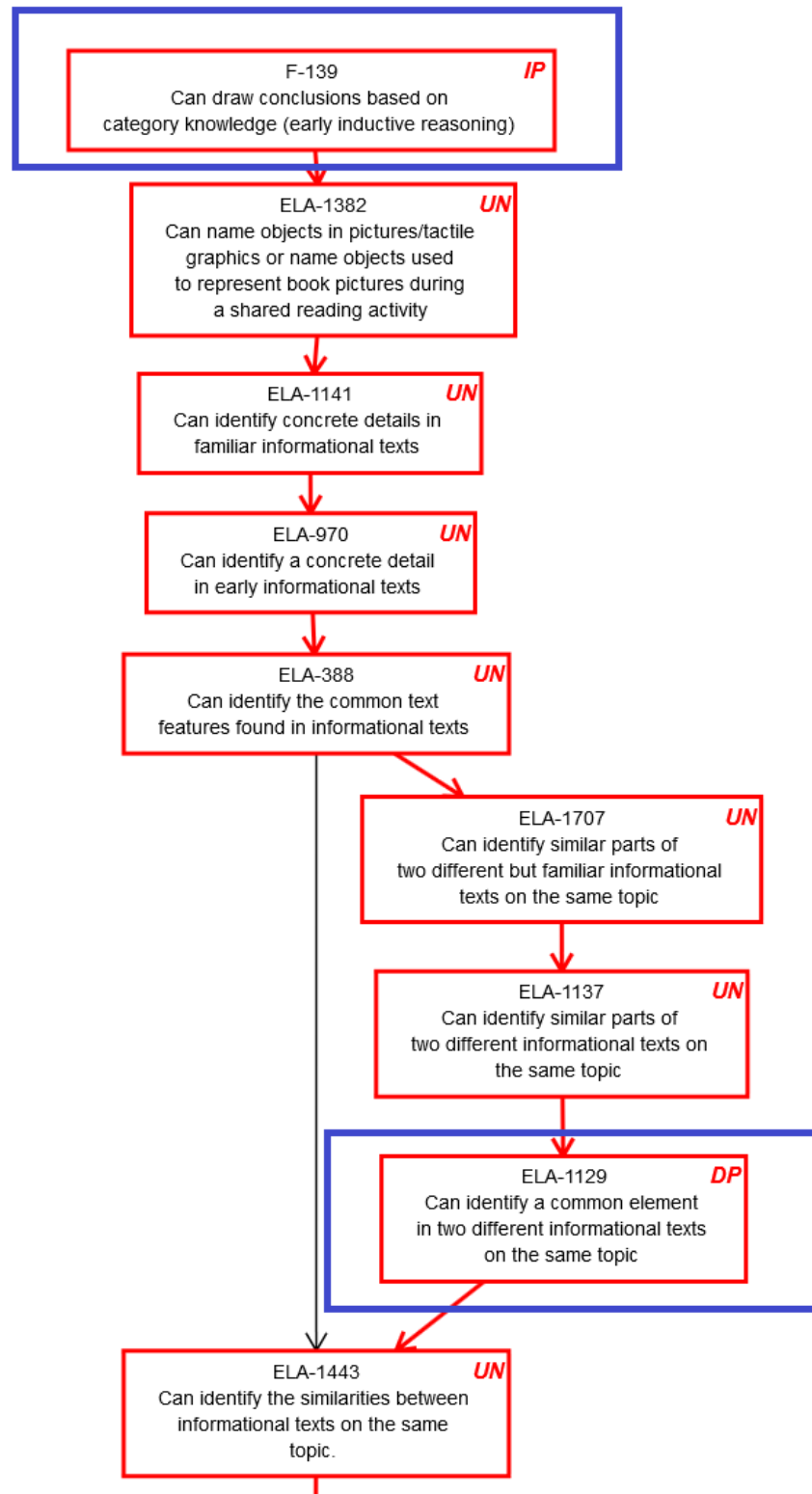
A diagram showing the relationship of nodes in the mini-map appears below.

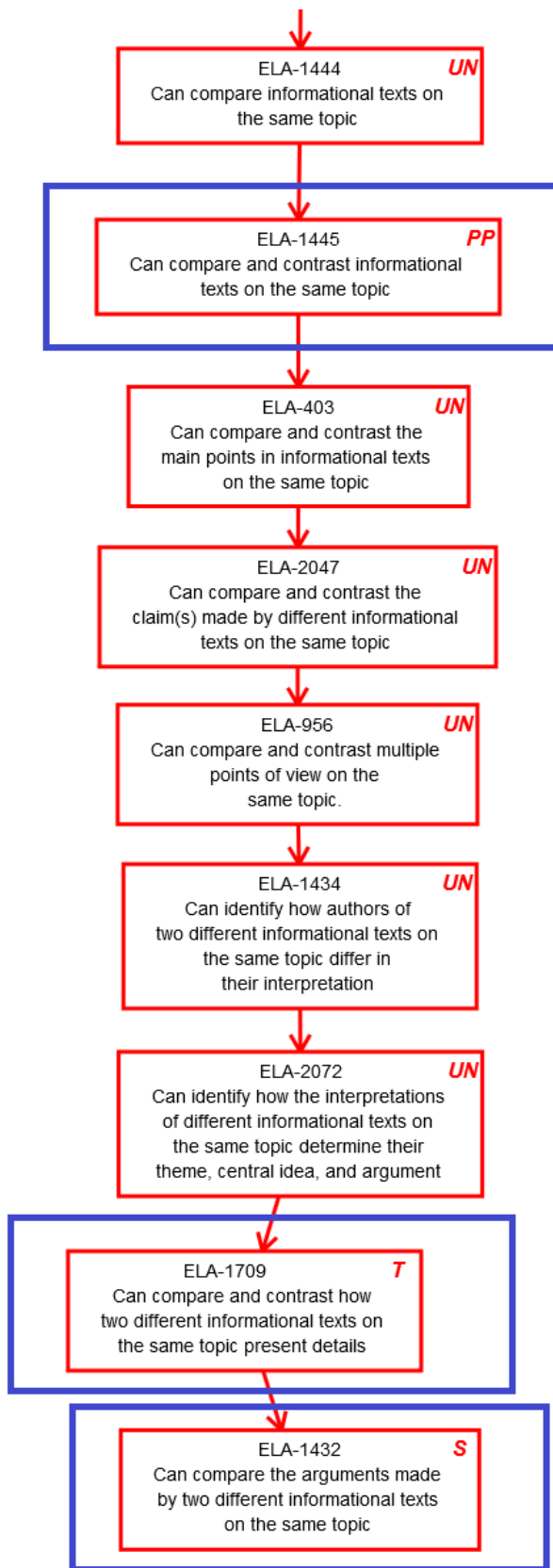
Key to map codes in upper right corner of node boxes:

IP	Initial Precursor	SP	Supporting
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**ELA.EE.RI.7.9** - Compare and contrast how different texts on the same topic present the details.





## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 7

### ELA.EE.L.7.2.A

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.L.7.2.a</b> Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[, ] green shirt</i> )	<b>ELA.EE.L.7.2.a</b> Use end punctuation when writing a sentence or question	<b>EMERGENT WRITING (EW.7):</b> <ul style="list-style-type: none"> <li>• <b>Initial Precursor:</b> Comprehends that all objects have some function or action typically associated with it (object action)</li> <li>• <b>Distal Precursor:</b> Points to the first word, in the upper left when asked, "Show me where I should start reading"</li> </ul>
		<b>CONVENTIONAL WRITING (CW.7):</b> <ul style="list-style-type: none"> <li>• <b>Proximal Precursor:</b> Can demonstrate an understanding that some type of punctuation needs to occur after each sentence and can recognize the different types of end punctuation</li> <li>• <b>Target:</b> Can use appropriately the various types of end punctuation in his or her writing</li> <li>• <b>Successor:</b> Can demonstrate an understanding that commas are a common form of punctuation</li> </ul>

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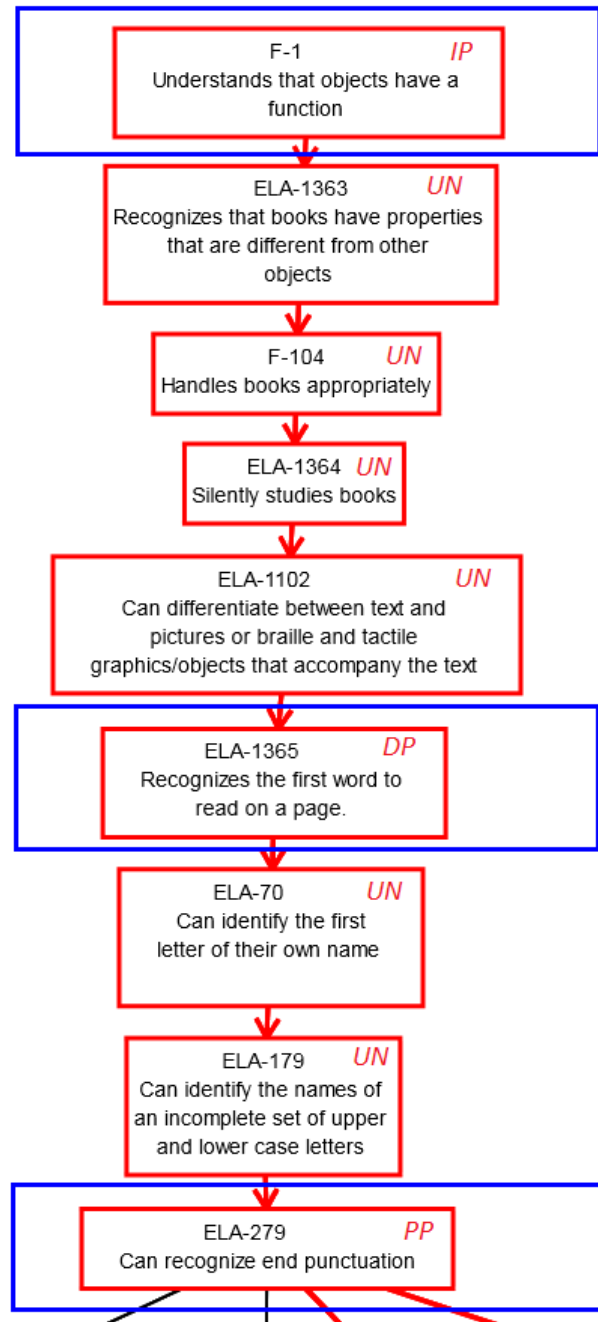
This EE is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The initial and distal precursor nodes are assessed in the emergent writing testlet in Grade 7 with four other Essential Elements: EE.L.7.2.b, EE.W.7.2.a, EE.W.7.2.b, and EE.W.7.2.d. The proximal precursor, target and successor nodes are assessed in the conventional writing testlet in Grade 7 with four other Essential Elements: EE.L.7.2.b, EE.W.7.2.a, EE.W.7.2.b, and EE.W.7.2.d.

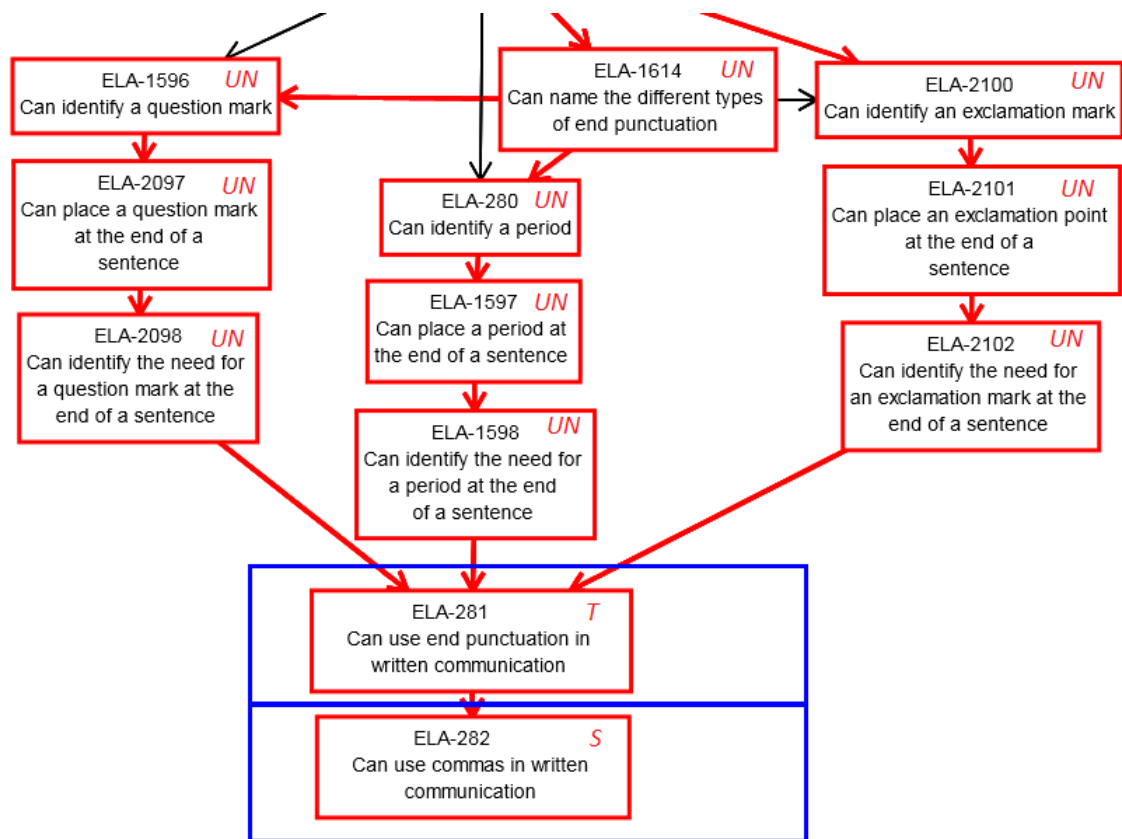
A diagram showing the relationship of nodes in the mini-map appears below.

Key to map codes in upper right corner of node boxes:

IP	Initial Precursor	SP	Supporting
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T	Target		

**ELA.EE.L.7.2.a** - Use end punctuation when writing a sentence or question.





## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 7

### ELA.EE.L.7.2.B

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.L.7.2.b</b> Spell correctly	<b>ELA.EE.L.7.2.b</b> Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns	<b>EMERGENT WRITING (EW.7):</b> <ul style="list-style-type: none"> <li>• <b>Initial Precursor:</b> Can recognize the sound of the letter of their first name in words they hear and see, and can correctly represent this letter when spelling words that start with the same letter</li> <li>• <b>Distal Precursor:</b> Can produce a string of letters (student attempts to write words) by combining random letters</li> </ul>
		<b>CONVENTIONAL WRITING (CW.7):</b> <ul style="list-style-type: none"> <li>• <b>Proximal Precursor:</b> Can use spelling patterns (e.g., rimes) in familiar words to spell new words</li> <li>• <b>Target:</b> Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word</li> <li>• <b>Successor:</b> Can spell words with inflectional endings (e.g., walked, eats, sleeping)</li> </ul>

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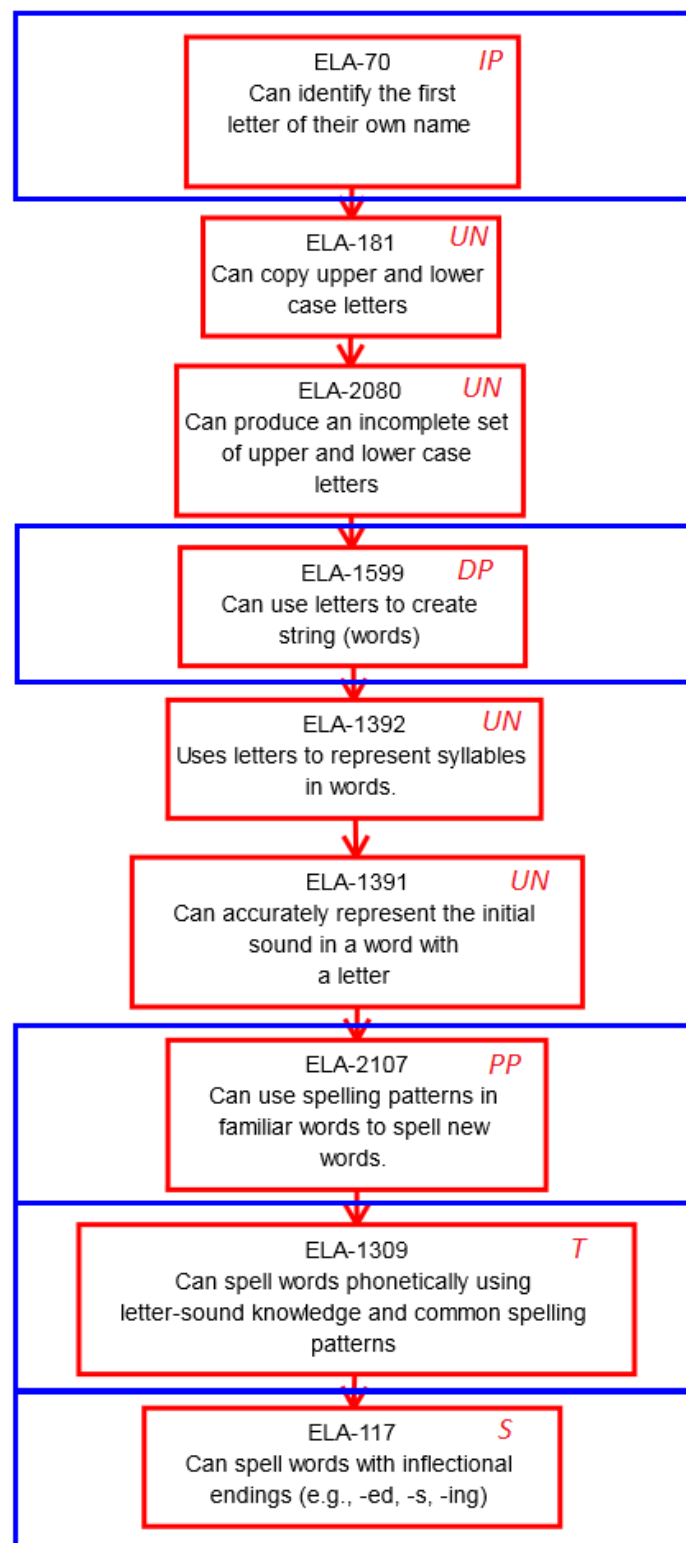
This EE is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The initial and distal precursor nodes are assessed in the emergent writing testlet in Grade 7 with four other Essential Elements: EE.L.7.2.a, EE.W.7.2.a, EE.W.7.2.b, and EE.W.7.2.d. The proximal precursor, target and successor nodes are assessed in the conventional writing testlet in Grade 7 with four other Essential Elements: EE.L.7.2.a, EE.W.7.2.a, EE.W.7.2.b, and EE.W.7.2.d.

A diagram showing the relationship of nodes in the mini-map appears below.

Key to map codes in upper right corner of node boxes:

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T	Target		

**ELA.EE.L.7.2.b** - Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.



## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 7

### ELA.EE.W.7.2.A

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.W.7.2.a</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension	<b>ELA.EE.W.7.2.a</b> Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate	<b>EMERGENT WRITING (EW.7):</b> <ul style="list-style-type: none"> <li>• <b>Initial Precursor:</b> Given a choice of two objects, uses eye-gaze, physical movement, gesture or vocalization to indicate choice</li> <li>• <b>Distal Precursor:</b> Can respond to wh- questions regarding choice of topic and other questions related to writing about the topic.</li> </ul>
		<b>CONVENTIONAL WRITING (CW.7):</b> <ul style="list-style-type: none"> <li>• <b>Proximal Precursor:</b> Can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text</li> <li>• <b>Target:</b> Can introduce an informational topic while writing and extend by writing about ideas and information related to the topic</li> <li>• <b>Successor:</b> Student is able to produce an informational piece of writing in which the topic is clearly introduced and the details about the topic (may be visual, tactual, or multimedia) are presented within a clear organizational structure</li> </ul>

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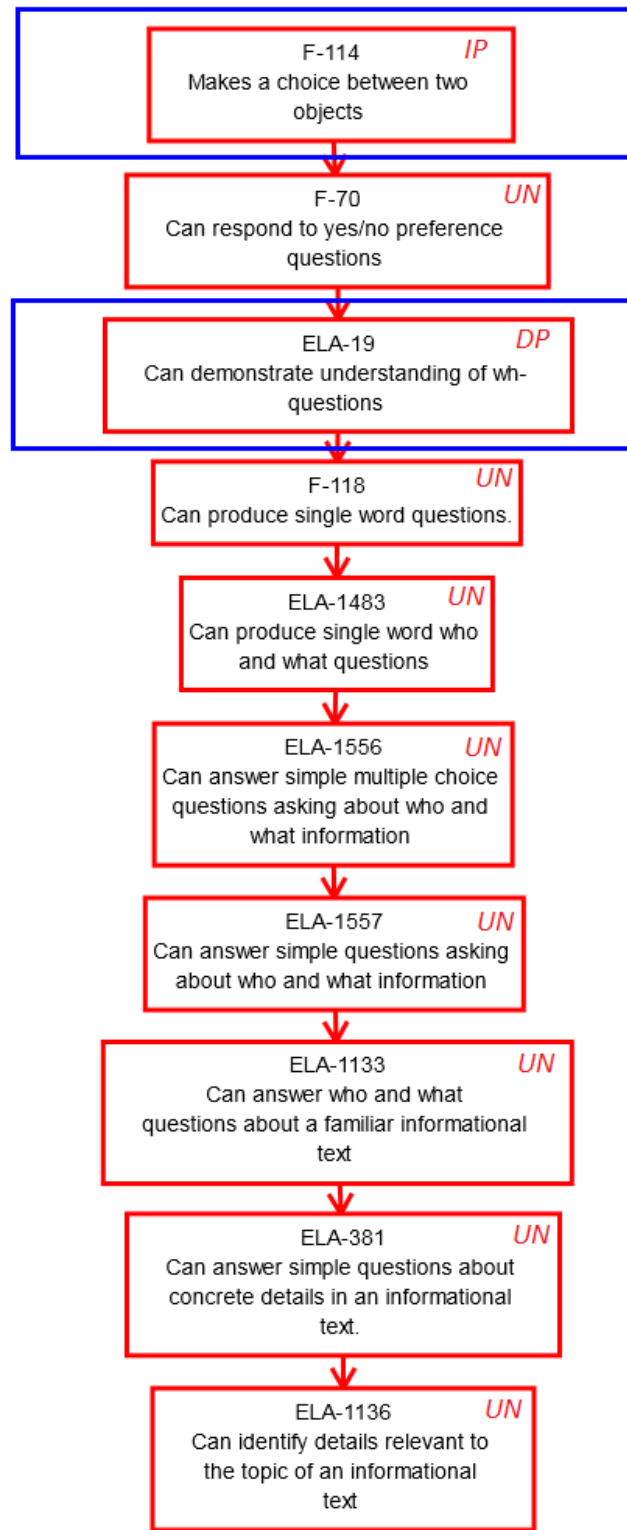
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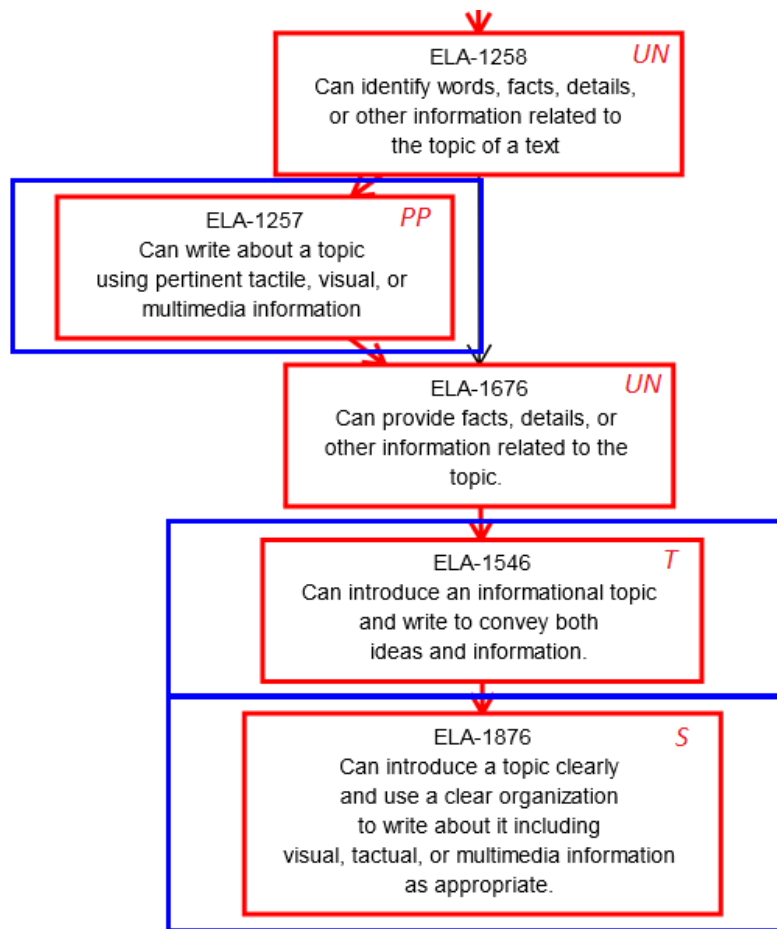


*Key to map codes in upper right corner of node boxes:*

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**ELA.EE.W.7.2.a** - Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.





## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 7

### ELA.EE.W.7.2.B

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.W.7.2.b</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	<b>ELA.EE.W.7.2.b</b> Provide facts, details, or other information related to the topic	<b>EMERGENT WRITING (EW.7):</b> <ul style="list-style-type: none"> <li>• <b>Initial Precursor:</b> Can determine some of the relevant words for describing people, places, things, or events familiar to the student</li> <li>• <b>Distal Precursor:</b> Can use functional words (describe a noun's function/use) to describe common persons, places, objects, or events</li> </ul>
		<b>CONVENTIONAL WRITING (CW.7):</b> <ul style="list-style-type: none"> <li>• <b>Proximal Precursor:</b> Student adds information to writing (writing is meant inclusively here - writing, drawing, or dictation) that helps to strengthen the overall message</li> <li>• <b>Target:</b> Student is already able to identify facts and details related to topic from a set of choices. Now they are able to provide written facts, details and/or information about a topic</li> <li>• <b>Successor:</b> Student is able to put facts or details identified about a topic into writing</li> </ul>

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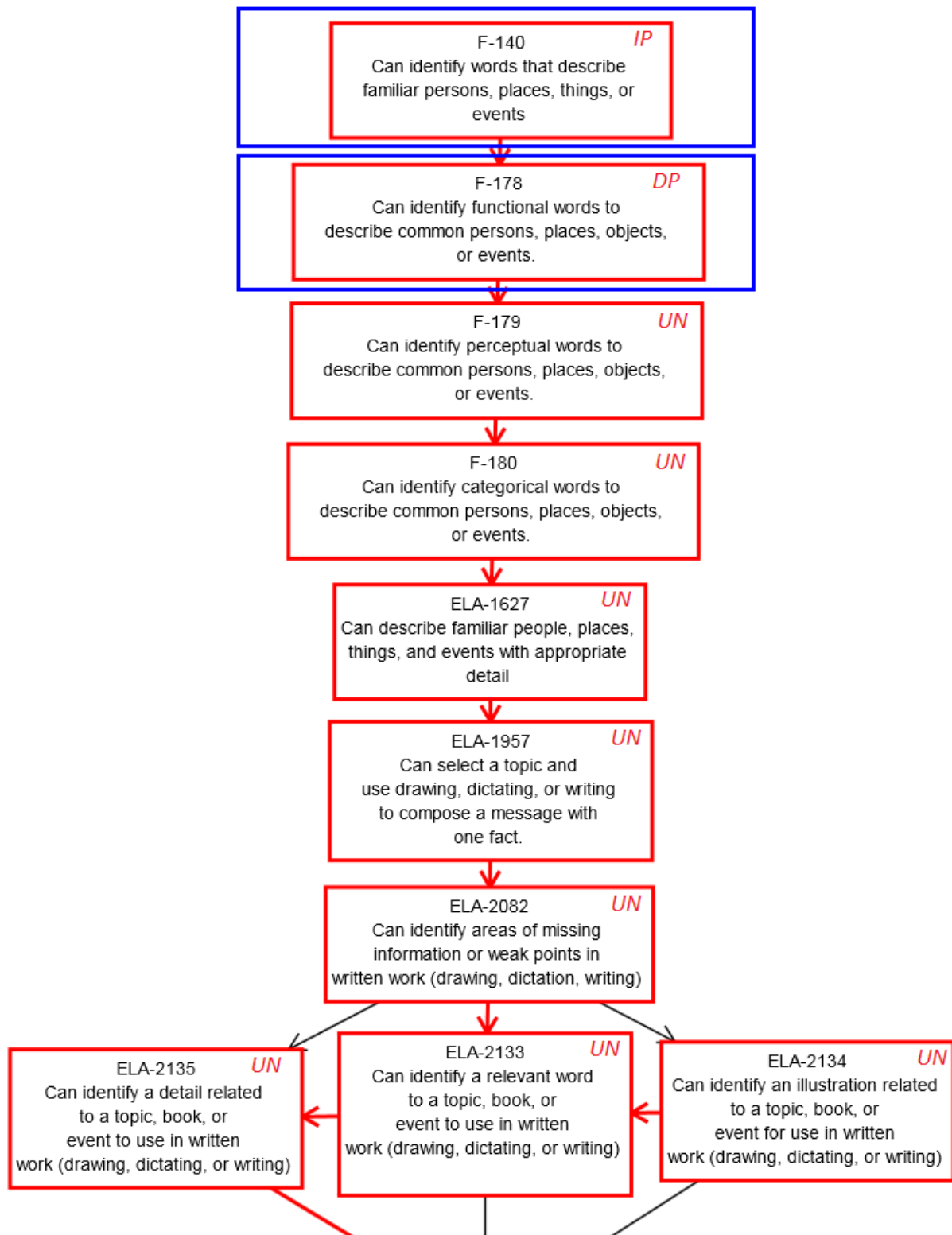
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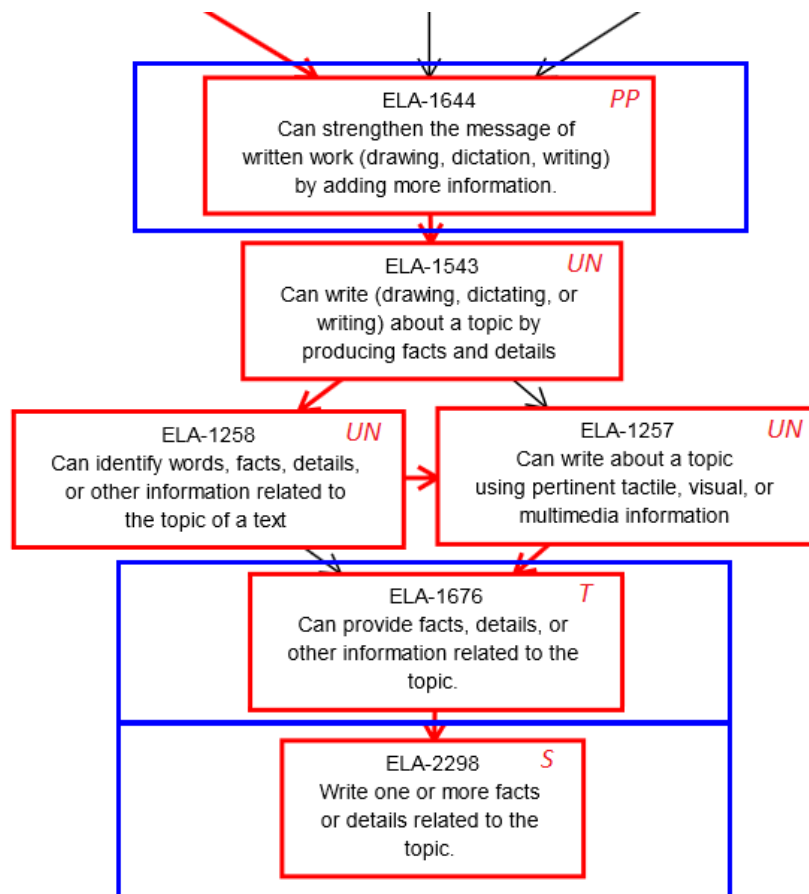
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T	Target		

**ELA.EE.W.7.2.b - Provide facts, details, or other information related to the topic.**





## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP

### ELA: GRADE 7

### ELA.EE.W.7.2.D

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.W.7.2.d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic	<b>ELA.EE.W.7.2.d</b> Select domain-specific vocabulary to use in writing about the topic	<b>EMERGENT WRITING (EW.7):</b> <ul style="list-style-type: none"> <li>• <b>Initial Precursor:</b> Can demonstrate understanding that specific members comprise a broad category</li> <li>• <b>Distal Precursor:</b> Using their categorical knowledge, can make generalizations about the category to novel instances of that category</li> </ul>
		<b>CONVENTIONAL WRITING (CW.7):</b> <ul style="list-style-type: none"> <li>• <b>Proximal Precursor:</b> Can identify words in speech or text that are domain-specific words (i.e., words that are specific to a content area or discipline)</li> <li>• <b>Target:</b> Student is able to select domain-specific words to use for writing about a topic</li> <li>• <b>Successor:</b> Can include domain-specific vocabulary when writing an informative text</li> </ul>

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A diagram showing the relationship of nodes in the mini-map appears below.

Key to map codes in upper right corner of node boxes:

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T	Target		

**ELA.EE.W.7.2.d - Select domain-specific vocabulary to use in writing about the topic.**

