

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

### ELA: GRADE 9-10

### ELA.EE.RL.9-10.1

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	<b>ELA.EE.RL.9-10.1</b> Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text	<b>Initial 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>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can answer questions posed by others regarding a narrative by using information from the text</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can use information and details explicitly mentioned in the text for citing</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can determine which citations refer to explicit information and which citations refer to inferred information in a narrative text</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can analyze a narrative text to determine the explicit meaning based on the information directly stated in it</li> </ul>

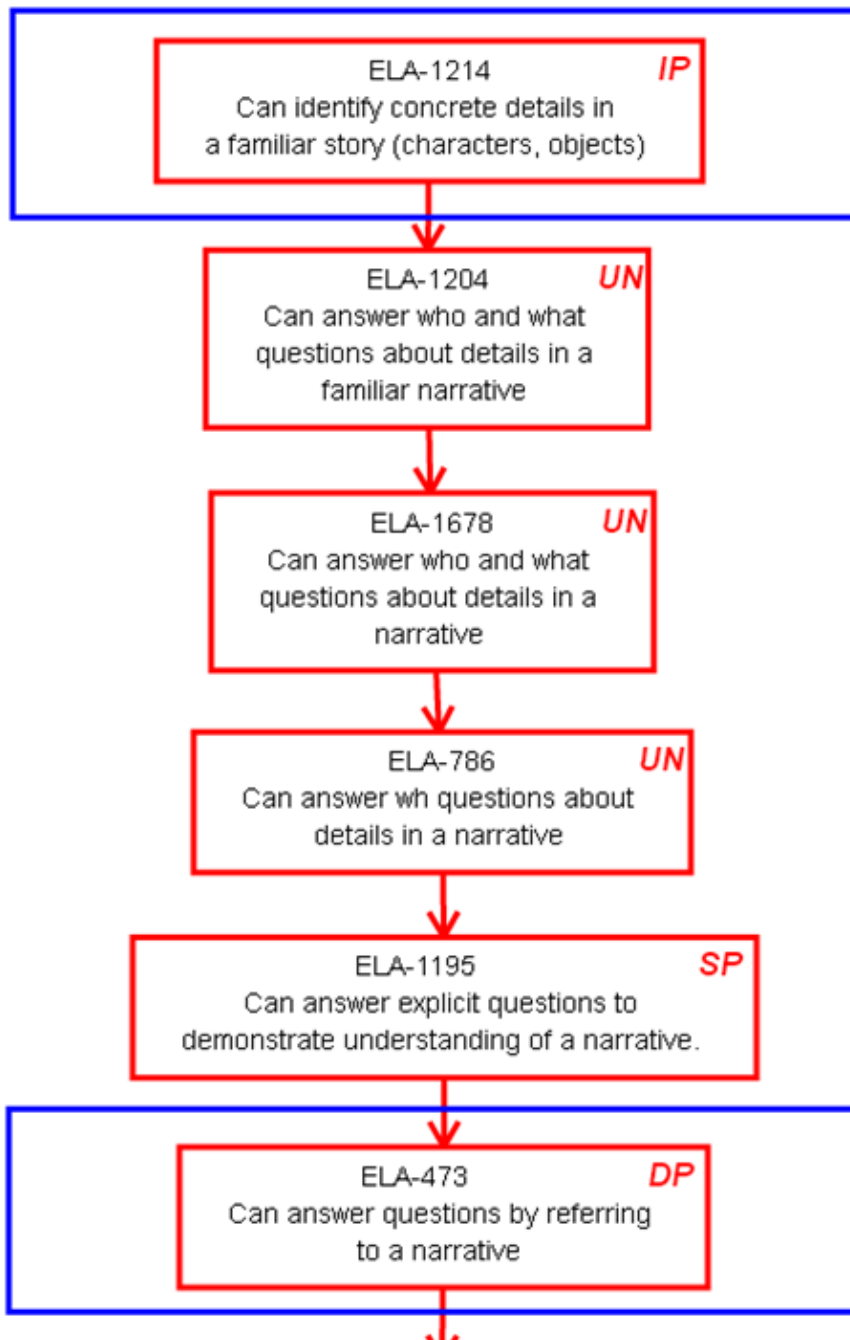
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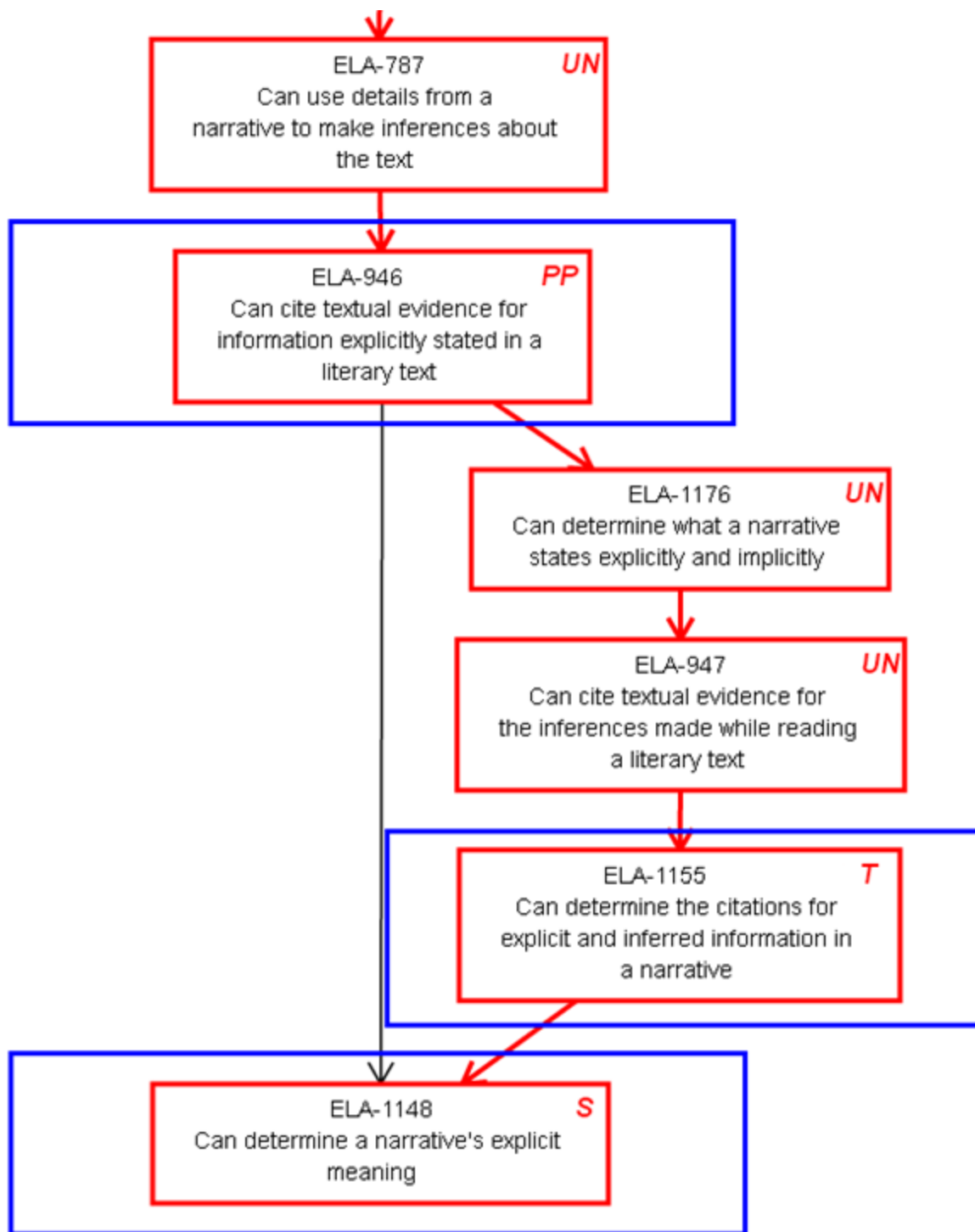
A diagram showing the relationship of nodes in the mini-map appears below.

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.RL.9-10.1** - Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.





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

### ELA: GRADE 9-10

### ELA.EE.RL.9-10.2

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text	<b>ELA.EE.RL.9-10.2</b> Recount events related to the theme or central idea, including details about character and setting	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the next step or event in a sequence from a familiar routine</li> </ul> <b>Distal 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>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can determine the details that provide for the foundation of the theme in a narrative</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can relate two or more events with details about specific characters and settings that help the reader to infer the theme or central idea of a narrative</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>The student can recount the most important events from a story</li> </ul>

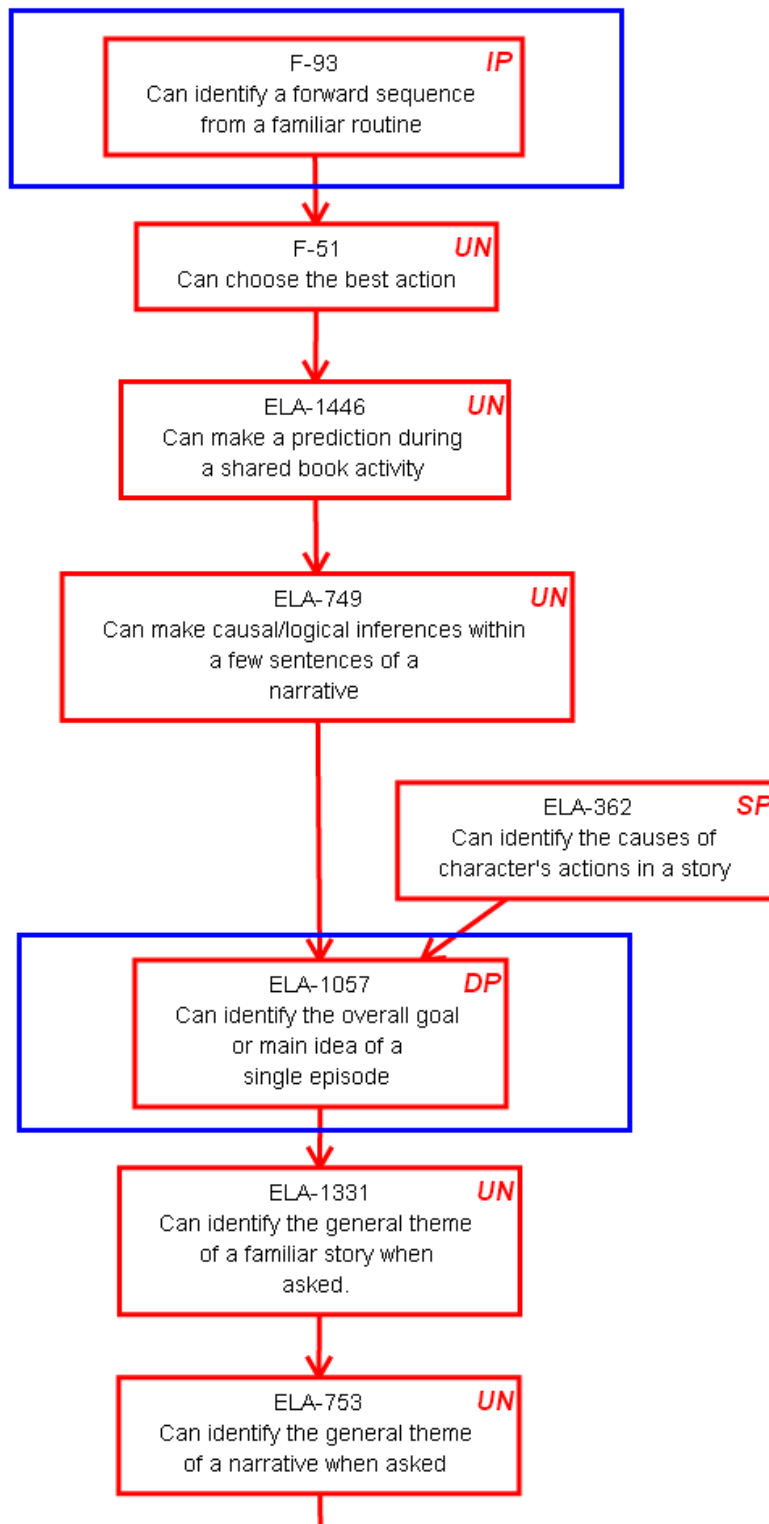
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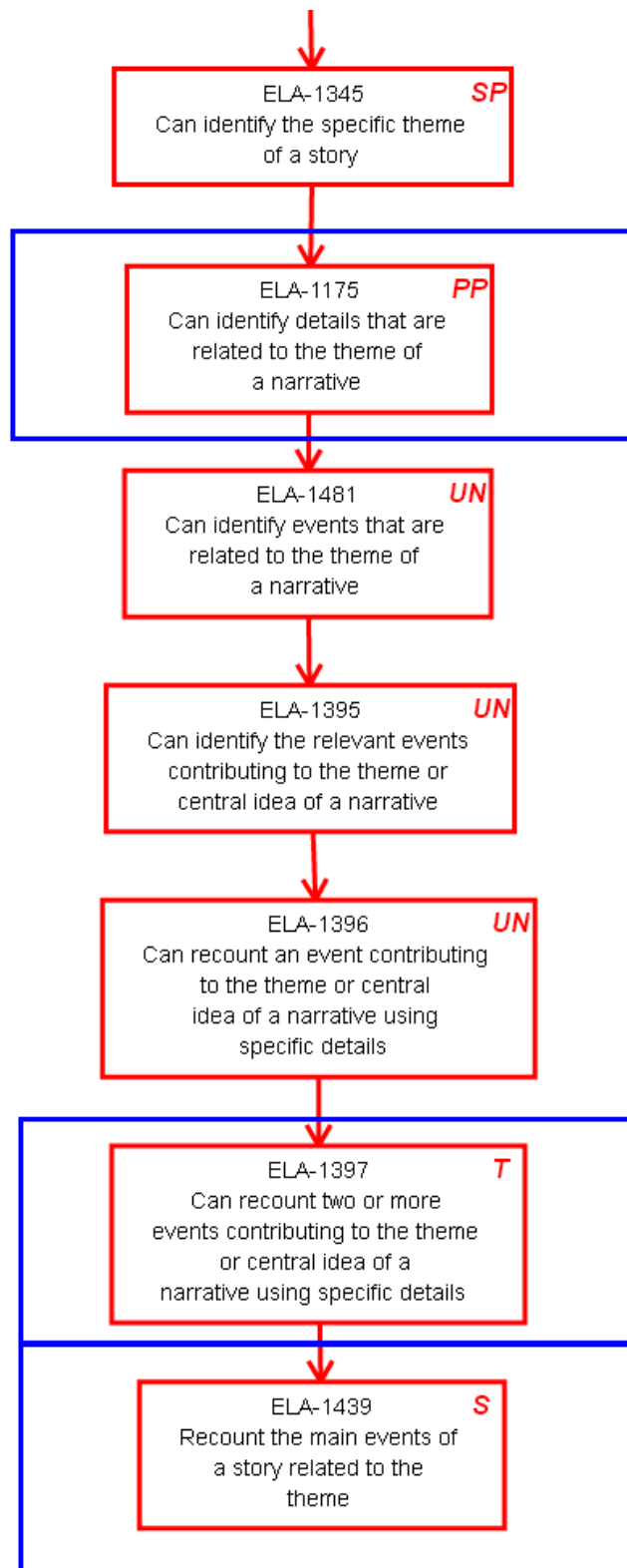
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**ELA.EE.RL.9-10.2 - Recount events related to the theme or central idea, including details about character and setting.**





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

### ELA: GRADE 9-10

### ELA.EE.RL.9-10.4

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)	<b>ELA.EE.RL.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can determine some of the relevant words for describing people, places, things, or events familiar to the student</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones</li> </ul> <b>Proximal Precursor:</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>Target:</b> <ul style="list-style-type: none"> <li>Can ascertain the figurative meanings of words and phrases in narratives, such as common idioms, analogies, and figures of speech</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can determine the specific contextual meaning of a word or phrase as it is used in a single instance in a text or how it is gradually altered throughout the sentences, paragraphs, chapters, and sections of a text, regardless of whether the student may know the word in terms of its typical use</li> </ul>

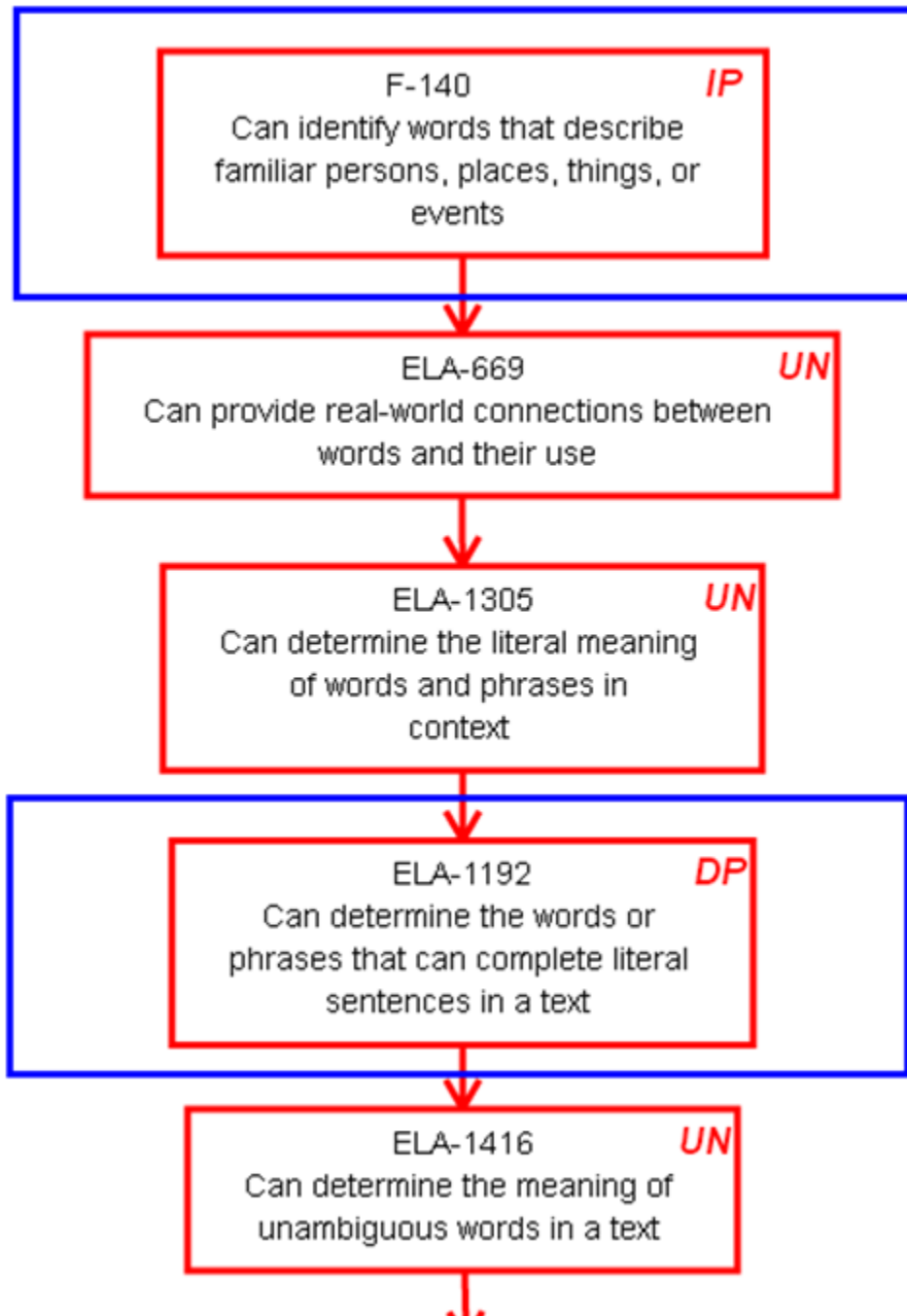
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A diagram showing the relationship of nodes in the mini-map appears below.

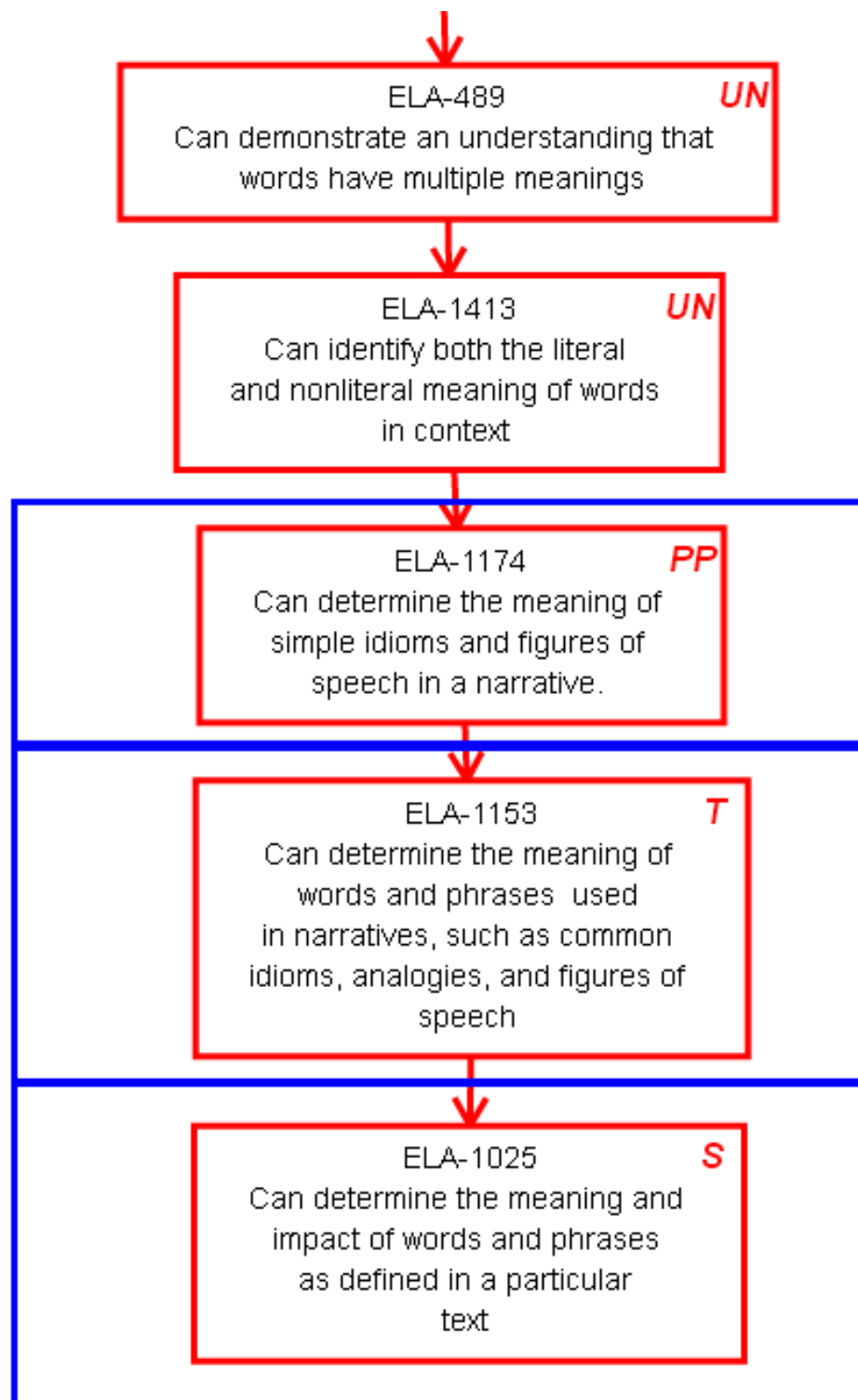
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**ELA.EE.RL.9-10.4** - Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.







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

### ELA: GRADE 11-12

### ELA.EE.RL.11-12.1

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RL.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain	<b>ELA.EE.RL.11-12.1</b> Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings	<b>Initial 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>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can find specific details in a narrative to answer questions asking about information explicitly stated in the narrative</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can analyze a narrative text to determine what is its explicit meaning based on the information directly stated in it</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can analyze the explicit and implicit meanings of a narrative and provide citations as evidence supporting each of the different meanings</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can determine when strong evidence is presented in a text and can use it when citing the text</li> </ul>

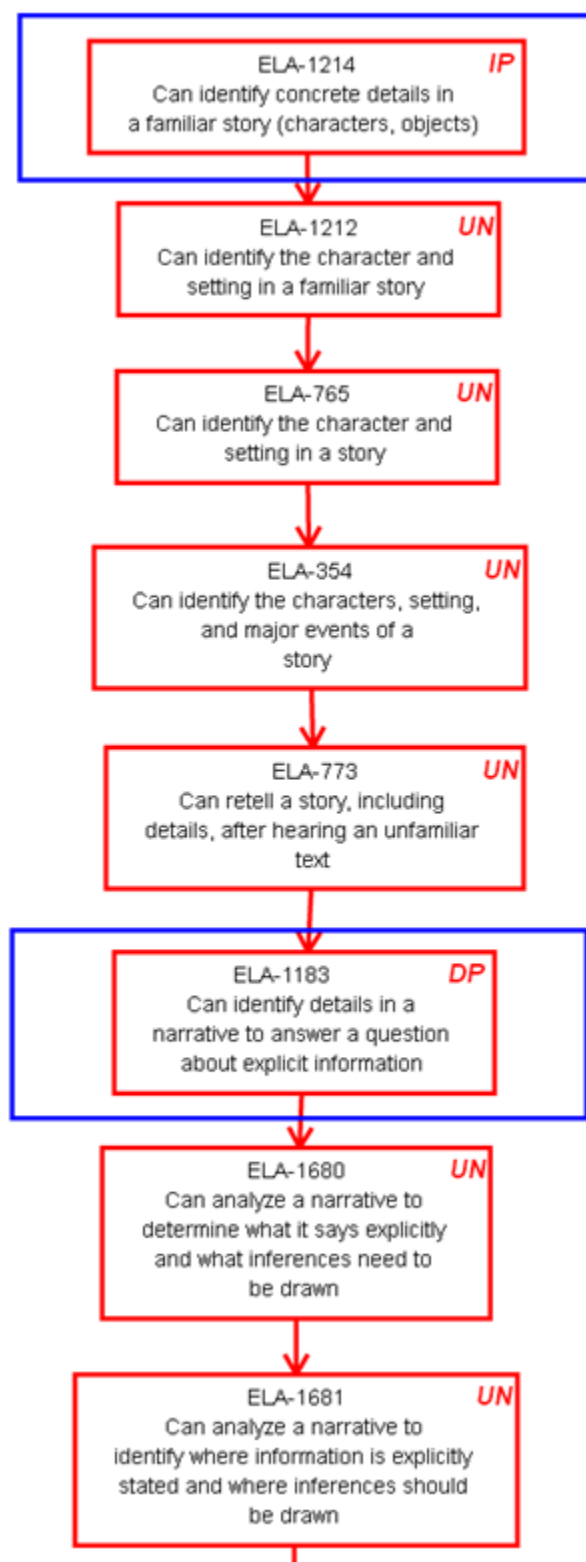
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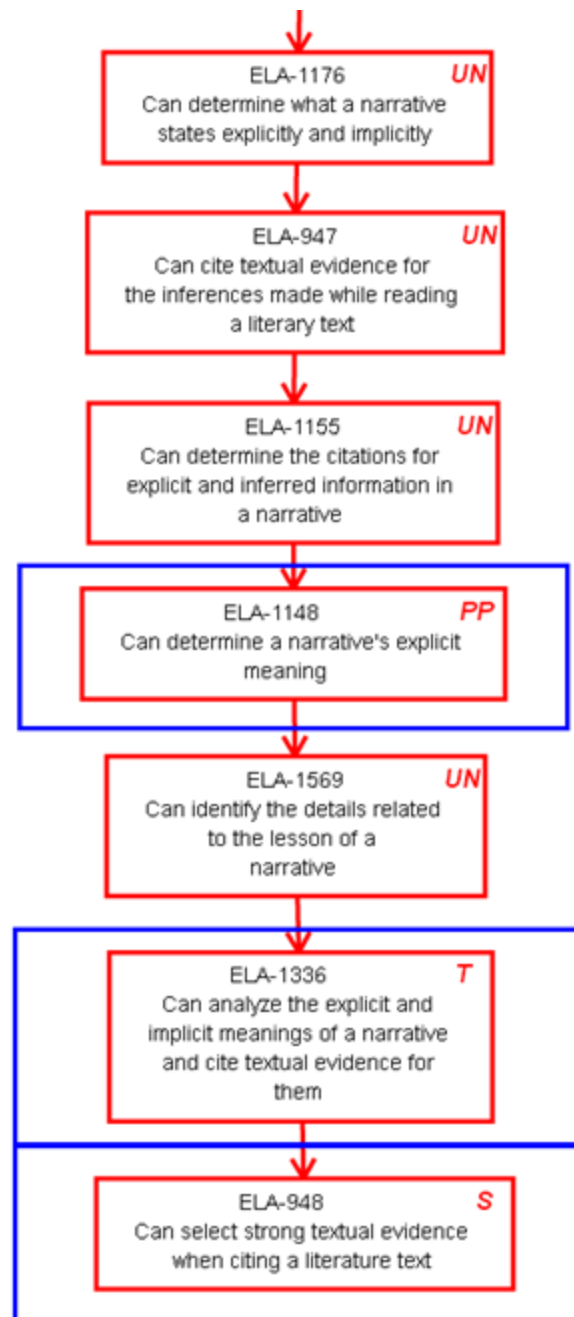
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**ELA.EE.RL.11-12.1** - Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.





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

### ELA: GRADE 11-12

### ELA.EE.RL.11-12.2

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RL.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text	<b>ELA.EE.RL.11-12.2</b> Recount the main events of the text which are related to the theme or central idea	<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 actions associated with the routine</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the theme of a familiar story, which includes a short, concise sentence about the overall meaning of the narrative</li> </ul> <b>Proximal Precursor:</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> <b>Target:</b> <ul style="list-style-type: none"> <li>The student can recount the most important events from a story</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can analyze the way the characters, setting, and plot contribute to the development of the theme across the course of a literature text</li> </ul>

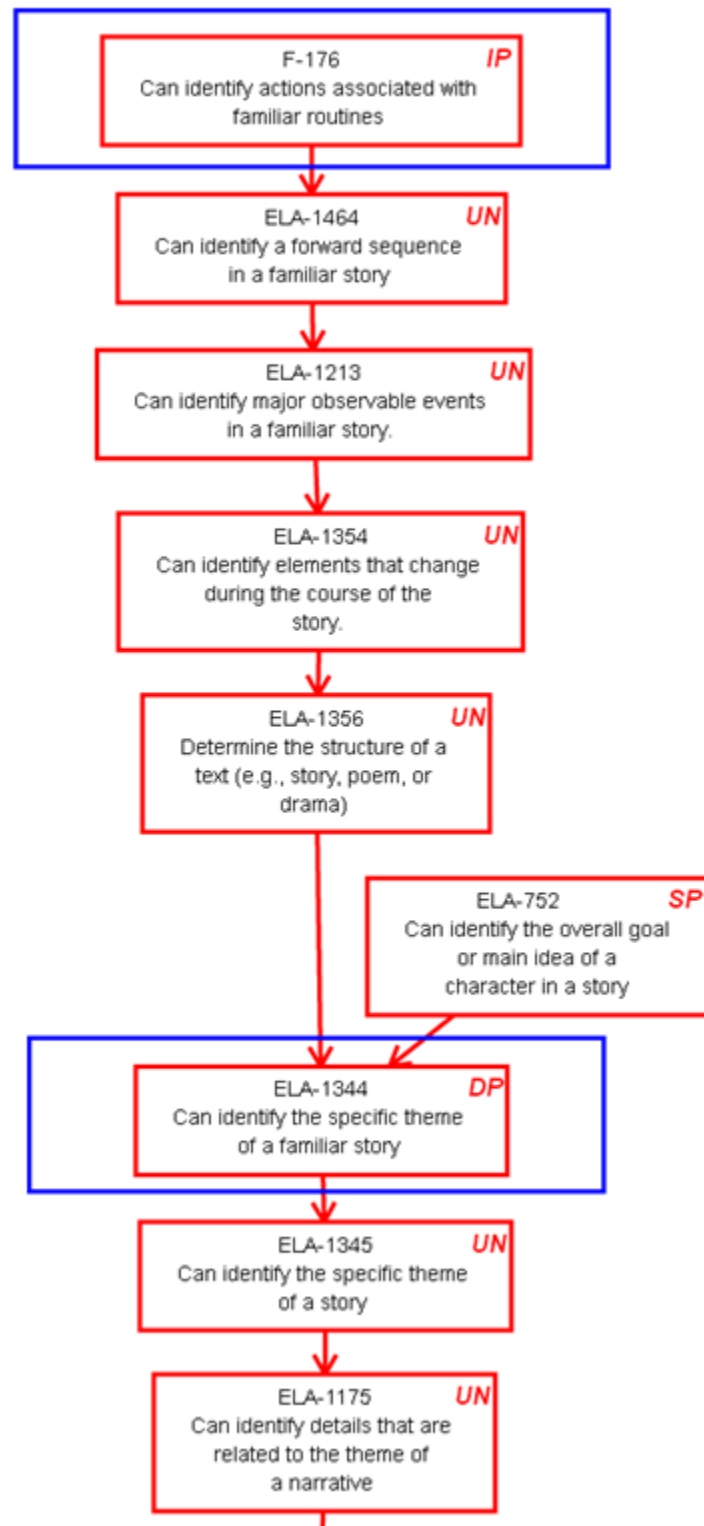
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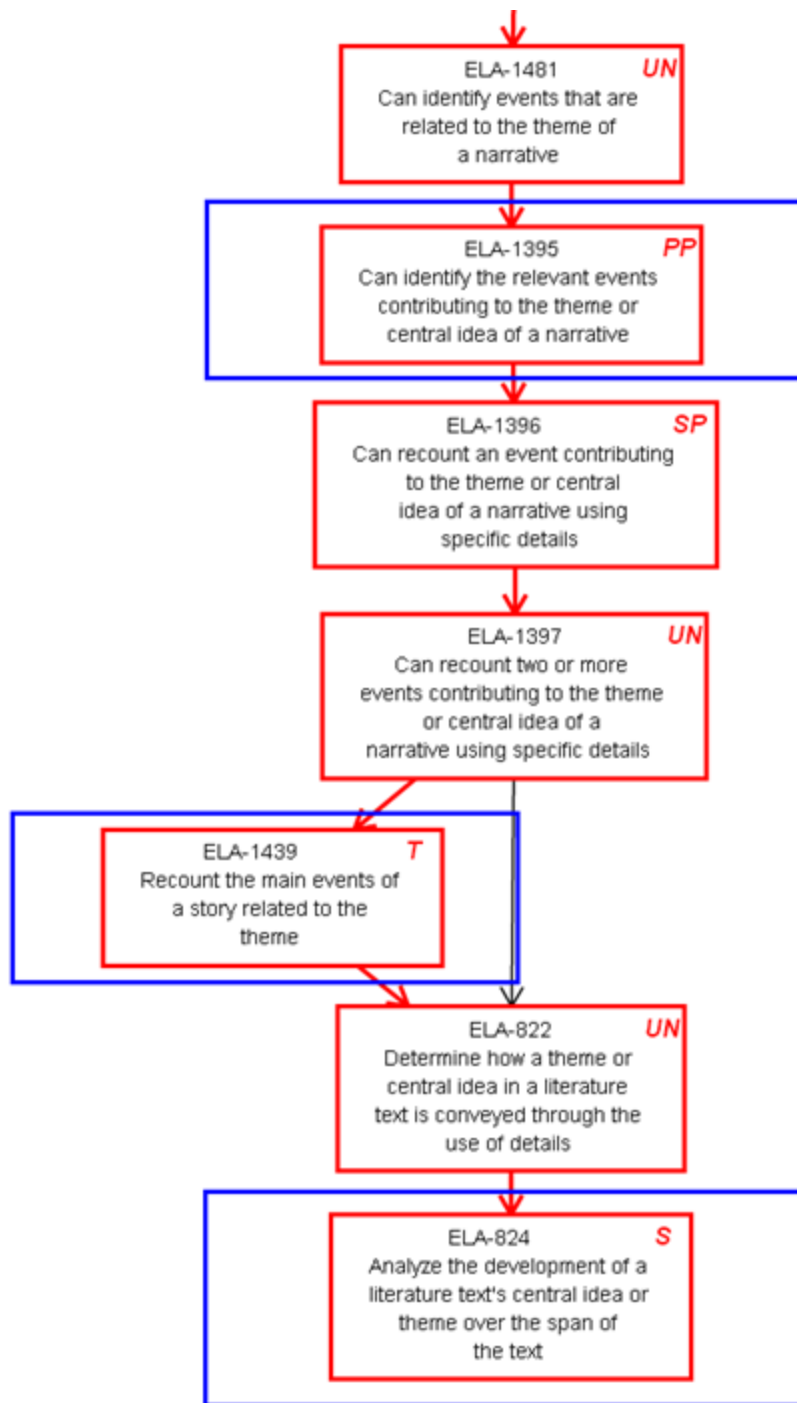
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**ELA.EE.RL.11-12.2** - Recount the main events of the text which are related to the theme or central idea.





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

### ELA: GRADE 11-12

### ELA.EE.RL.11-12.4

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	<b>ELA.EE.RL.11-12.4</b> Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can provide real-life examples of words connected to a use (describe people who are friendly)</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can demonstrate an understanding that when two words have the same meaning, they are synonyms (the student may or may not explicitly use the term synonym, but this term should be used with the student)</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can demonstrate an understanding that words might have a slightly different meaning or use depending on the specific context in which they are used</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can determine the specific contextual meaning of a word or phrase as it is used in a single instance in a text or how it is gradually altered throughout the sentences, paragraphs, chapters, and sections of a text, regardless of whether the student may know the word in terms of its typical use</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can identify the words and phrases used by a narrative's author to create mystery, tension, or surprise</li> </ul>

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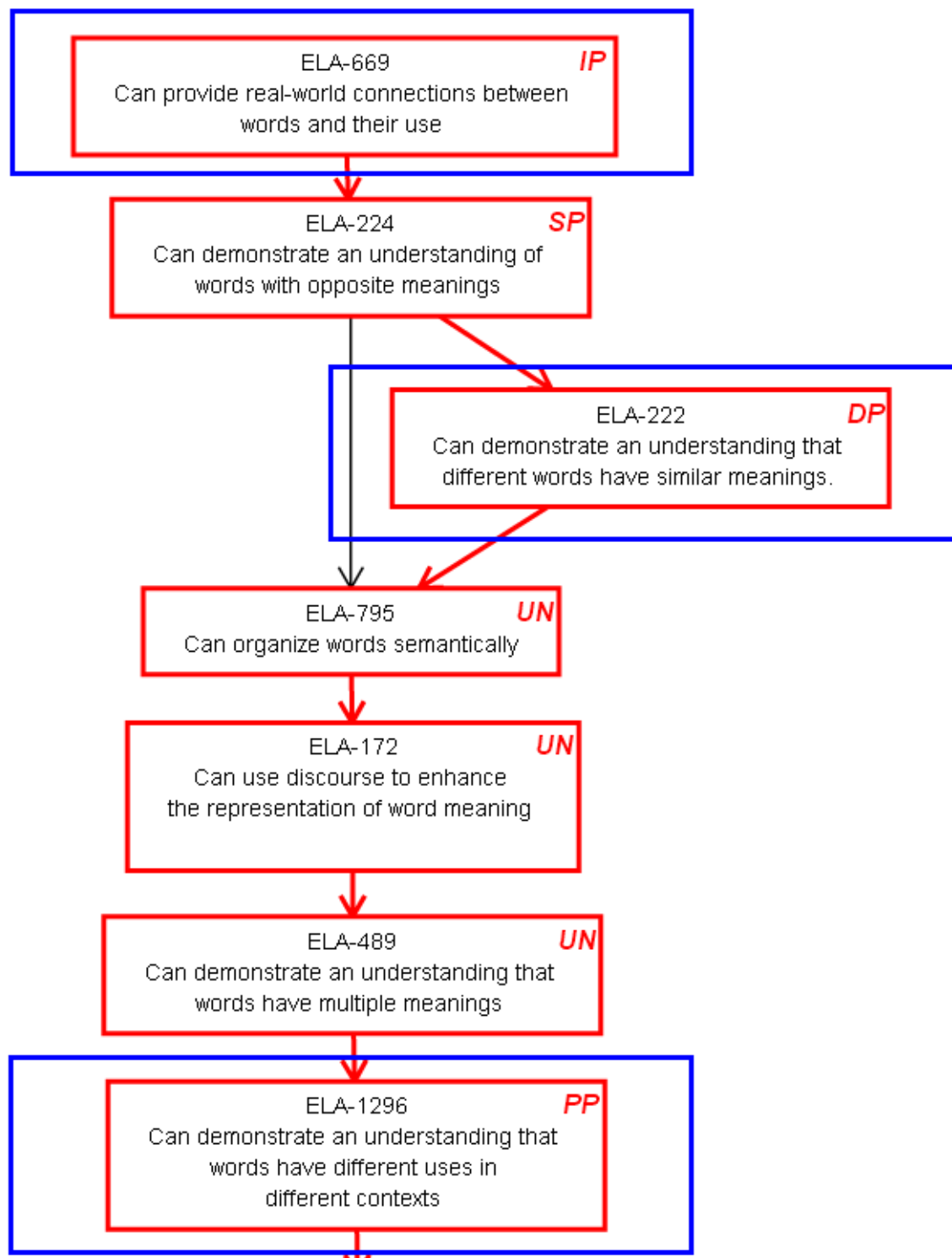
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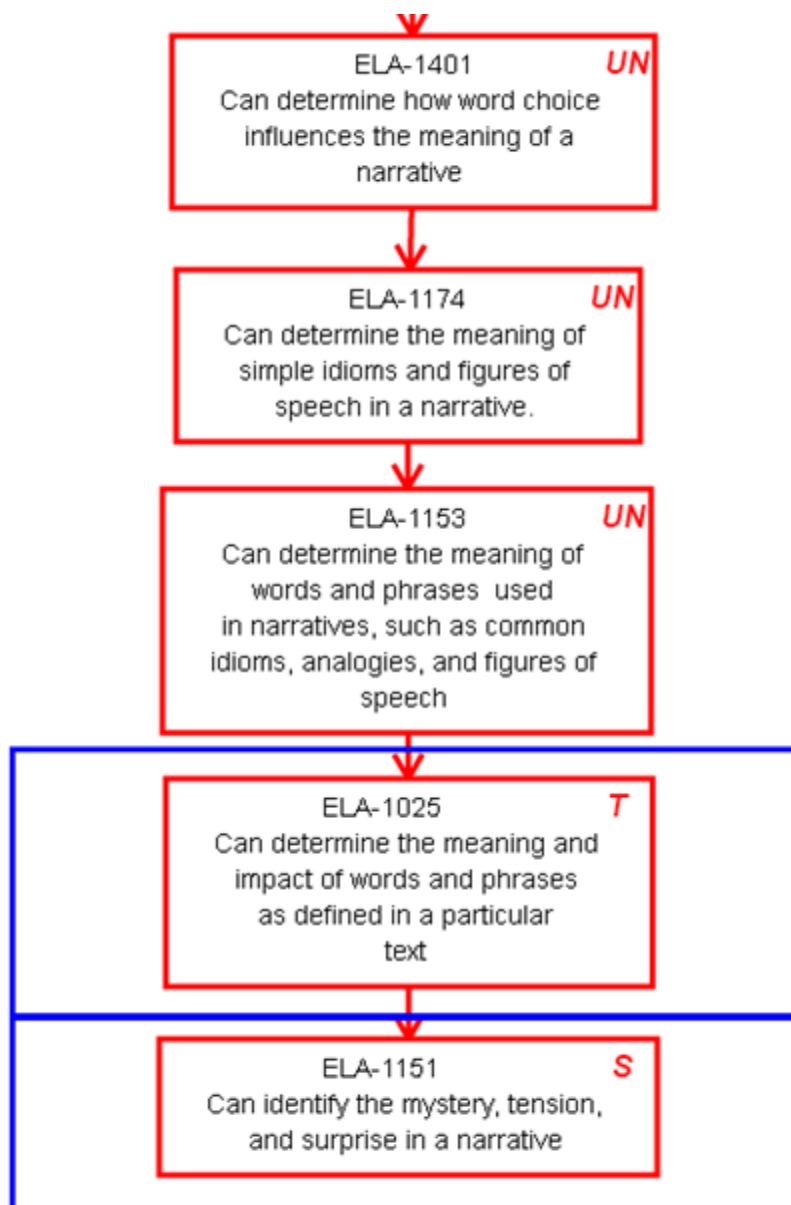


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**ELA.EE.RL.11-12.4** - Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.





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

### ELA: GRADE 9-10

### ELA.EE.RI.9-10.1

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	<b>ELA.EE.RI.9-10.1</b> Determine which citations demonstrate what the text says explicitly as well as inferentially	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts</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 use information and details inferred from the information and details explicitly mentioned in the text for citing</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can determine which citations refer to explicit information and which citations refer to inferred information in an informational text</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can determine the explicit meaning of an informational text and refer to specific citations or details to support the meaning</li> </ul>

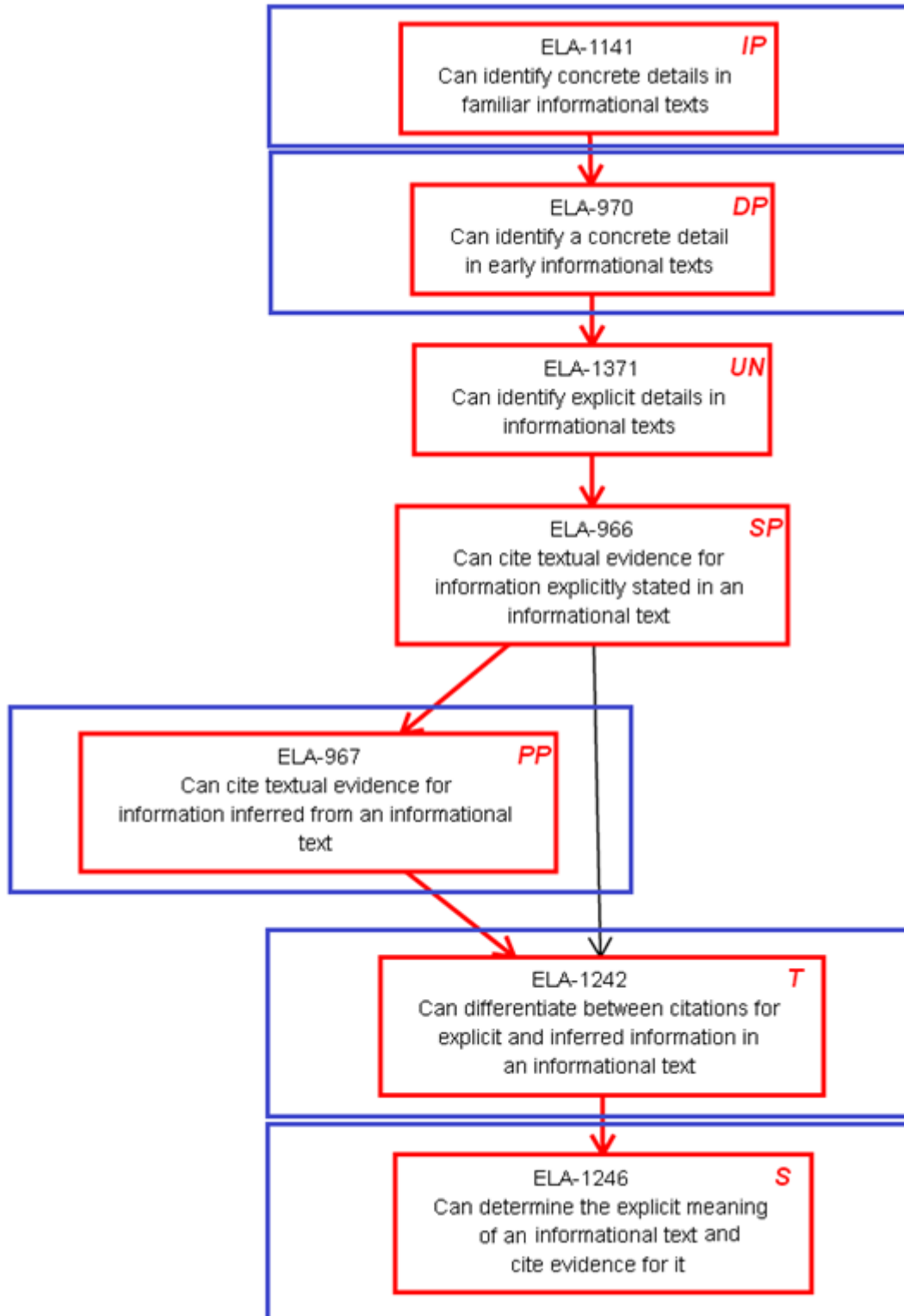
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**ELA.EE.RI.9-10.1** - Determine which citations demonstrate what the text says explicitly as well as inferentially.



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

### ELA: GRADE 9-10

### ELA.EE.RI.9-10.2

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.9-10.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text	<b>ELA.EE.RI.9-10.2</b> Determine the central idea of the text and select details to support it	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the details in an informational text that relate to the topic of the text based on their similarities</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can summarize the information in a familiar informational text</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can pick out the details that are relevant and contribute to the understanding of the central idea of an informational text</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can support the identification of the implicit and explicit meaning of an informational text using specific details and citations</li> </ul>

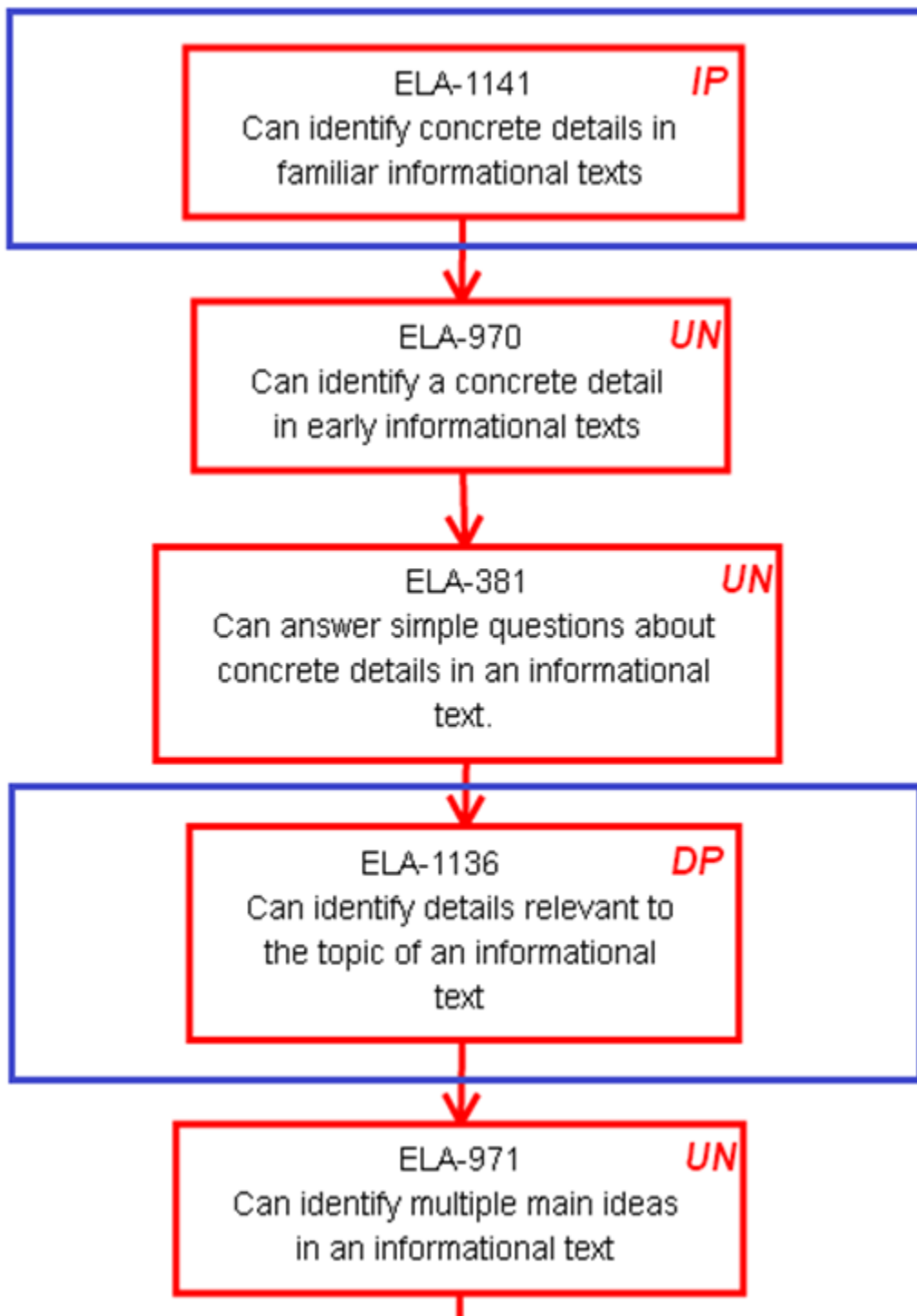
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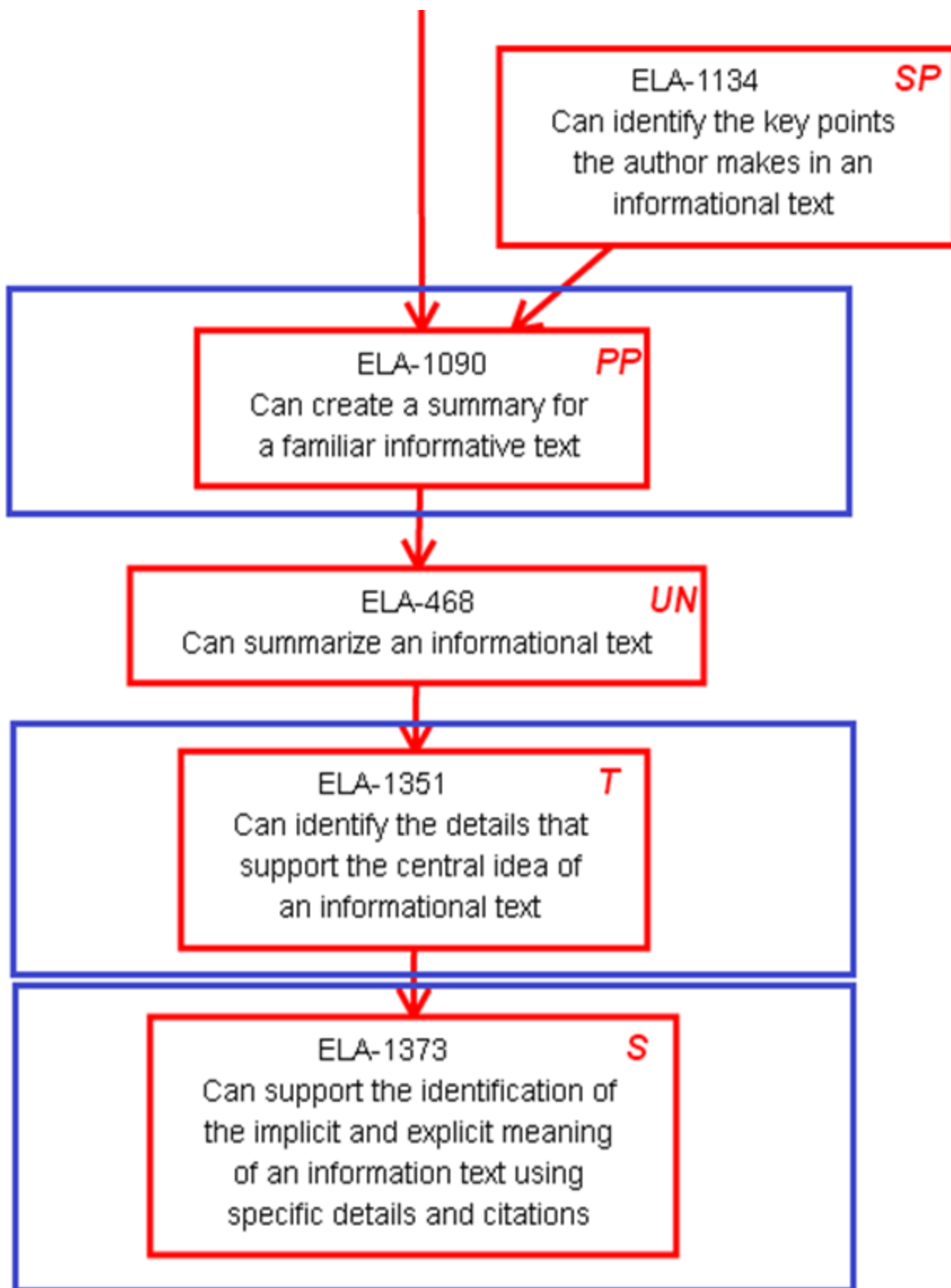
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**ELA.EE.RI.9-10.2** - Determine the central idea of the text and select details to support it.







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

### ELA: GRADE 9-10

### ELA.EE.RI.9-10.4

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)	<b>ELA.EE.RI.9-10.4</b> Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can determine some of the relevant words for describing people, places, things, or events familiar to the student</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones</li> </ul> <b>Proximal Precursor:</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> <b>Target:</b> <ul style="list-style-type: none"> <li>Can determine the figurative meaning of words and phrases as the author intended in an informational text, such as common idioms, analogies, and figures of speech</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can determine how words and phrases, especially words with multiple meanings and figurative meaning, impacts the meaning that a reader derives from an informational text</li> </ul>

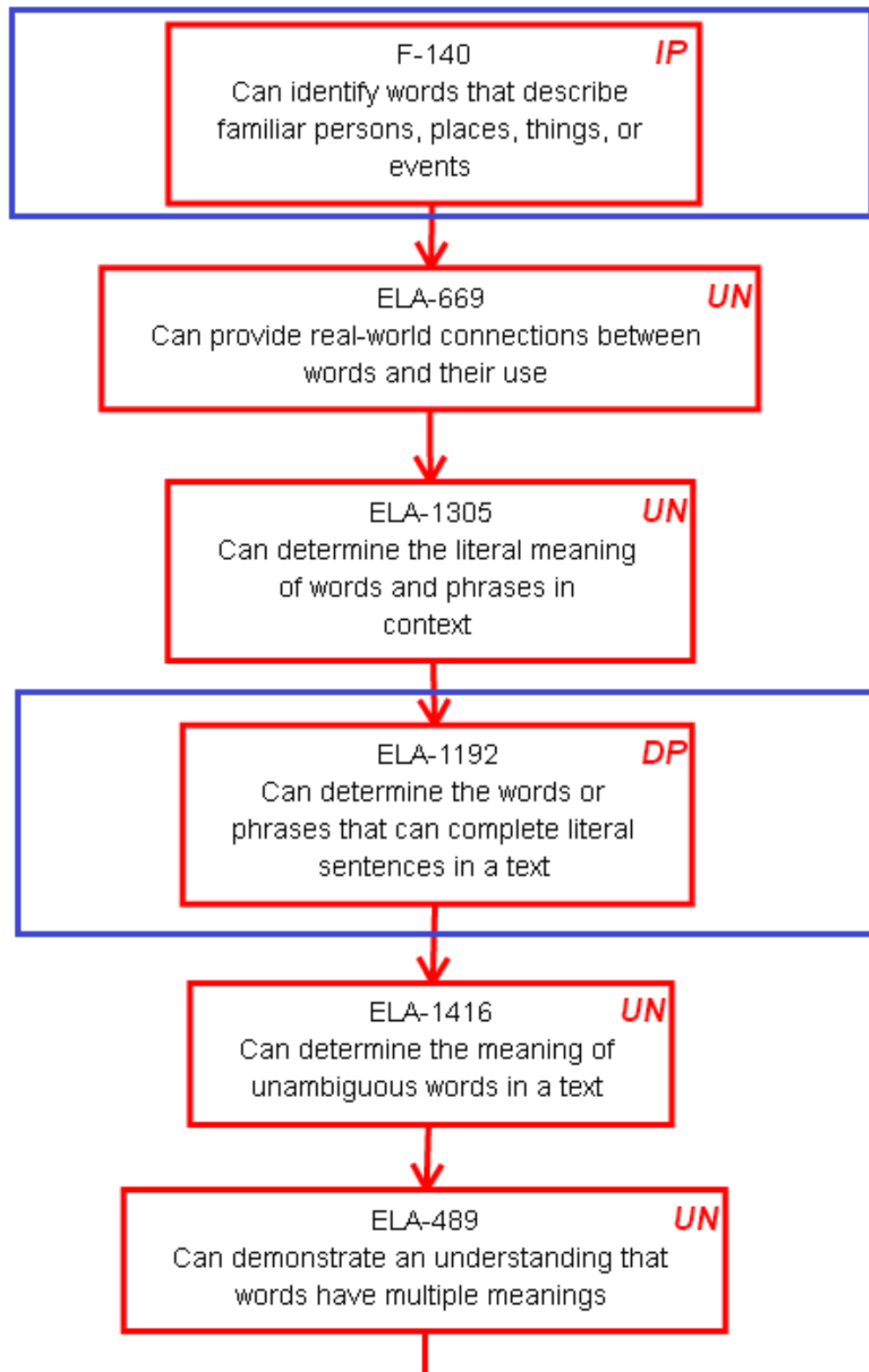
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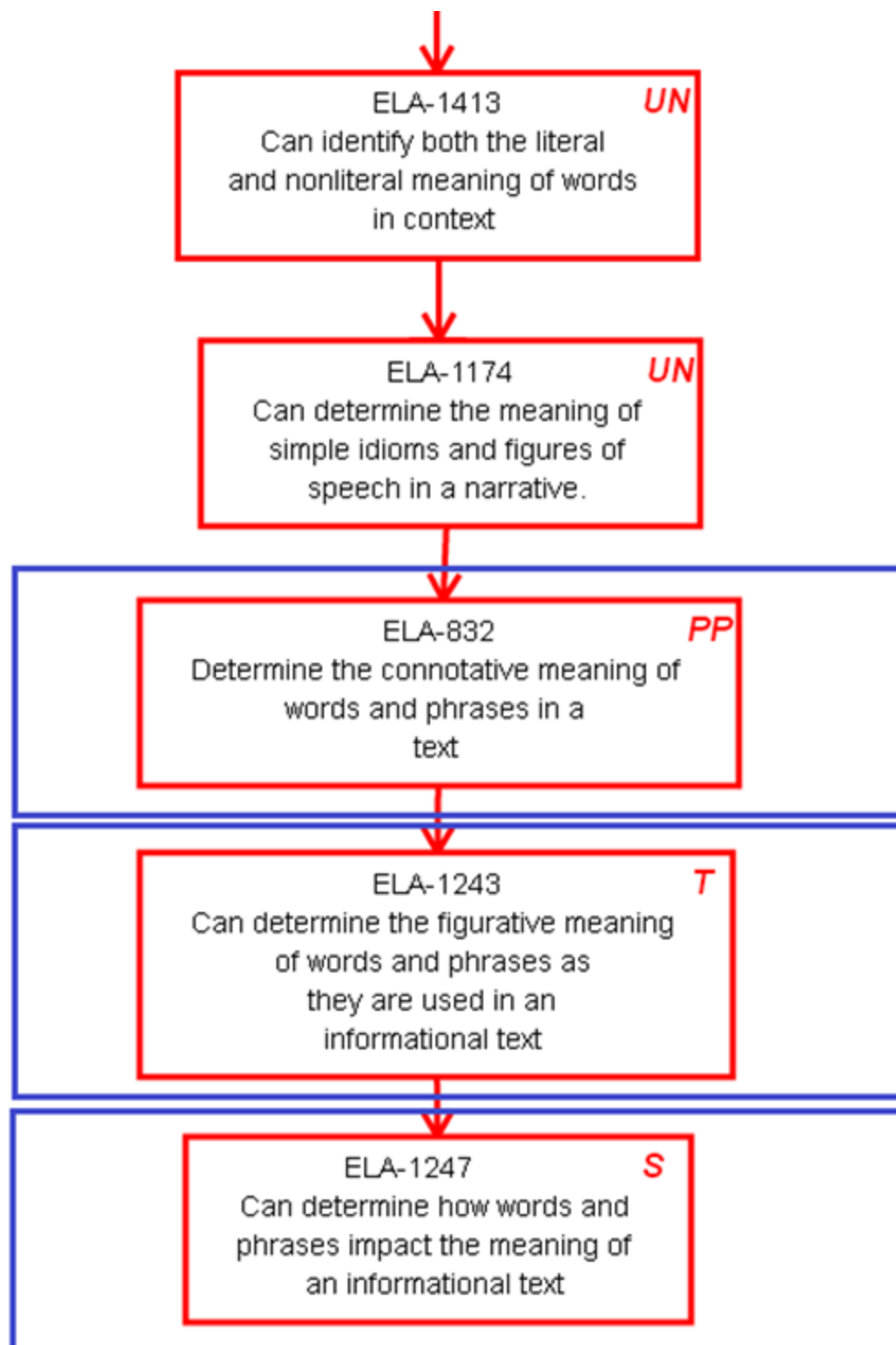
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**ELA.EE.RI.9-10.4** - Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.





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

### ELA: GRADE 9-10

### ELA.EE.RI.9-10.5

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.9-10.5</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)	<b>ELA.EE.RI.9-10.5</b> Locate sentences that support an author's central idea or claim	<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 answer who and what questions about concrete details in a familiar informational text to demonstrate his or her understanding</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can determine which details in an informational text are important</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can determine the specific evidence used to support a claim regarding either an informational or literary text or the topic of a presentation</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can distinguish between claims that a speaker or author supports with evidence from those that are not factually supported</li> </ul>

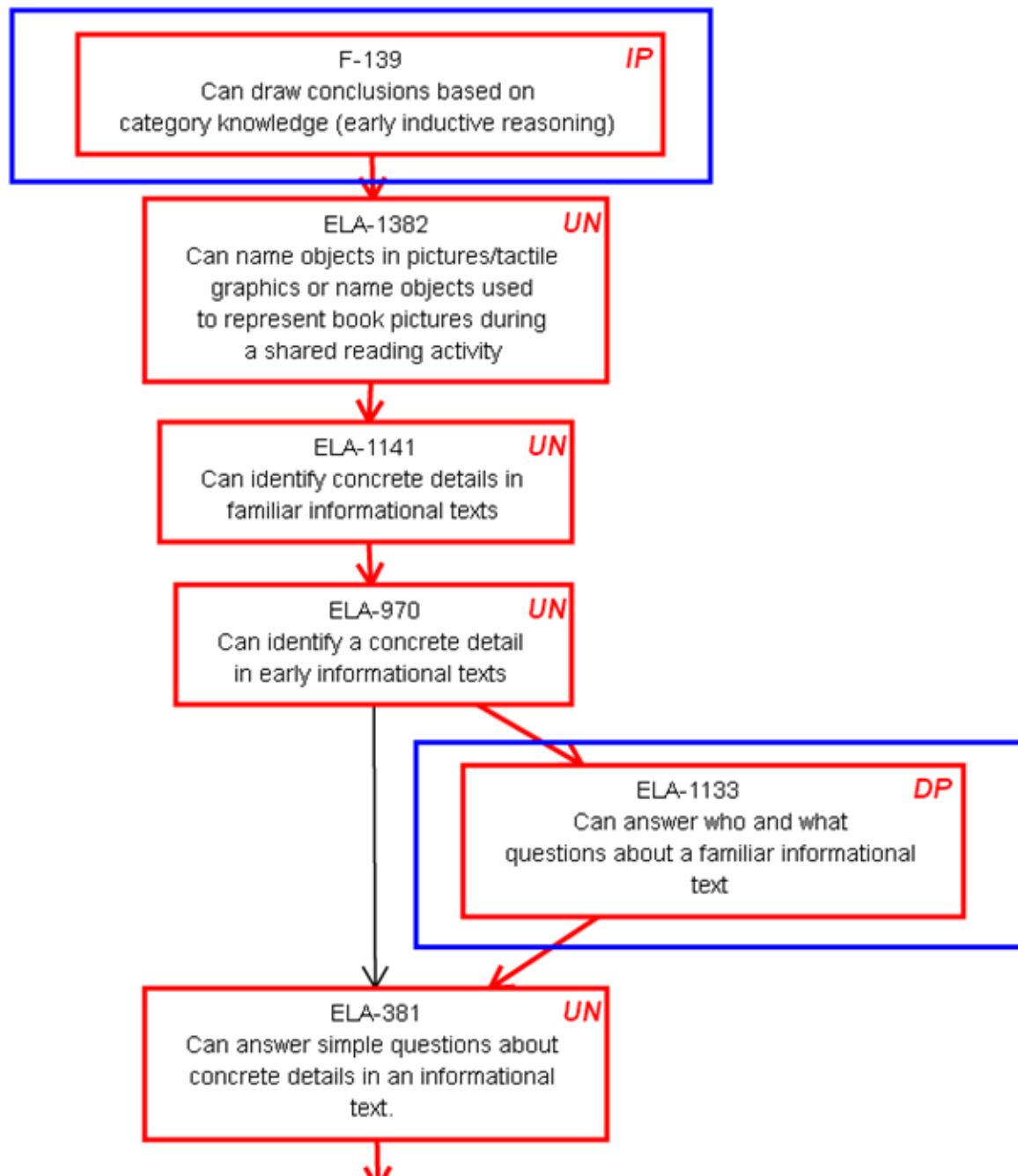
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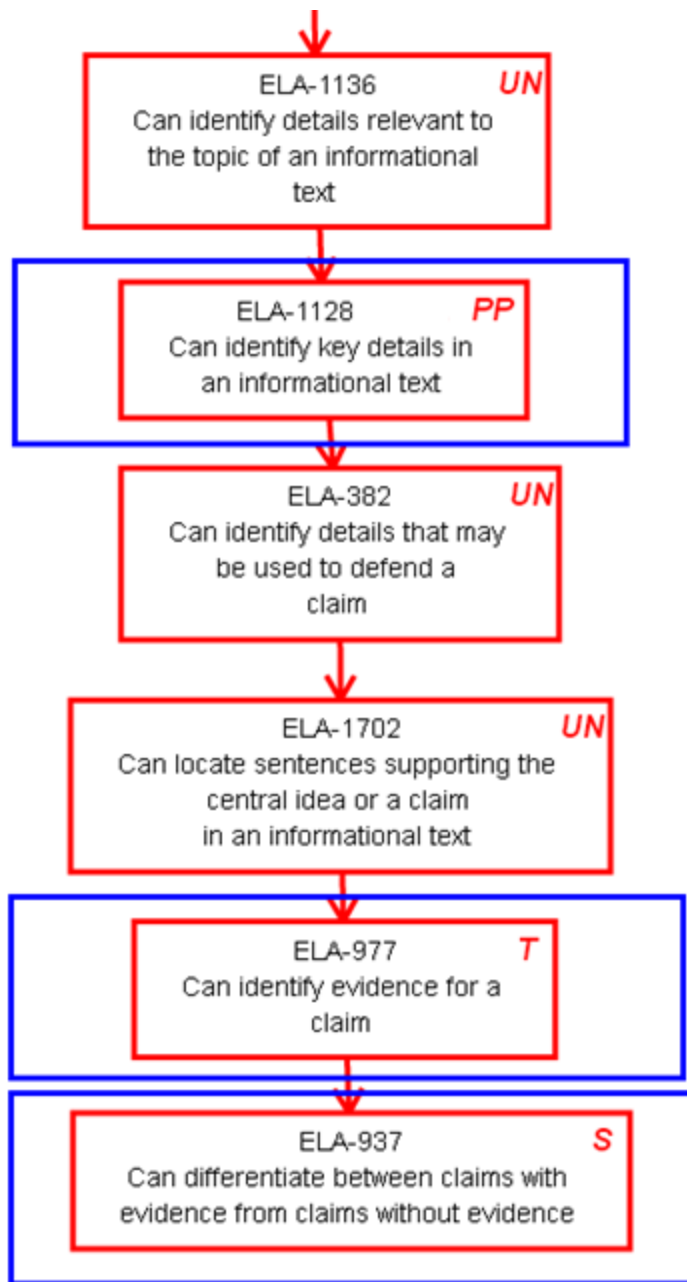
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**ELA.EE.RI.9-10.5** - Locate sentences that support an author's central idea or claim.





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### ELA: GRADE 9-10

### ELA.EE.RI.9-10.8

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.9-10.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning	<b>ELA.EE.RI.9-10.8</b> Determine how the specific claims support the argument made in an informational text	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can determine the specific claims made by a speaker or author</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can determine the specific evidence used to support a claim regarding either an informational or literary text or the topic of a presentation</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can analyze how specific evidence supports claims that form an argument in an informational text or presentation on a topic</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can determine if the structure of the text contributes to the author's claims. Students can identify how word choice and organization enhance an author's claim</li> </ul>

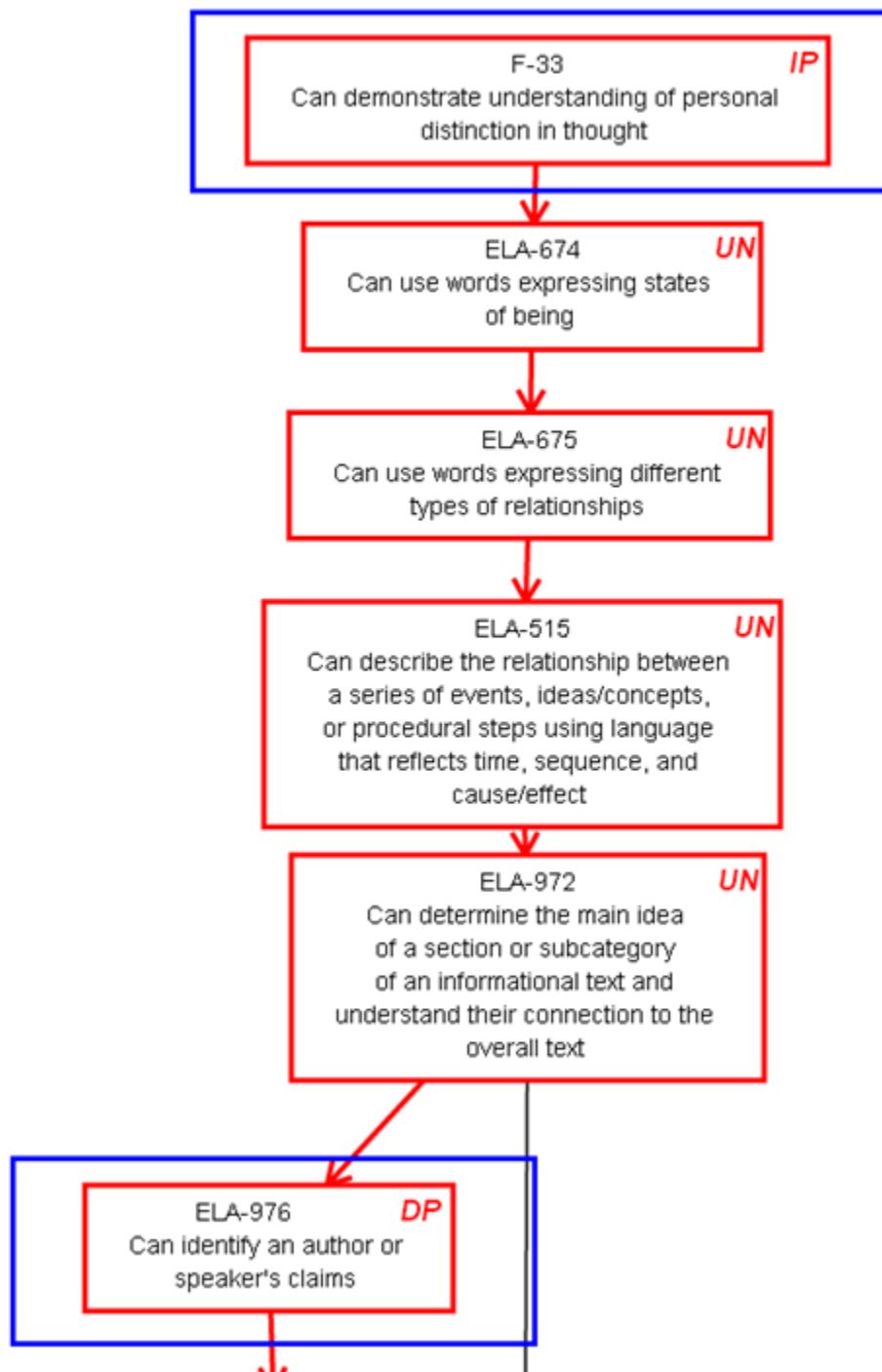
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A diagram showing the relationship of nodes in the mini-map appears below.

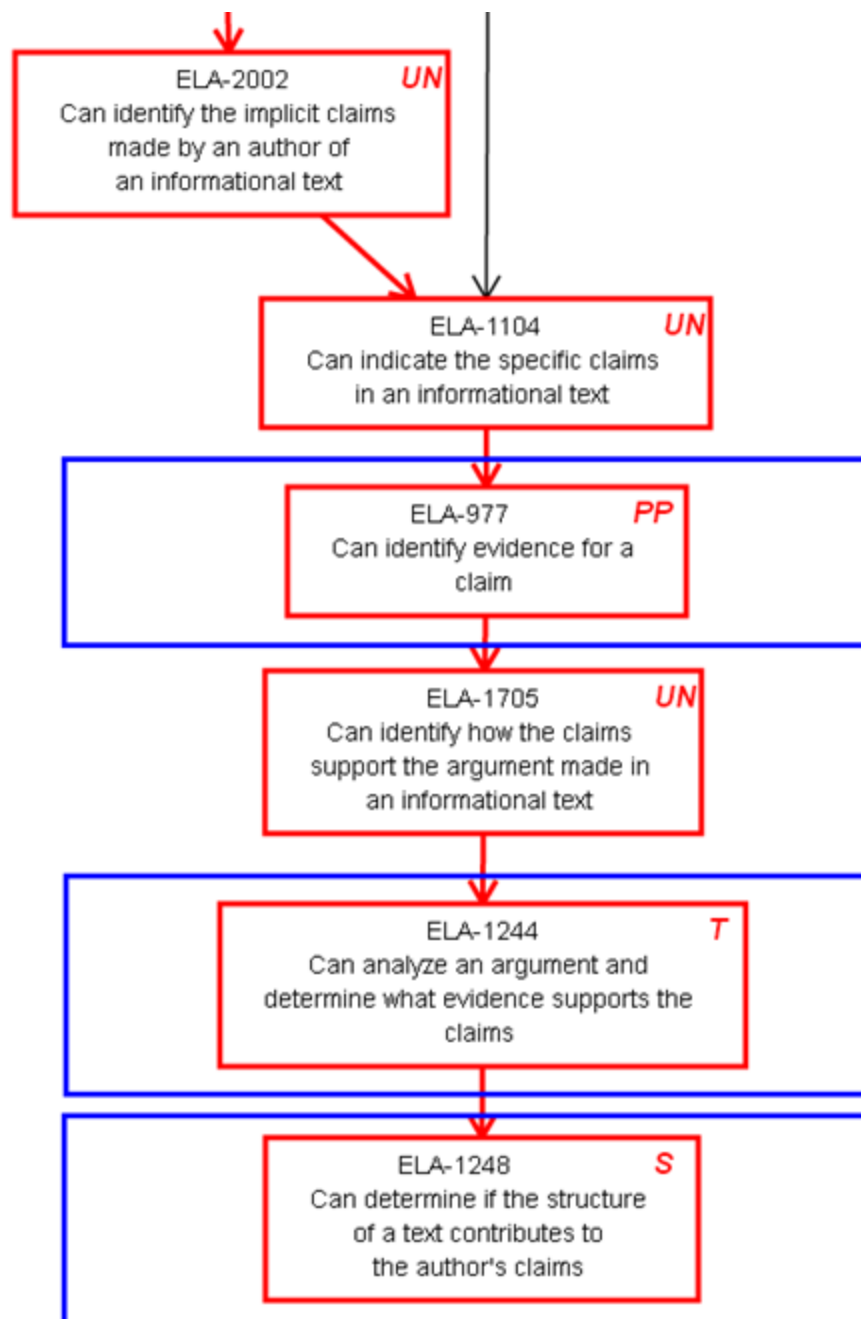
Key to map codes in upper right corner of node boxes:

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

**ELA.EE.RI.9-10.8** - Determine how the specific claims support the argument made in an informational text.







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

### ELA: GRADE 11-12

### ELA.EE.RI.11-12.1

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain	<b>ELA.RI.11-12.1</b> Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can find specific details in an informational text to answer questions asking about information explicitly stated in the text</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can use information and details inferred from the information and details explicitly mentioned in the text for citing</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can support the identification of the implicit and explicit meaning of an informational text using specific details and citations</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can determine when strong evidence is presented in a text and can use it when citing the text</li> </ul>

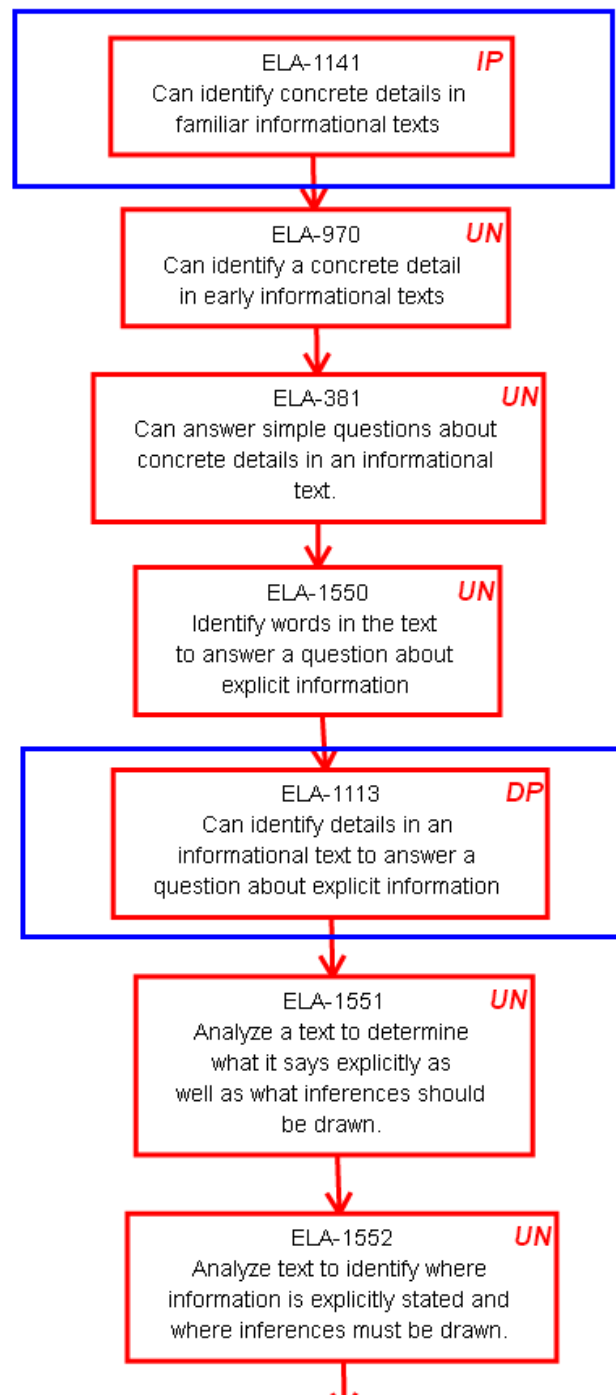
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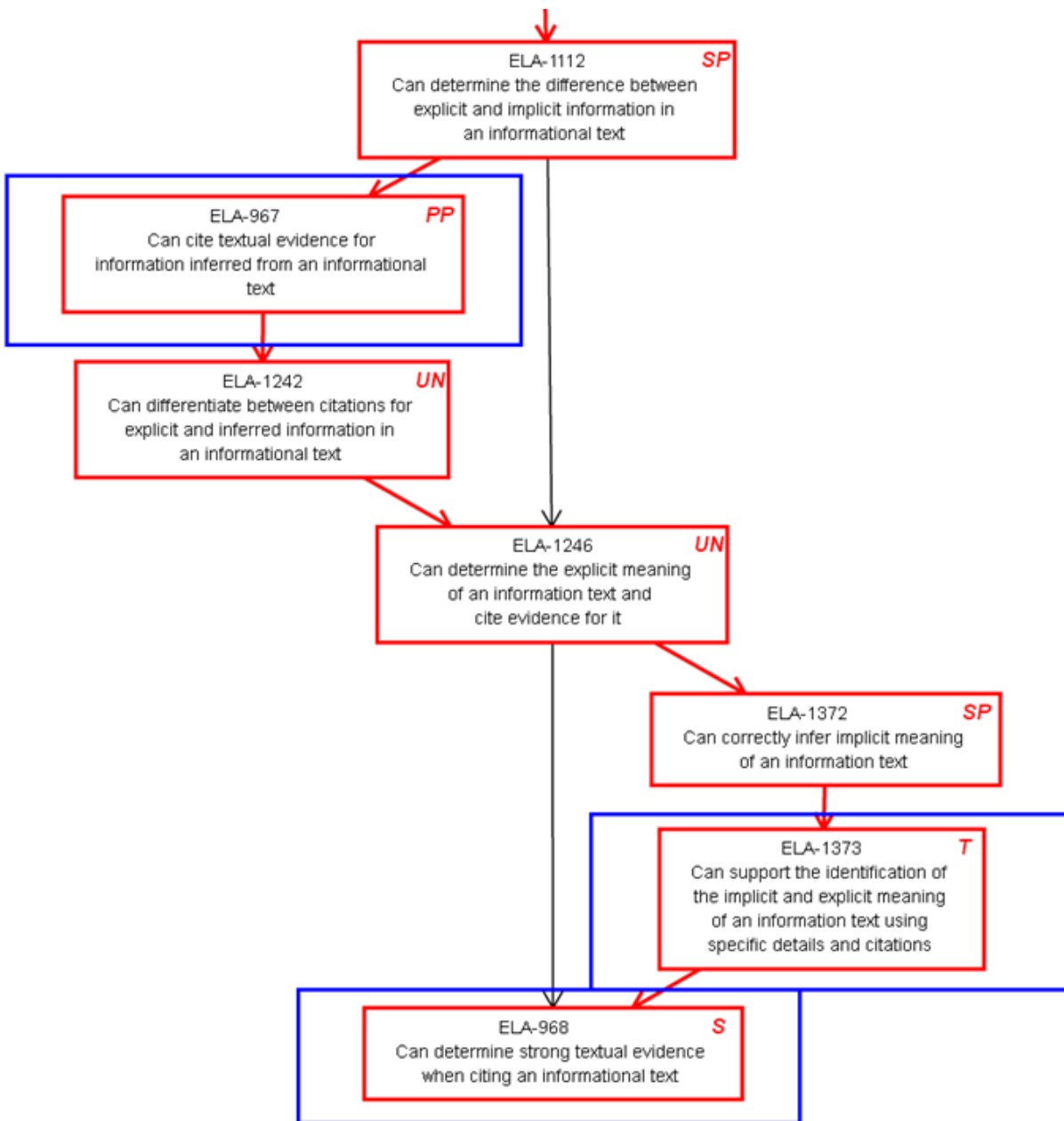
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PP	Proximal Precursor	UN	Untested
T	Target		

**ELA.EE.RI.11-12.1** - Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.





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

### ELA: GRADE 11-12

### ELA.EE.RI.11-12.2

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.11-12.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text	<b>ELA.EE.RI.11-12.2</b> Determine the central idea of a text; recount the text	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts</li> </ul> <b>Distal 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>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can summarize an informational text, including relevant details and descriptive information</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can recall and describe the events and details in an informational text in the same order as they appeared in the text</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can ascertain the logical relationship or interaction between two or more individuals, events, ideas, or other details in an informational text</li> </ul>

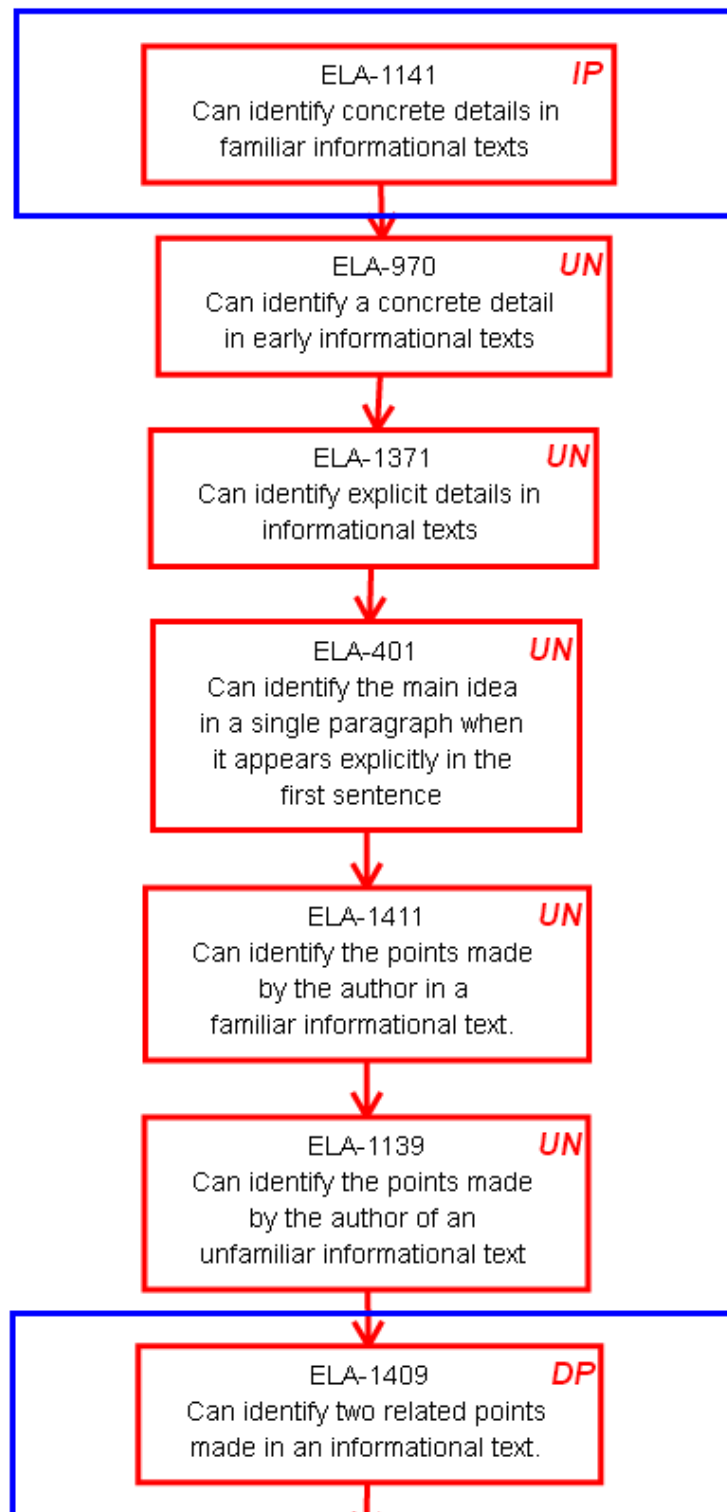
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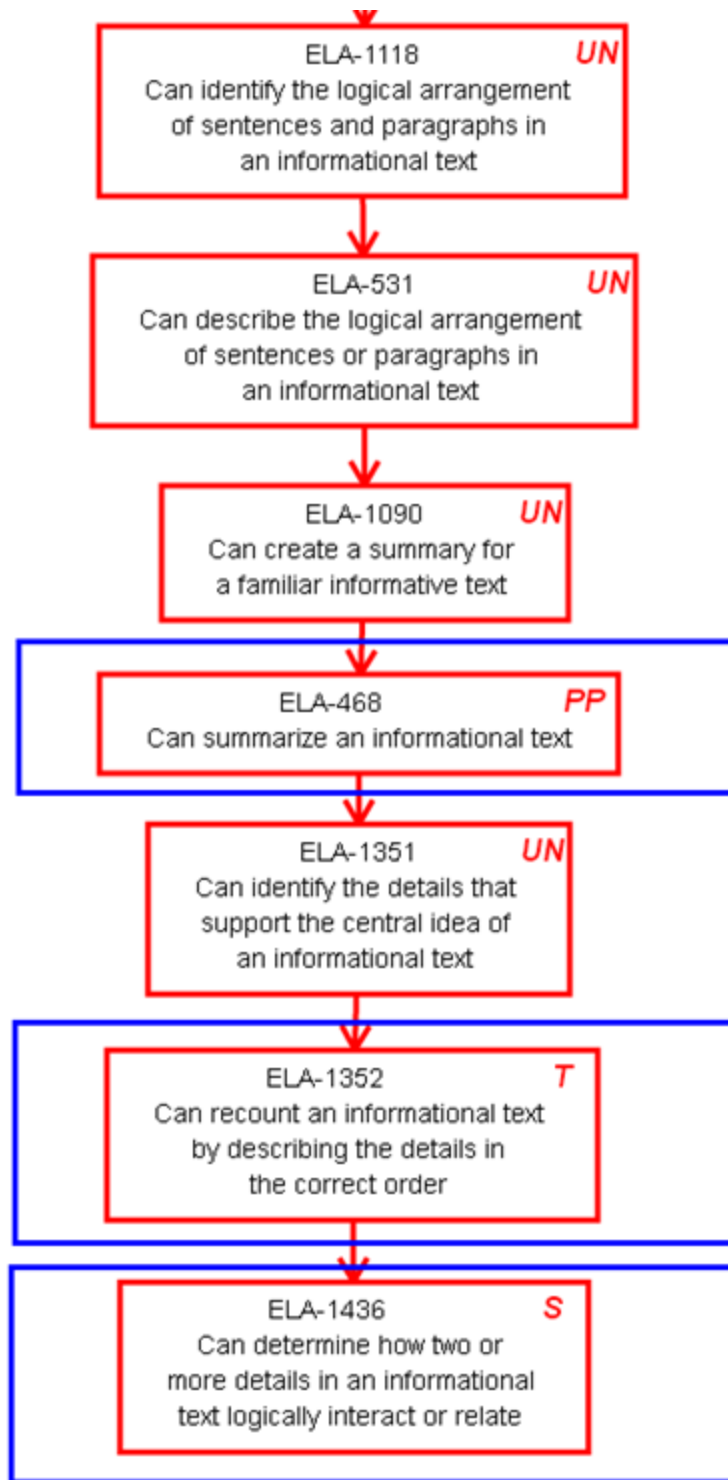
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**ELA.EE.RI.11-12.2** - Determine the central idea of a text; recount the text.





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

### ELA: GRADE 11-12

### ELA.EE.RI.11-12.4

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)	<b>ELA.EE.RI.11-12.4</b> Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning of the text	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can provide real-life examples of words connected to a use (describe people who are friendly)</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can demonstrate an understanding that when two words have the same meaning, they are synonyms (the student may or may not explicitly use the term synonym, but this term should be used with the student)</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can determine the figurative meaning of words and phrases as the author intended in an informational text, such as common idioms, analogies, and figures of speech</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can determine how words and phrases, especially words with multiple meanings and figurative meaning, impacts the meaning that a reader derives from an informational text</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can analyze how the author of an informational text gradually shapes his or her ideas through his or her word and phrase choices and through the arrangement of the sentences, paragraphs, chapters, and sections</li> </ul>

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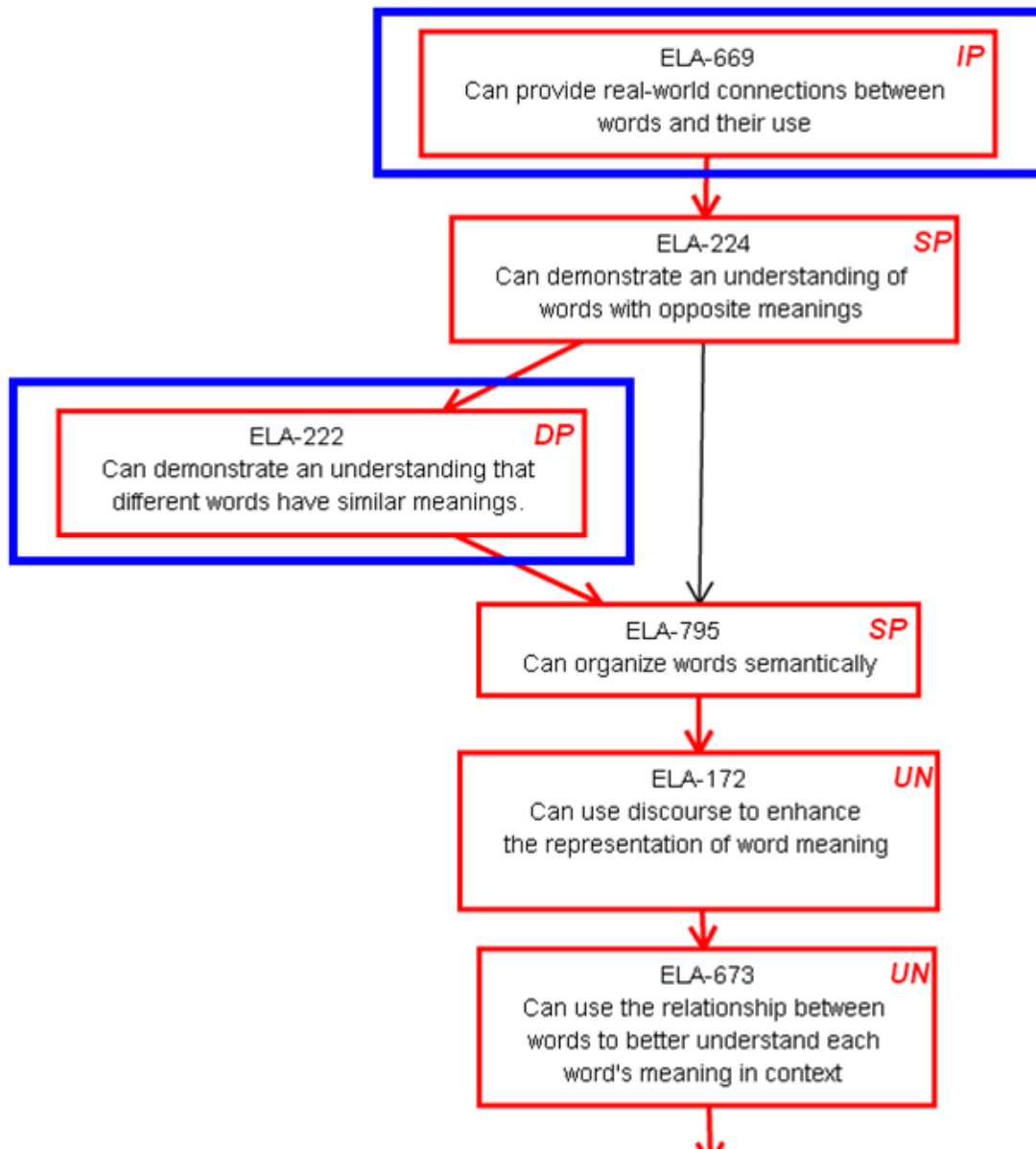
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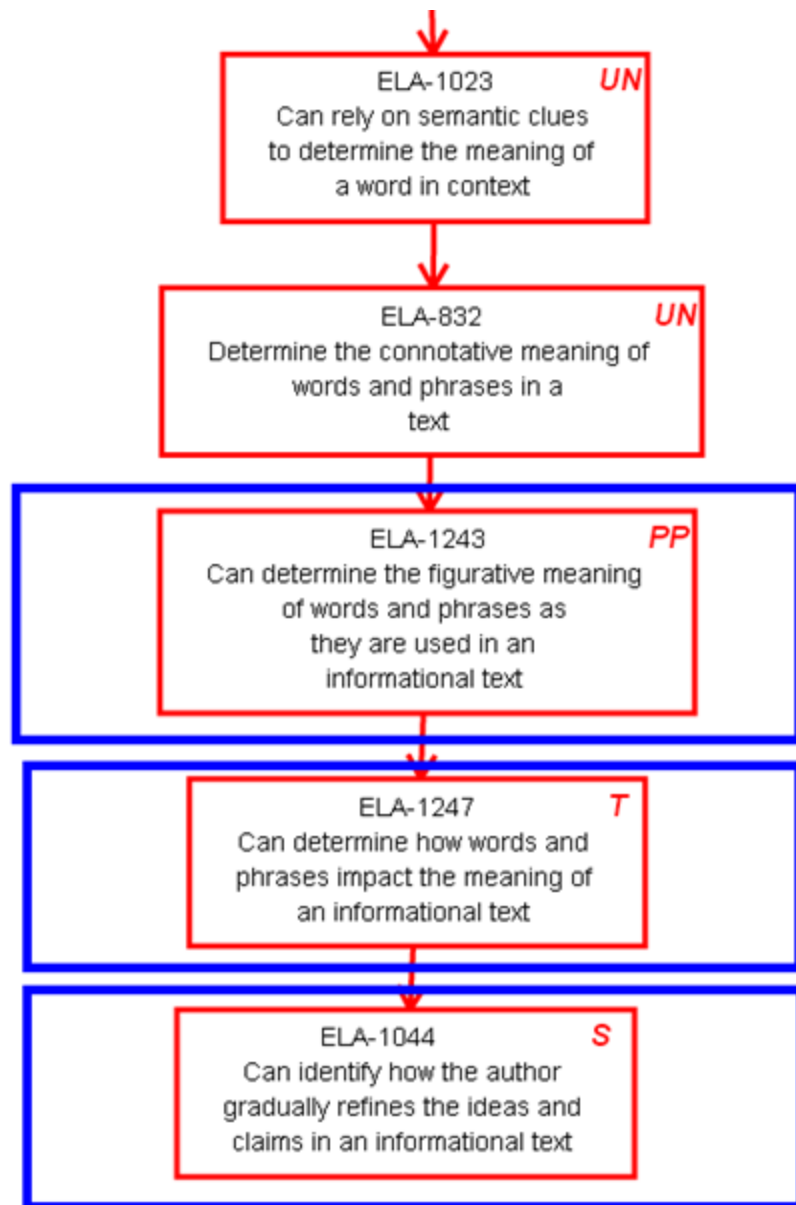


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**ELA.EE.RI.11-12.4** - Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning of the text.





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

### ELA: GRADE 11-12

### ELA.EE.RI.11-12.8

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.11-12.8</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)	<b>ELA.EE.RI.11-12.8</b> Determine whether the claims and reasoning enhance the author's argument in an informational text	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can determine the details used to defend a claim in a text</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can analyze how specific evidence supports claims that form an argument in an informational text or presentation on a topic</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can evaluate the quality of the evidence and reasoning related to the argument made by an author in an informational text and arrive at a conclusion about the claim</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can compare and contrast the arguments and the supporting claims, reasons, and evidence made by authors of two different informational texts on the same topic</li> </ul>

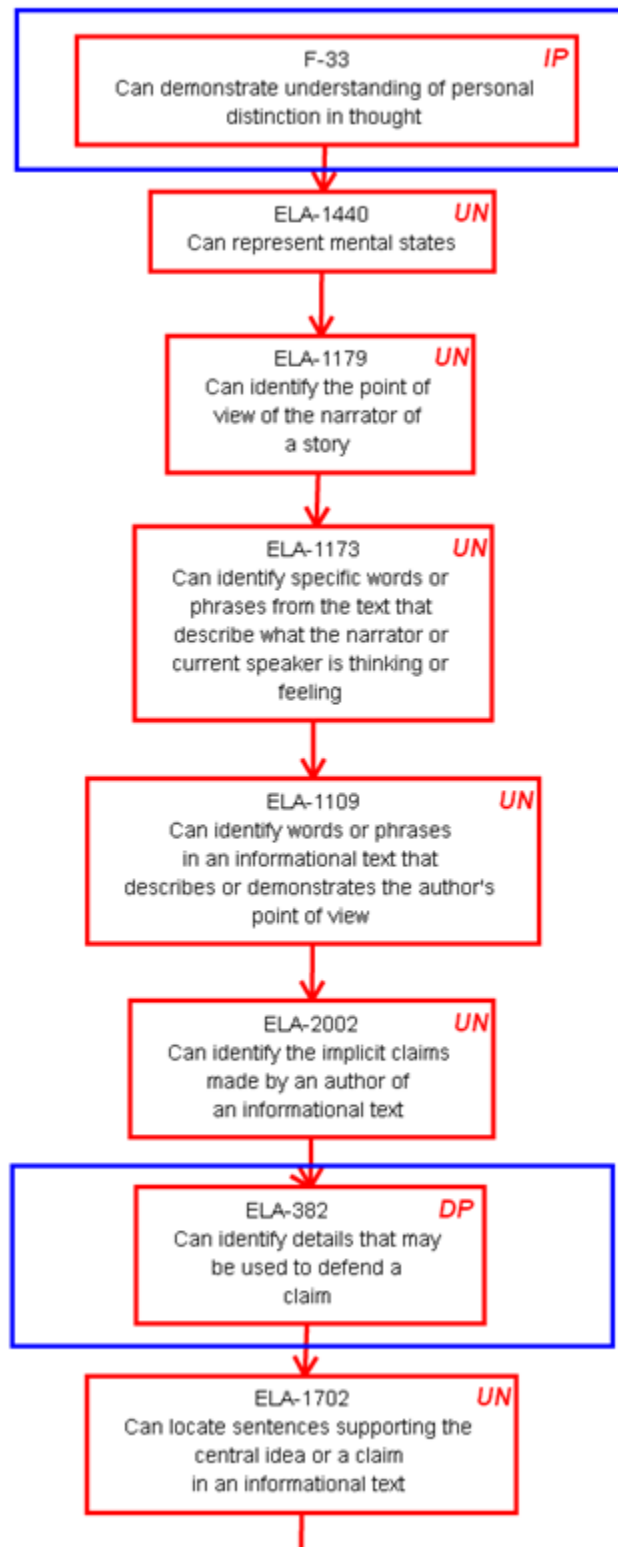
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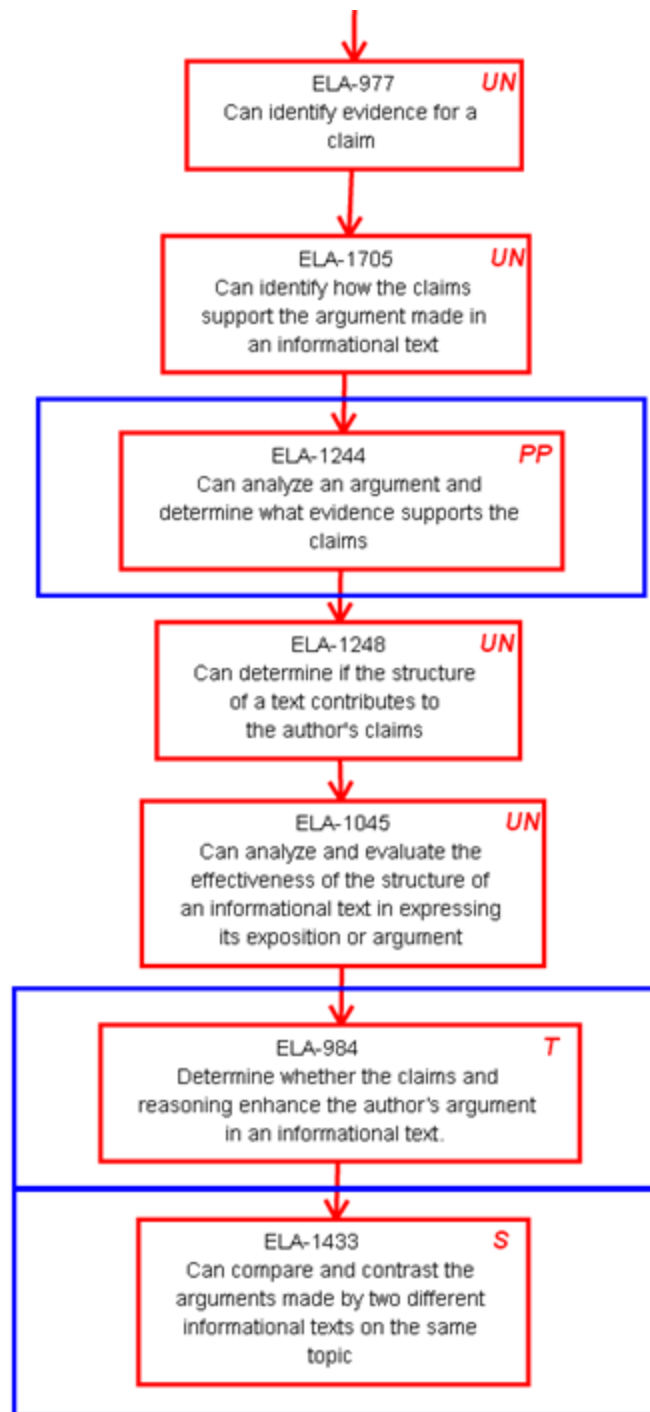
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**ELA.EE.RI.11-12.8** - Determine whether the claims and reasoning enhance the author's argument in an informational text.





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

### ELA: GRADE 11-12

### ELA.EE.RI.11-12.5

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.11-12.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging	<b>ELA.EE.RI.11-12.5</b> Determine whether the structure of a text enhances an author's claim	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can find specific details in an informational text to answer questions asking about information explicitly stated in the text</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can determine the specific evidence used to support a claim regarding either an informational or literary text or the topic of a presentation</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can determine if the structure of the text contributes to the author's claims. Students can identify how word choice and organization enhance an author's claim</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>

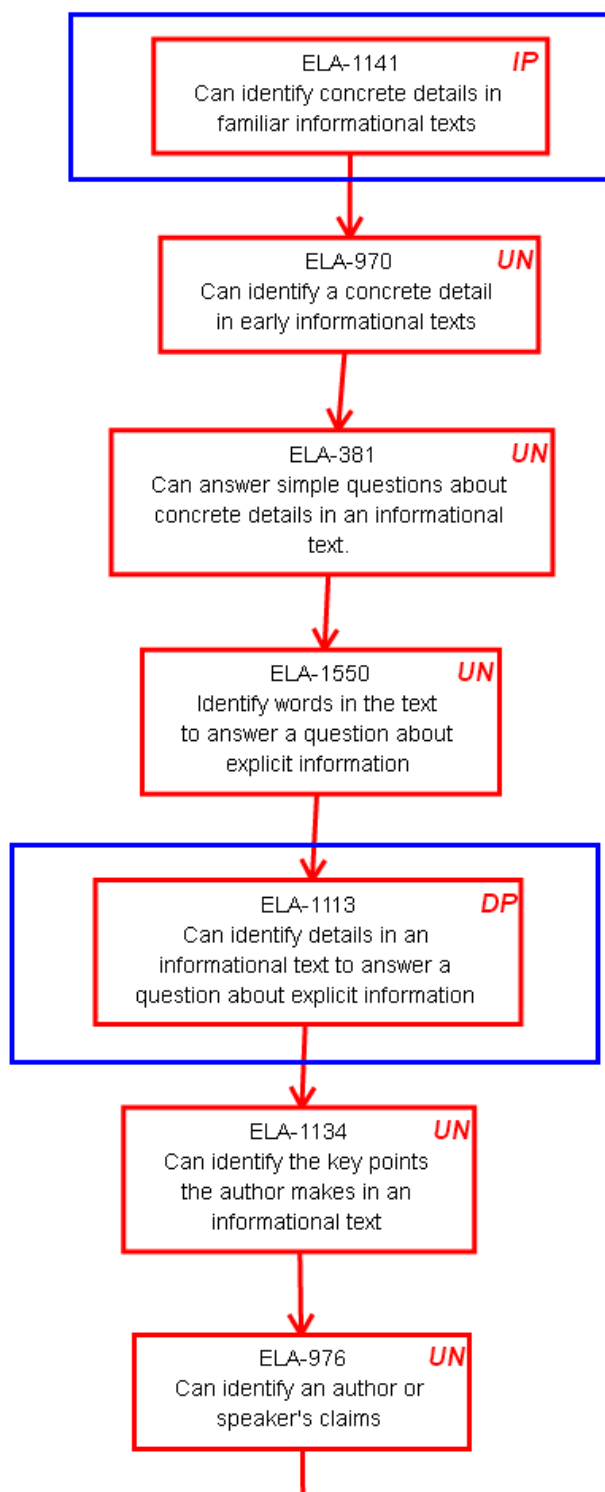
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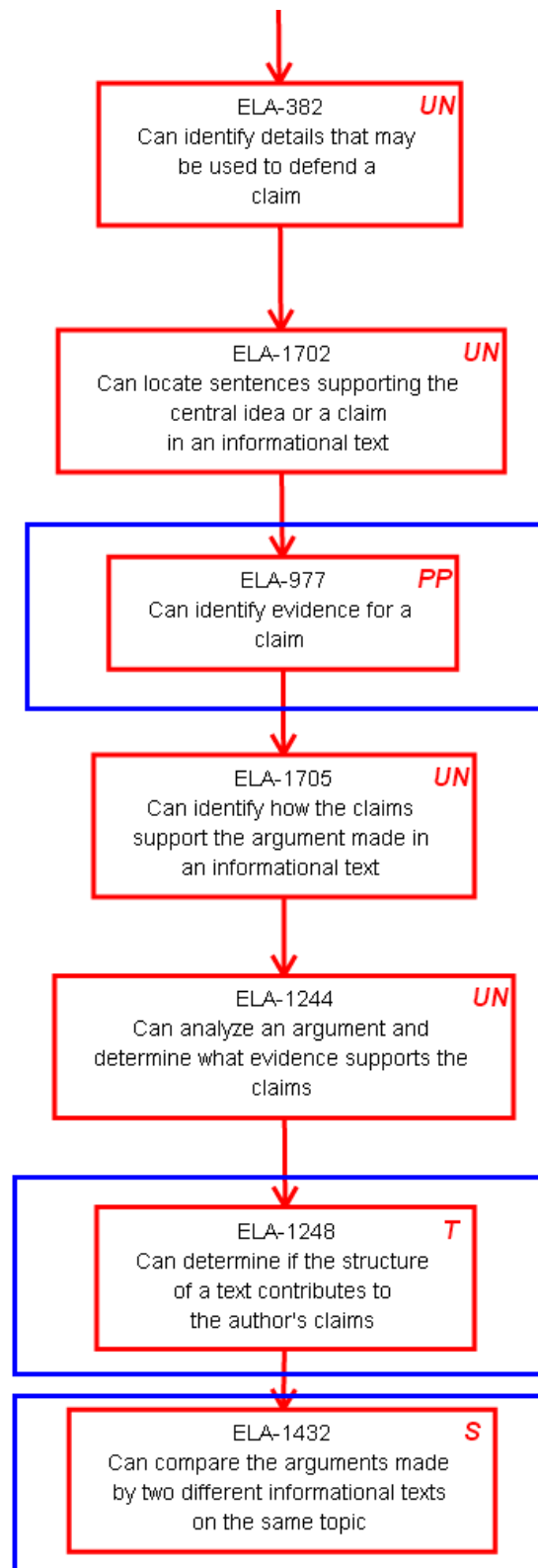
Key to map codes in upper right corner of node boxes:

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T	Target		

**ELA.EE.RI.11-12.5** - Determine whether the structure of a text enhances an author's claim.







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

### ELA: GRADE 9-10

### ELA.EE.L.9-10.4.A

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.L.9-10.4.a</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase	<b>ELA.EE.L.9-10.4.a</b> Use context to determine the meaning of unknown words	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines</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 identify what word is missing in a written sentence by using the surrounding words in the sentence and the sentence's meaning as clues</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can infer word meaning using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, summary, and cause/effect</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can infer the meaning of a phrase using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, and cause/effect</li> </ul>

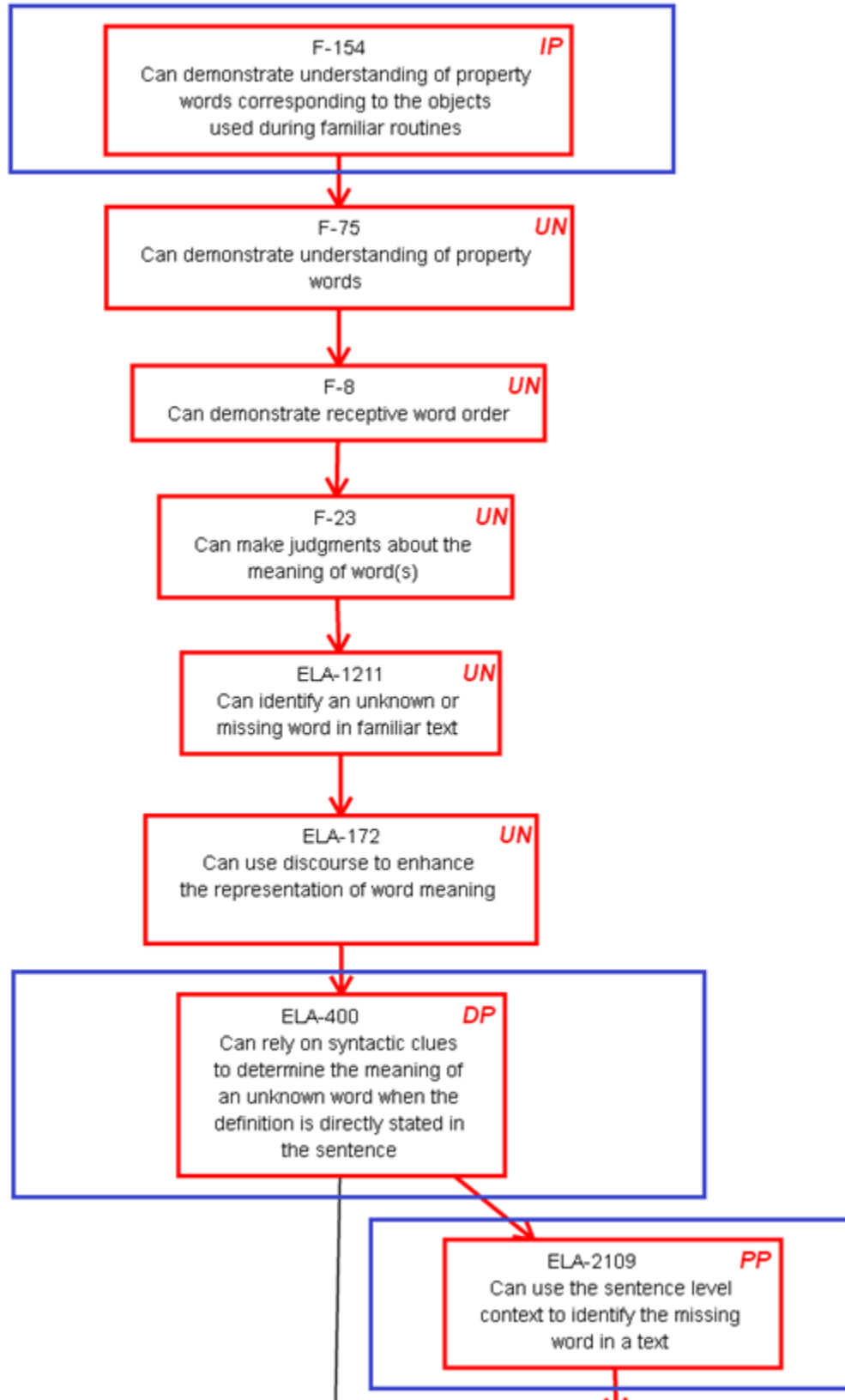
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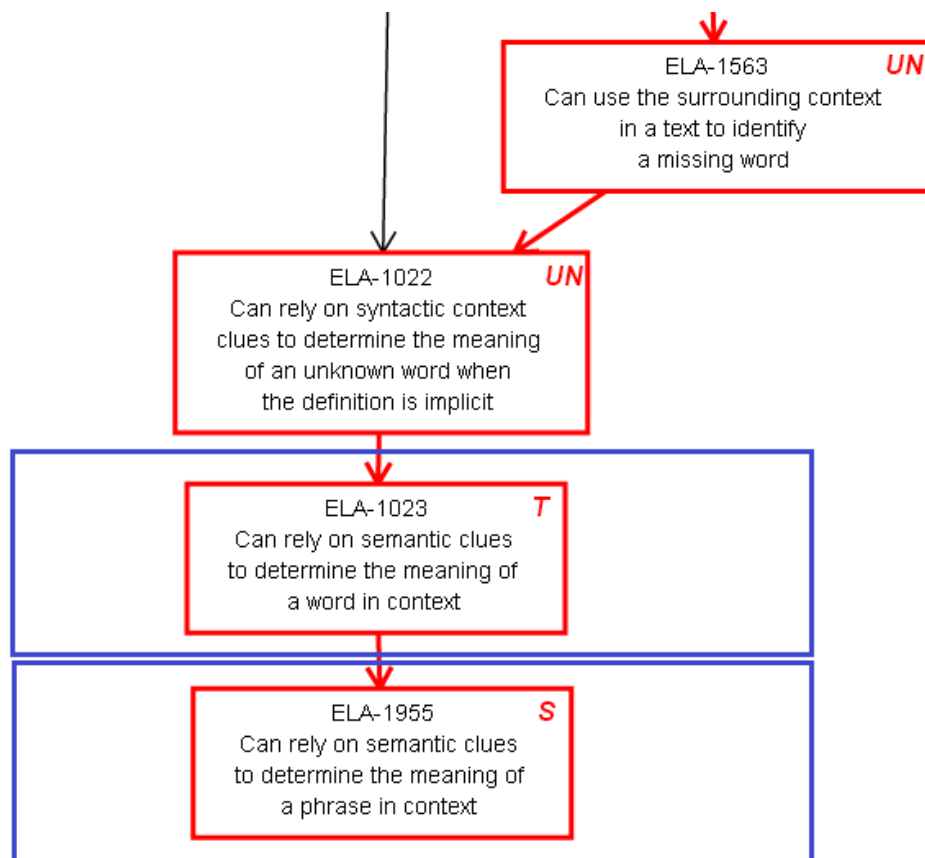
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T	Target		

**ELA.EE.L.9-10.4.a** - Use context to determine the meaning of unknown words.





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

### ELA: GRADE 9-10

### ELA.EE.L.9-10.5.B

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.L.9-10.5.b</b> Analyze nuances in the meaning of words with similar denotations	<b>ELA.EE.L.9-10.5.b</b> Determine the intended meaning of multiple meaning words	<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 understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., "sweet")</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 identify the intended meaning of multiple meaning words in a text</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Student exhibits understanding that words with multiple meanings can be used for humor</li> </ul>

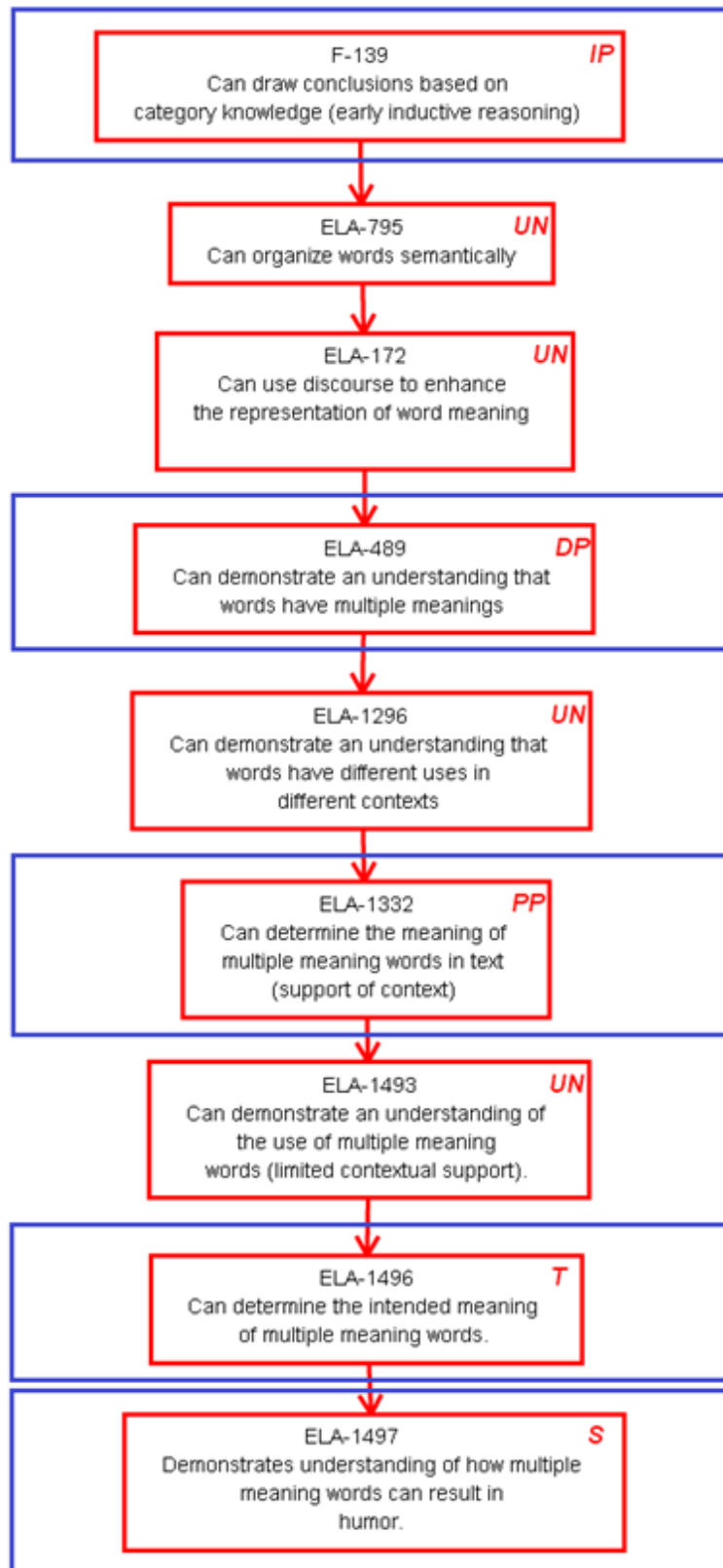
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**ELA.EE.L.9-10.5.b** - Determine the intended meaning of multiple meaning words.



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

### ELA: GRADE 11-12

#### ELA.EE.L.11-12.4.A

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.L.11-12.4.a</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase	<b>ELA.EE.L.11-12.4.a</b> Use context to determine the meaning of unknown words	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines</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 identify what word is missing in a written sentence by using the surrounding words in the sentence and the sentence's meaning as clues</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can infer word meaning using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, summary, and cause/effect</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can infer the meaning of a phrase using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, and cause/effect</li> </ul>

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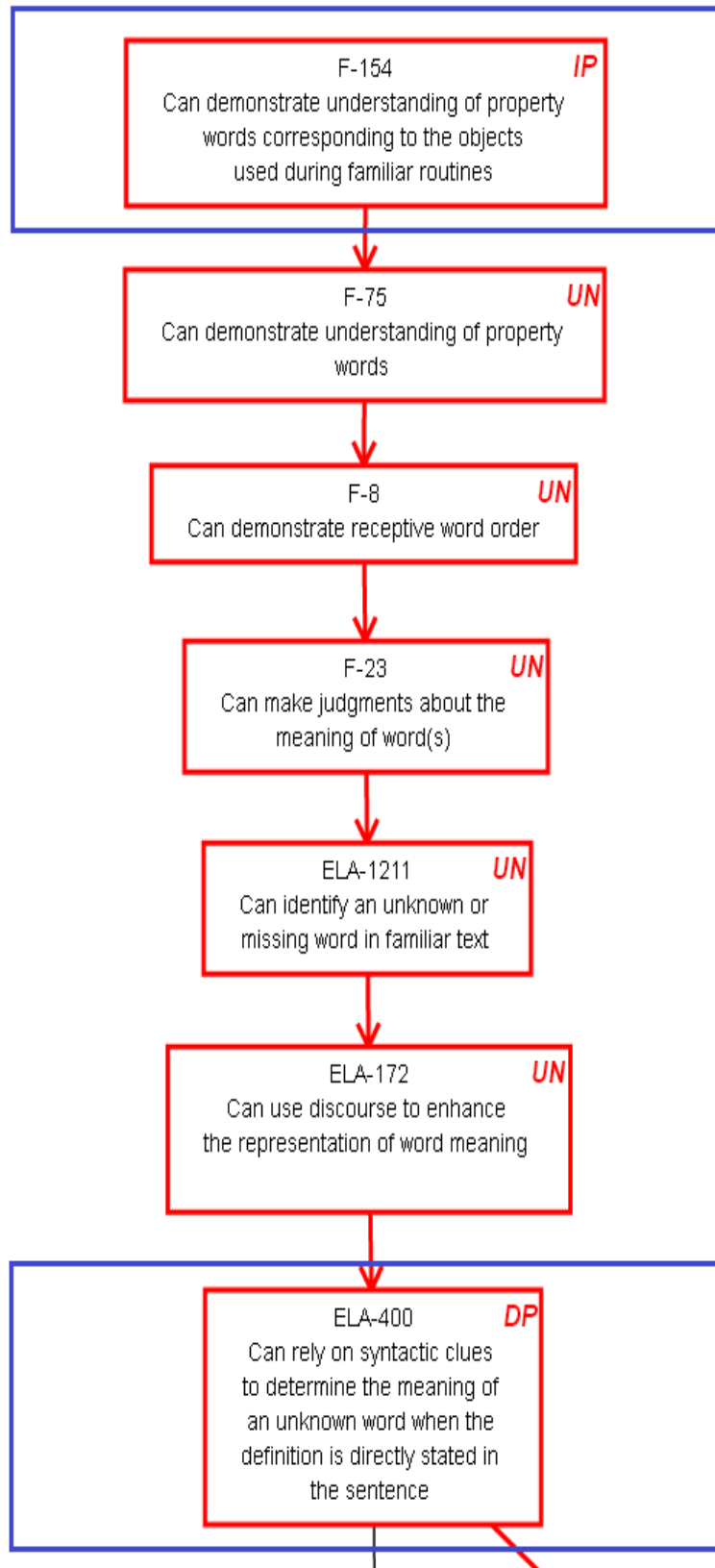
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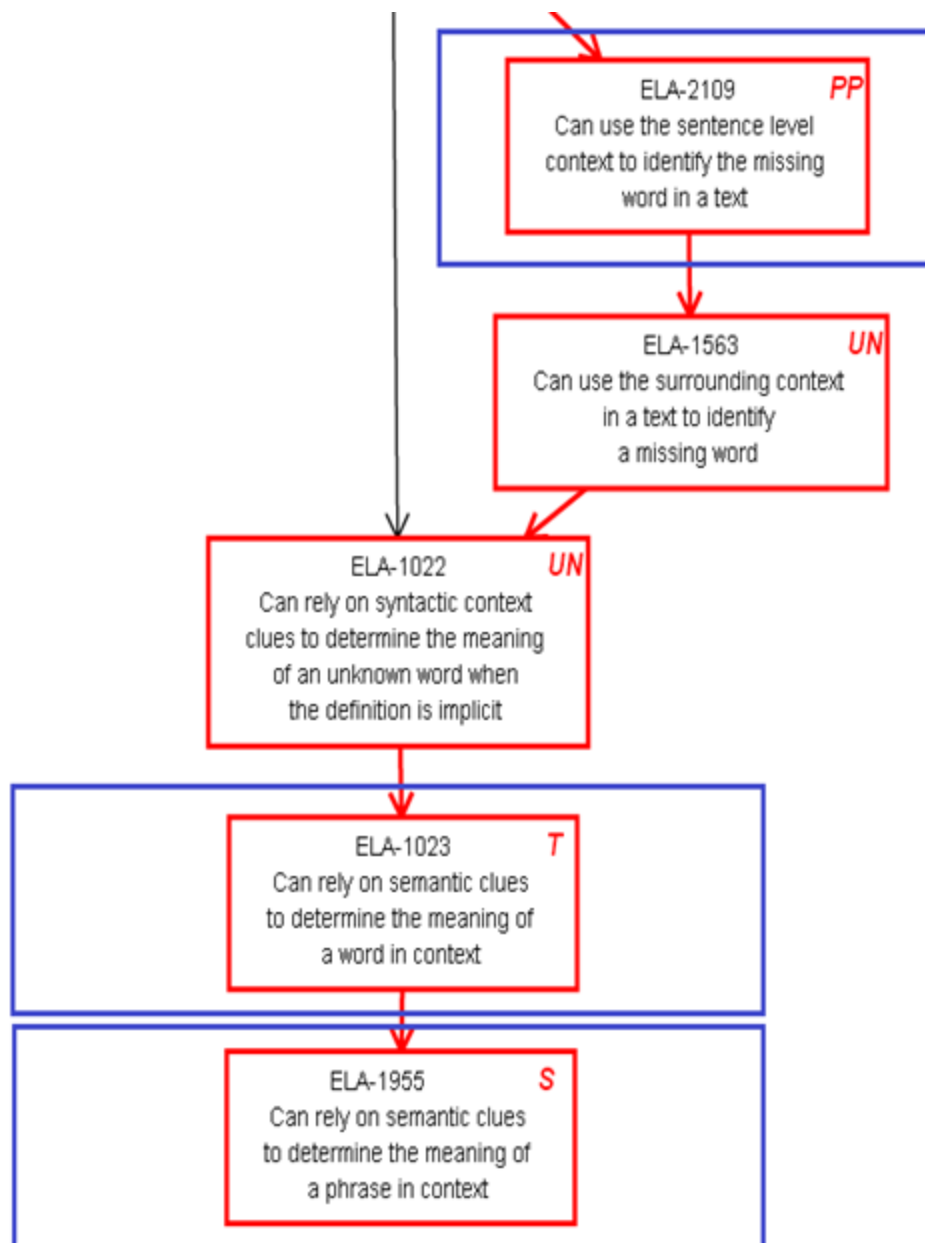


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**ELA.EE.L.11-12.4.a - Use context to determine the meaning of unknown**





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

### ELA: GRADE 9-10

### ELA.RL.9-10.3

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme	<b>ELA.RL.9-10.3</b> Determine how characters change or develop over the course of a text	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can demonstrate an understanding that categories are broad and contain varying subgroups differing on their characteristics (furniture = chairs, tables, couches, etc.)</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Student can identify the feelings of characters when explicitly stated in familiar stories</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can describe the internal (motivations, feelings) and external traits (appearance) of a character</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can determine the changes or development that occurs in a specific character in a narrative</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can demonstrate an understanding of how the characters, settings, and events of a narrative progress or develop throughout the narrative</li> </ul>

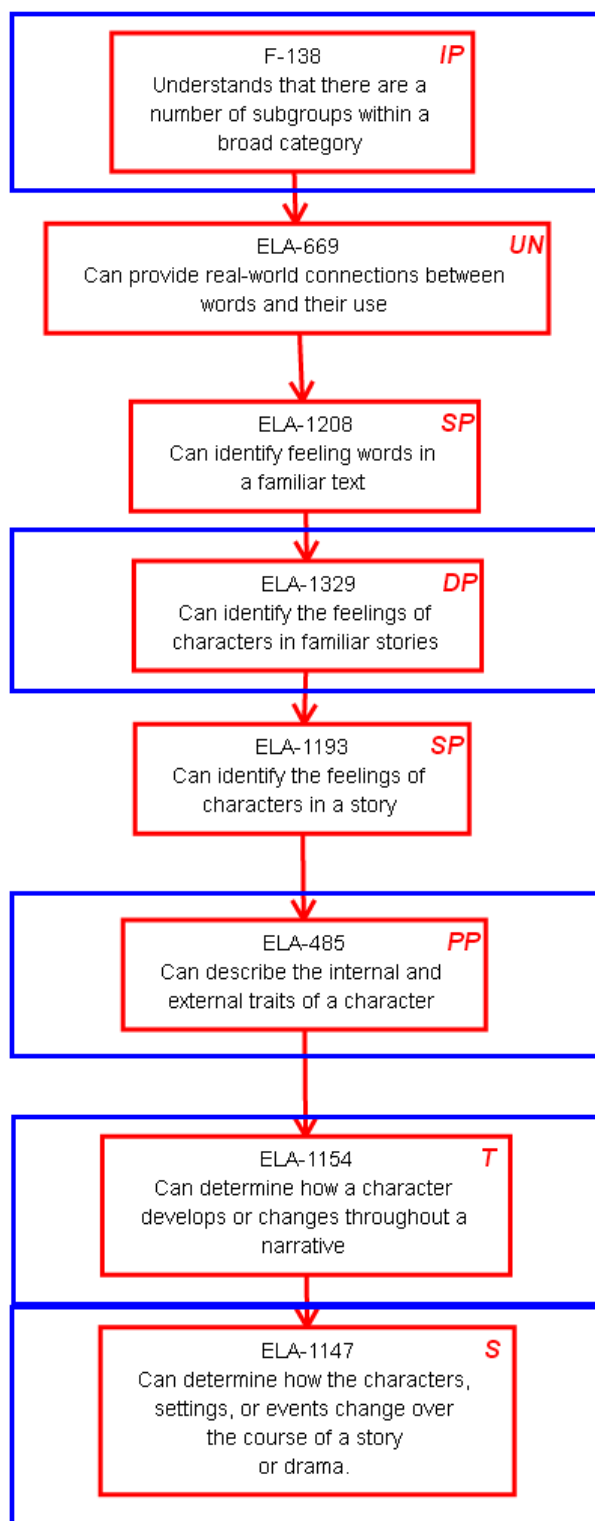
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T	Target		

**ELA.RL.9-10.3 - Determine how characters change or develop over the course of a text.**



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

### ELA: GRADE 9-10

### ELA.EE.RL.9-10.5

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RL.9-10.5</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise	<b>ELA.EE.RL.9-10.5</b> Identify where a text deviates from a chronological presentation of events	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the next event in a sequence from a familiar story</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Student can identify the beginning and end of an unfamiliar story</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>The student will identify an element of the story that undergoes change(s) from beginning to end (e.g., character or setting)</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can identify where a text deviates from a chronological presentation of events</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Student determines how structure contributes to the meaning of a story</li> </ul>

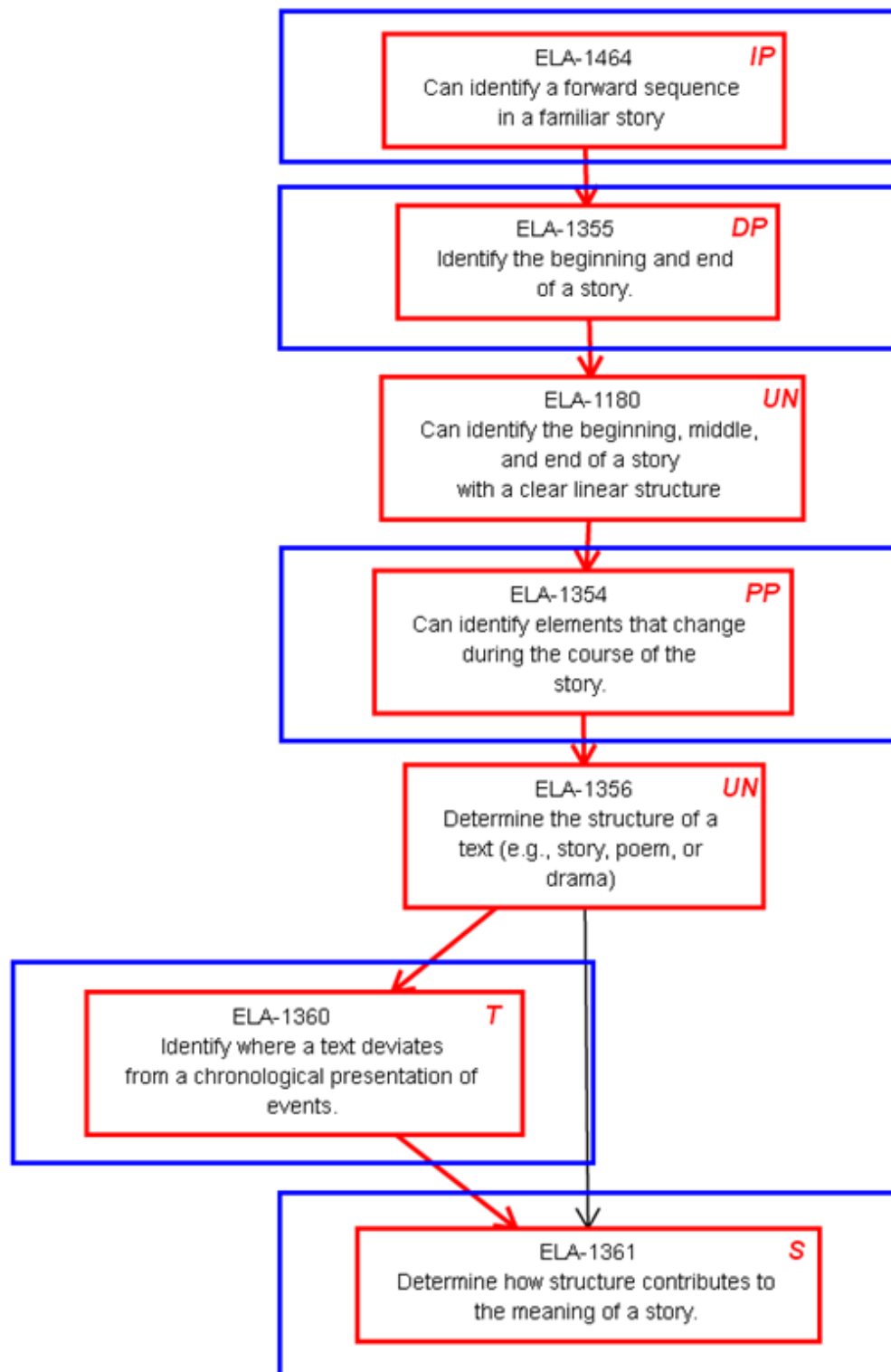
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DP	Distal Precursor	S	Successor
PP	Proximal Precursor	UN	Untested
T	Target		

**ELA.EE.RL.9-10.5** - Identify where a text deviates from a chronological presentation of events.



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

### ELA: GRADE 11-12

### ELA.EE.RL.11-12.3

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RL.11-12.3</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)	<b>ELA.EE.RL.11-12.3</b> Determine how characters, the setting or events change over the course of the story or drama	<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 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 determine the changes or development that occurs in a specific character in a narrative</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can demonstrate an understanding of how the characters, settings, and events of a narrative progress or develop throughout the narrative</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can describe the series of episodes comprising the plot and how characters respond or change throughout them</li> </ul>

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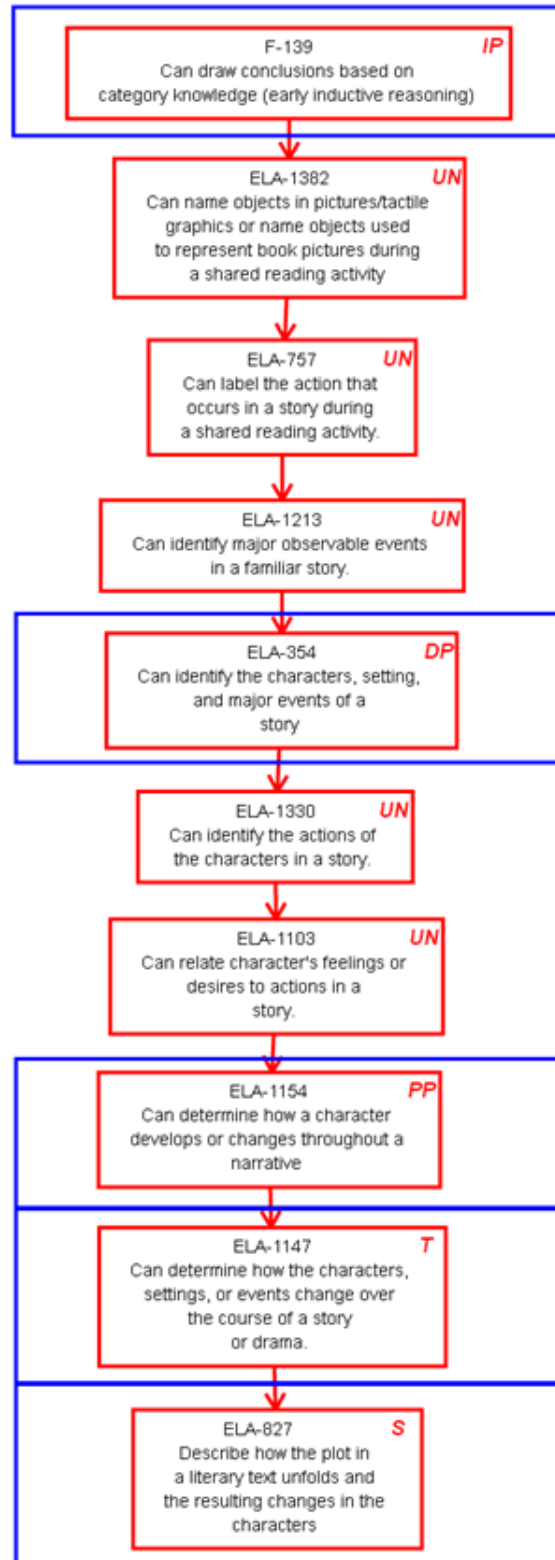
A diagram showing the relationship of nodes in the mini-map appears below.

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.RL.11-12.3 - Determine how characters, the setting or events change over the course of the story or drama.**



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

### ELA: GRADE 11-12

### ELA.EE.RL.11-12.5

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RL.11-12.5</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact	<b>ELA.EE.RL.11-12.5</b> Determine how the author's choice of where to end the story contributes to the meaning	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the major events of a familiar story</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can determine the events that come at the beginning, middle, and end of a narrative containing a clear and linear text structure</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Student determines how structure contributes to the meaning of a story</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can identify how an author ends a story impacts the meaning of the narrative</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can compare and contrast how meaning and style is transferred across multiple texts based on their text structure</li> </ul>

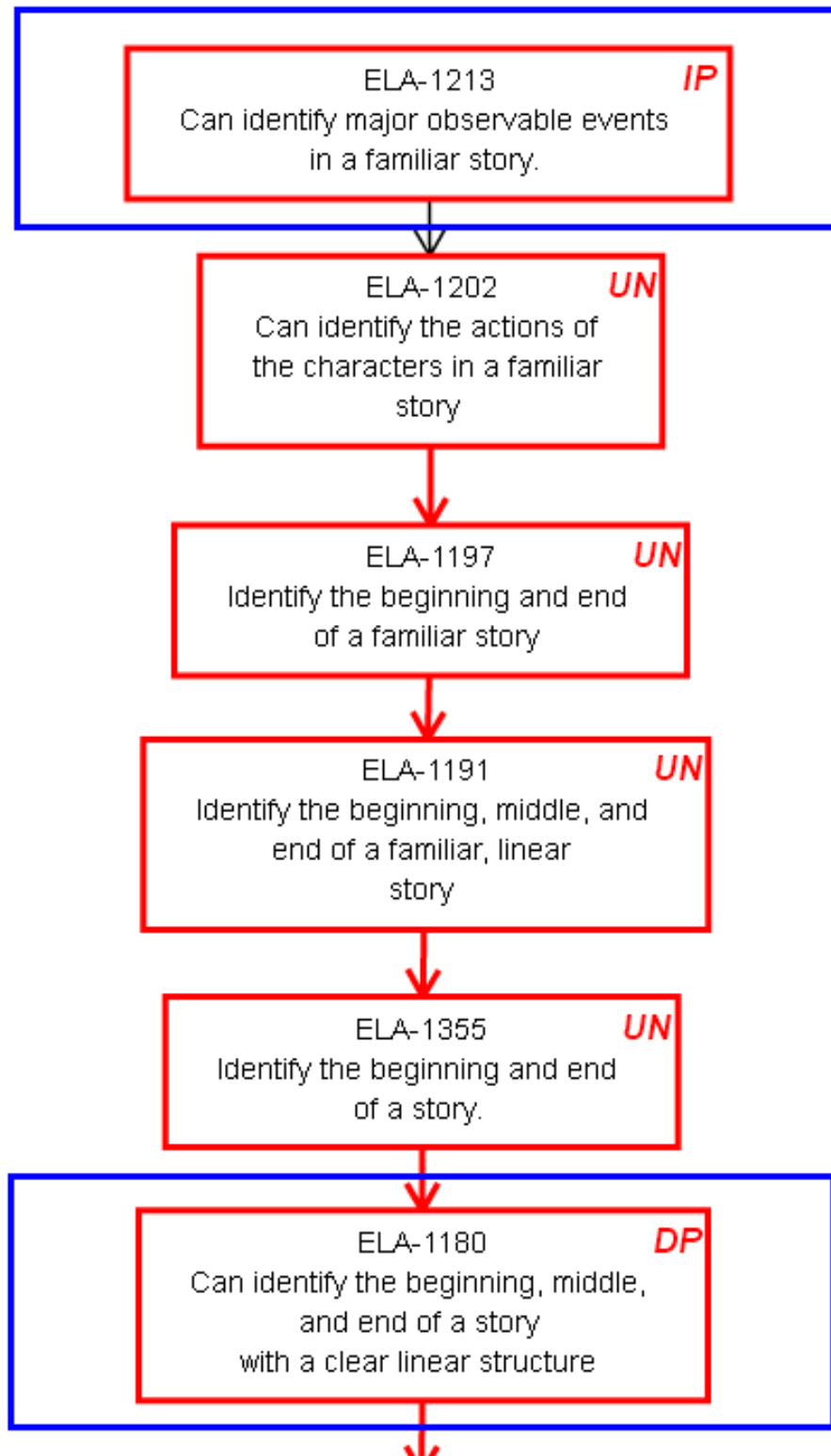
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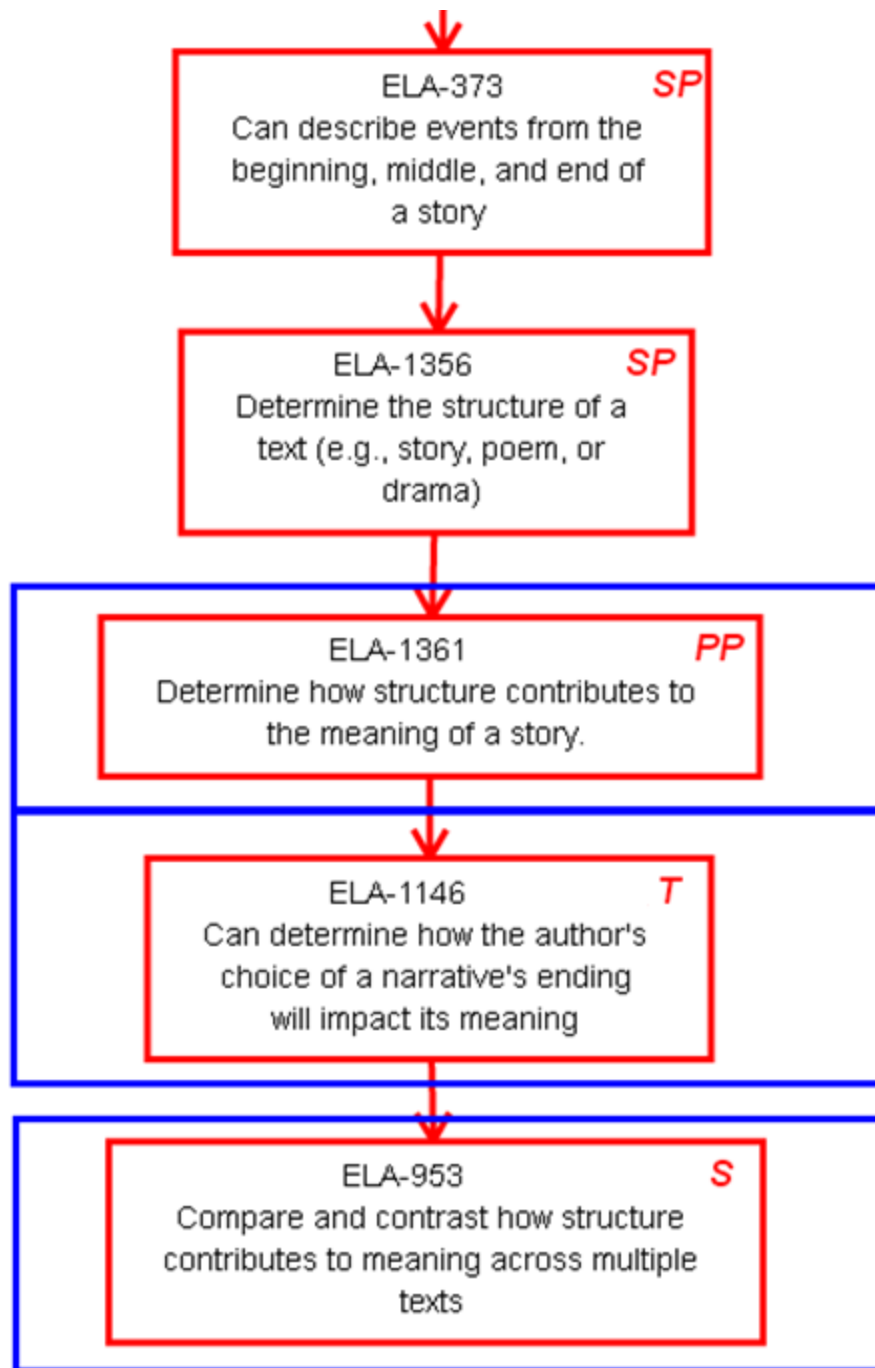
A diagram showing the relationship of nodes in the mini-map appears below.

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

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T	Target		

**ELA.EE.RL.11-12.5** - Determine how the author's choice of where to end the story contributes to the meaning.





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

### ELA: GRADE 9-10

### ELA.EE.RI.9-10.3

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.9-10.3</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them	<b>ELA.EE.RI.9-10.3</b> Determine logical connections between individuals, ideas, or events in a text	<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 actions associated with the routine</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the order in which two events occur in an informational text</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the relationship between multiple concrete facts or details in a literature or informational text</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can ascertain the logical relationship or interaction 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 determine how the individuals, ideas, events, and other details change over the course of an informational text</li> </ul>

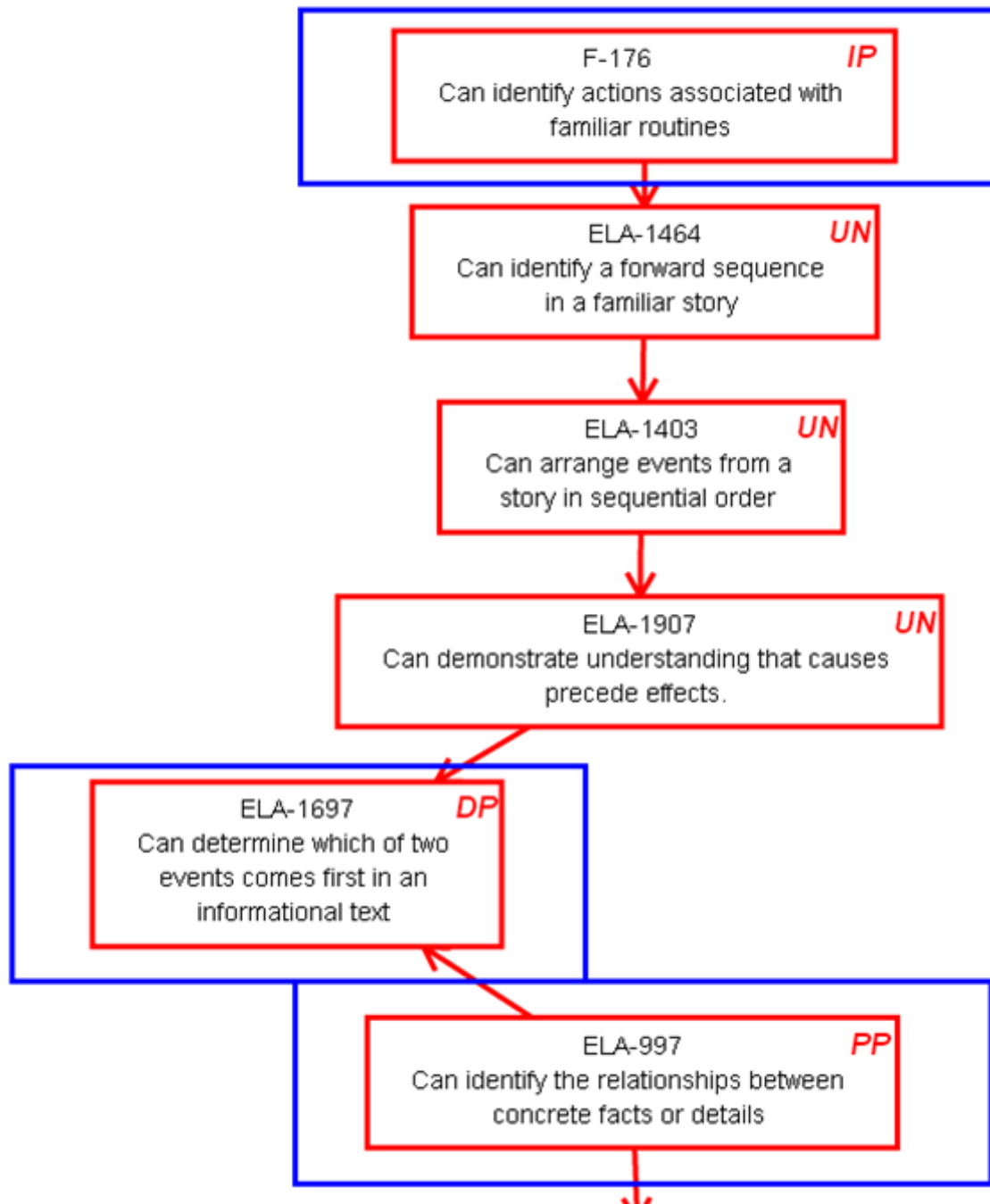
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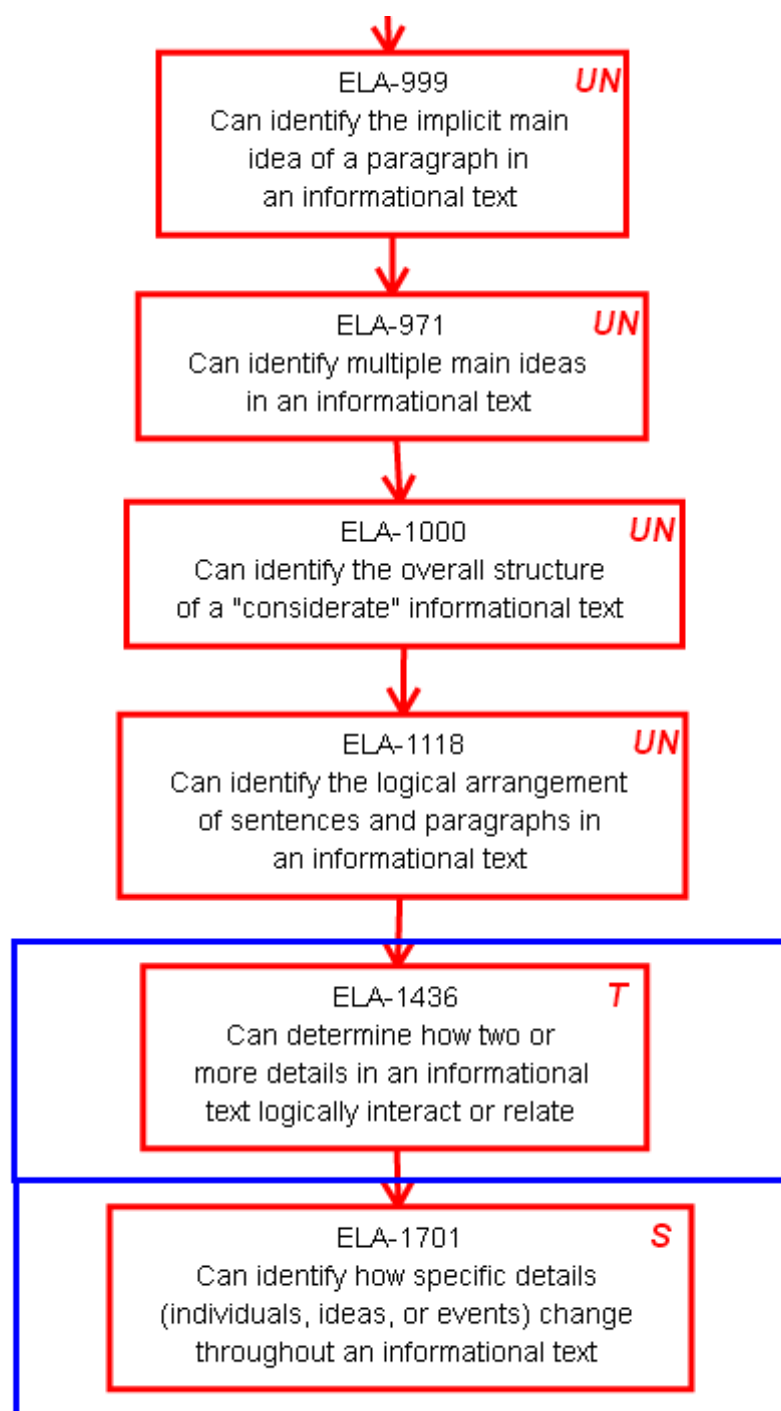
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Key to map codes in upper right corner of node boxes:

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

**ELA.EE.RI.9-10.3** - Determine logical connections between individuals, ideas, or events in a text.





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

### ELA: GRADE 11-12

### ELA.EE.RI.11-12.3

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.11-12.3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text	<b>ELA.EE.RI.11-12.3</b> Determine how individuals, ideas, or events change over the course of the text	<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 actions associated with the routine</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify the order in which two events occur in an informational text</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can identify information that indicates the temporal order of ideas or events presented in an informational text</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can determine how the individuals, ideas, events, and other details change over the course of an informational text</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can identify how the author elaborates on the topic mentioned in the introduction and indicates how individuals, events, and ideas relate to and influence each other</li> </ul>

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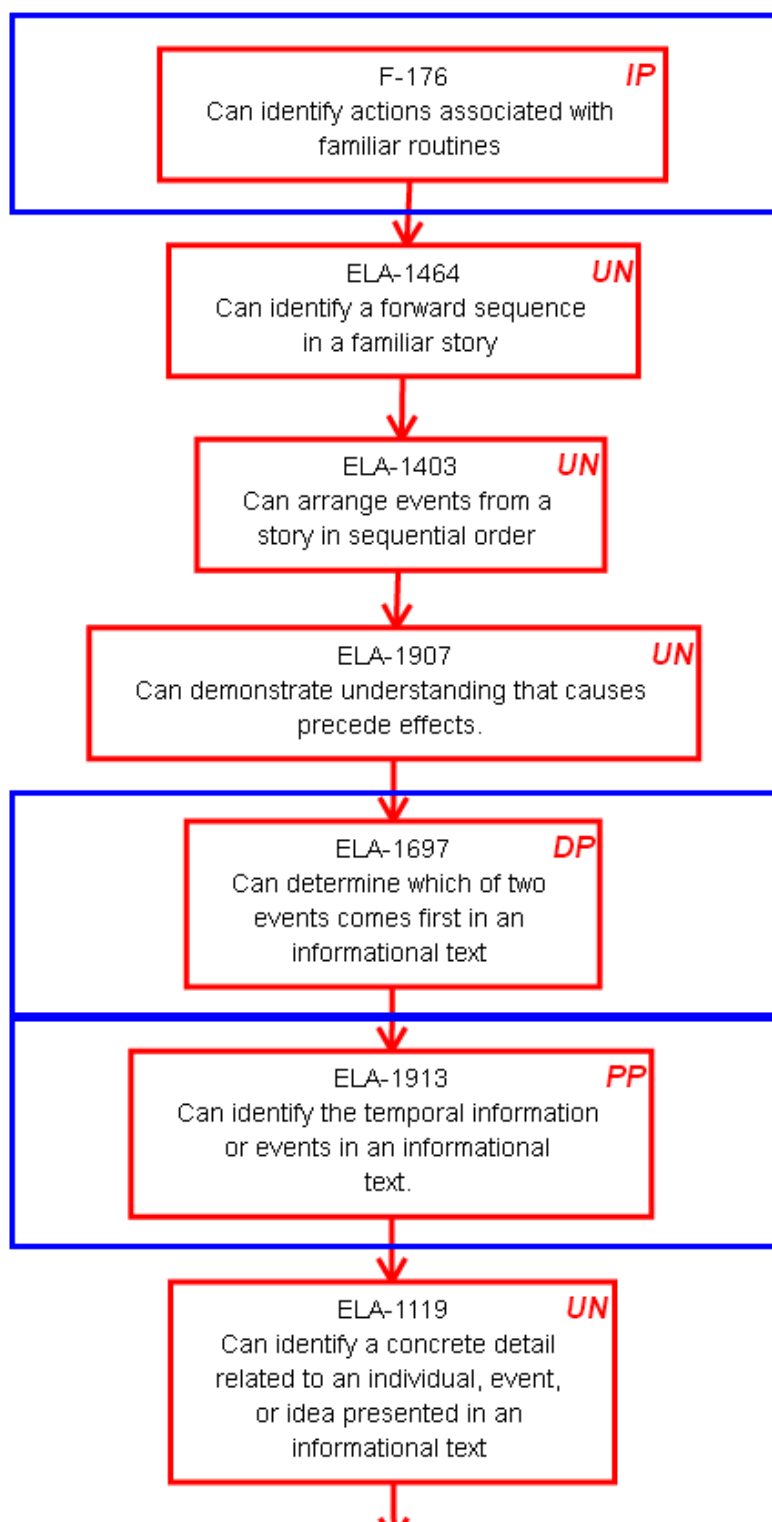
A diagram showing the relationship of nodes in the mini-map appears below.

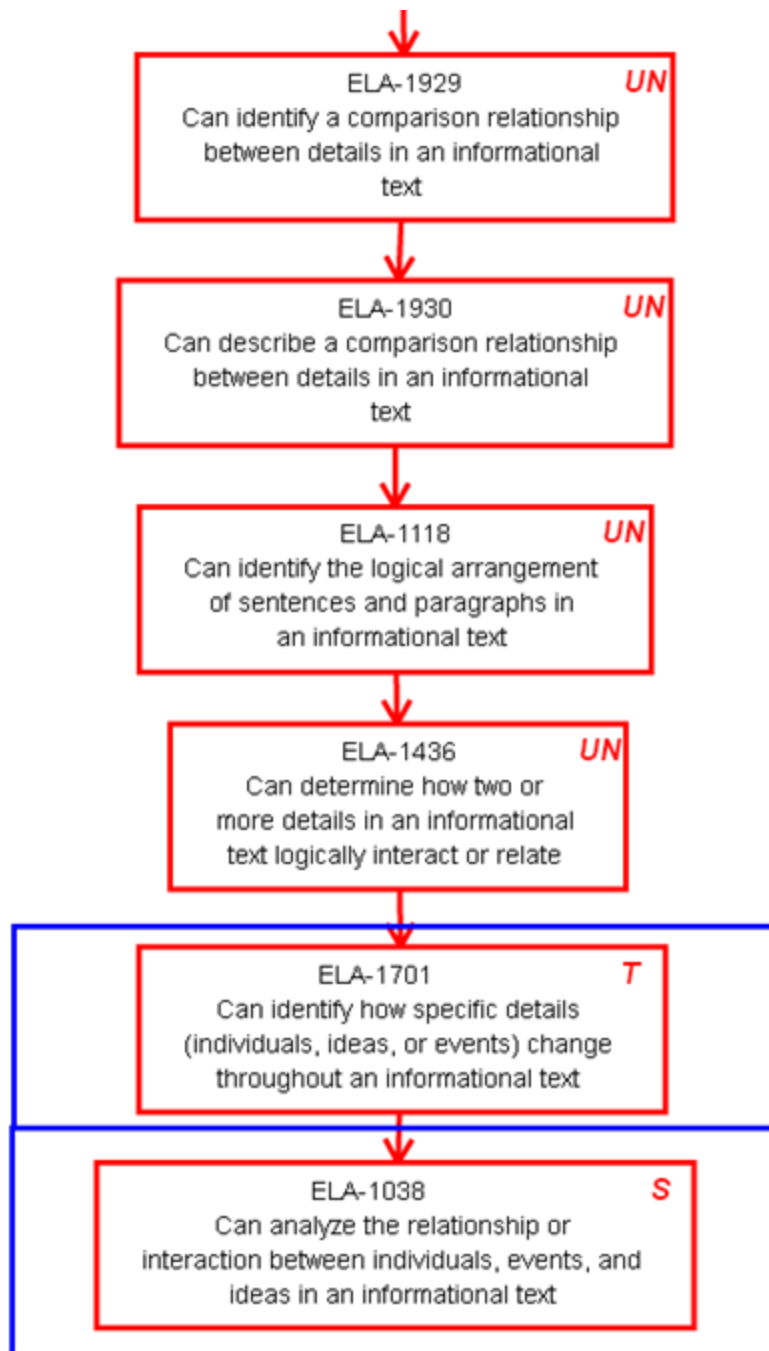
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T	Target		



**ELA.EE.RI.11-12.3** - Determine how individuals, ideas, or events change over the course of the text.





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

### ELA: GRADE 11-12

### ELA.EE.RI.11-12.9

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.RI.11-12.9</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features	<b>ELA.EE.RI.11-12.9</b> Compare and contrast arguments made by two different texts on the same topic	<b>Initial Precursor:</b> <ul style="list-style-type: none"> <li>Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think</li> </ul> <b>Distal Precursor:</b> <ul style="list-style-type: none"> <li>Can determine the details used to defend a claim in a text</li> </ul> <b>Proximal Precursor:</b> <ul style="list-style-type: none"> <li>Can determine the specific evidence used to support a claim regarding either an informational or literary text or the topic of a presentation</li> </ul> <b>Target:</b> <ul style="list-style-type: none"> <li>Can compare and contrast the arguments and the supporting claims, reasons, and evidence made by authors of two different informational texts on the same topic</li> </ul> <b>Successor:</b> <ul style="list-style-type: none"> <li>Can use the similarities and differences in the purpose the authors have for writing different informational texts on the same topic to compare and contrast them</li> </ul>

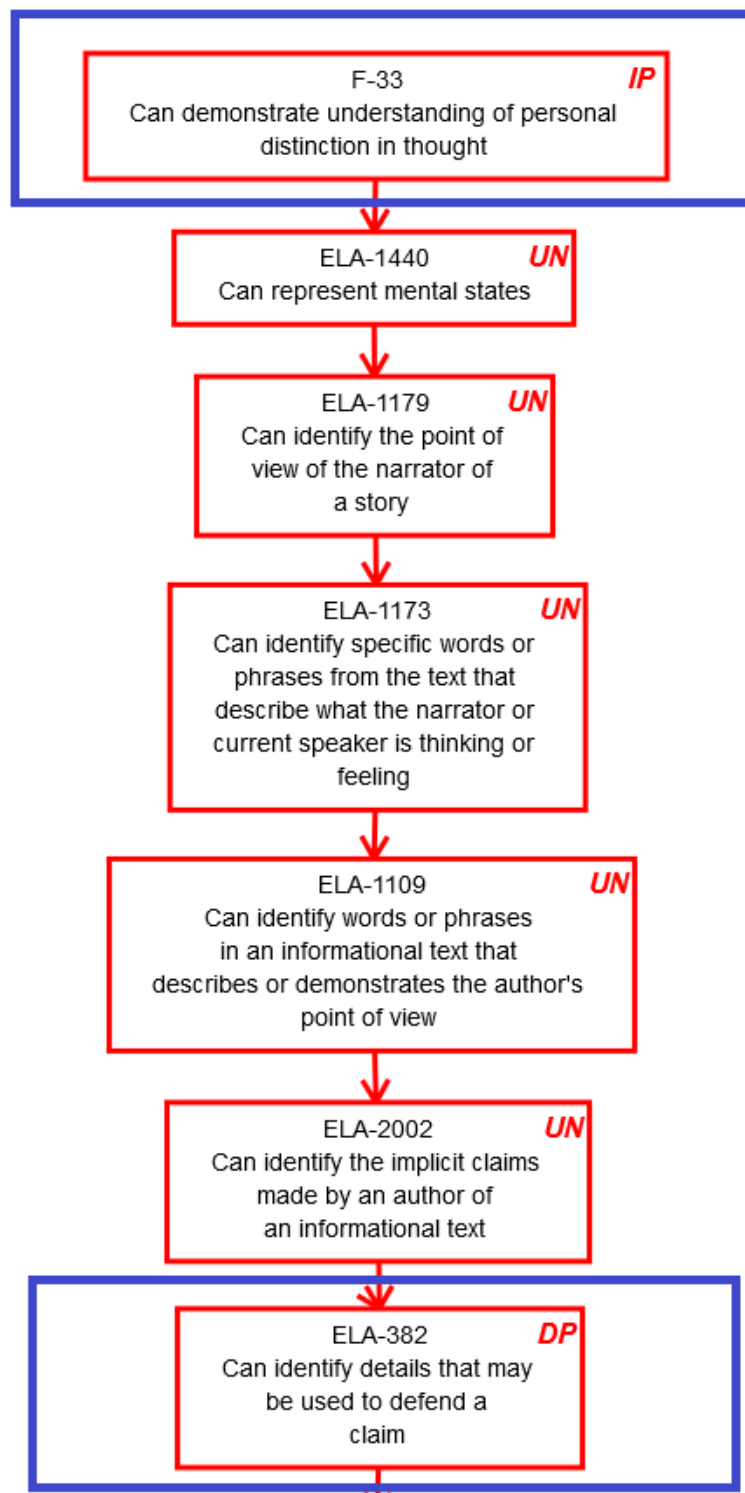
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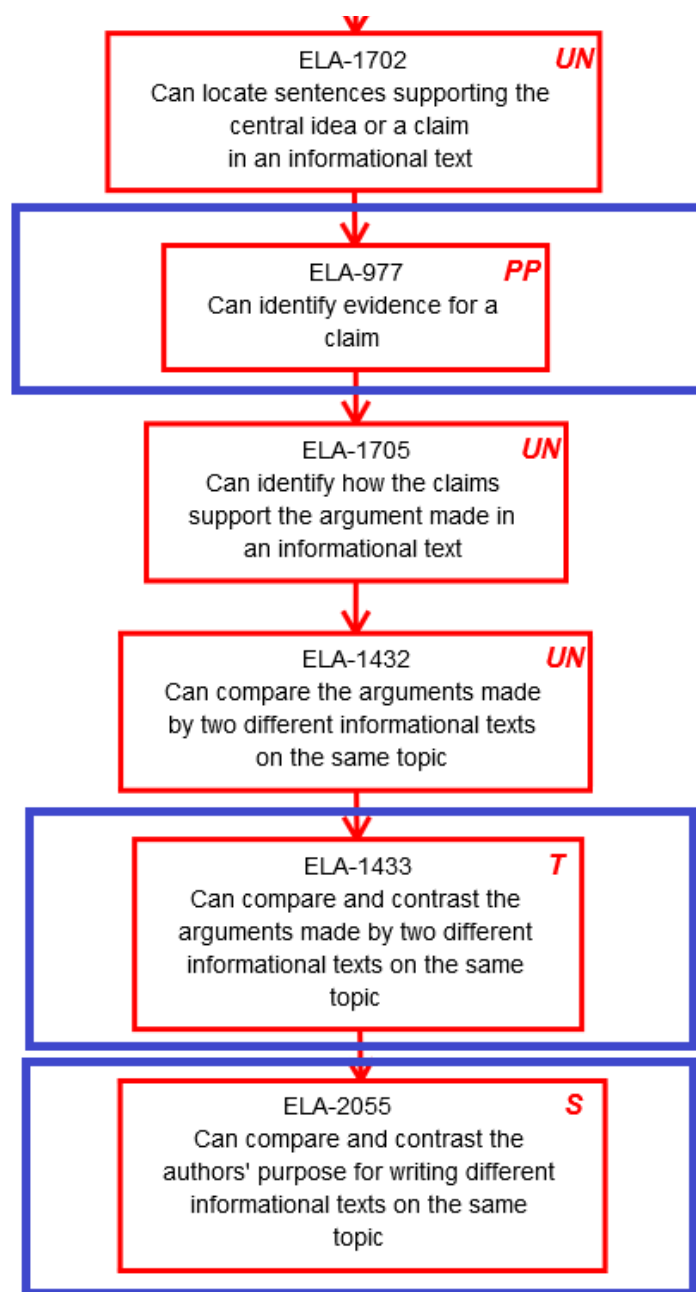
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Key to map codes in upper right corner of node boxes:

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T	Target		

**ELA.EE.RI.11-12.9** - Compare and contrast arguments made by two different texts on the same topic.





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

### ELA: GRADE 9-10

### ELA.EE.L.9-10.2.c

Grade-Level Standard	DLM Essential Element	Linkage Levels
ELA.L.9-10.2.c Spell correctly	ELA.EE.L.9-10.2.c Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words	<b>EMERGENT WRITING (EW.9-10):</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.9-10):</b> <ul style="list-style-type: none"> <li>• <b>Proximal Precursor:</b> Student accurately selects (from a complete alphabet array on a keyboard or other AT device) or writes the correct initial sound that corresponds with a word</li> <li>• <b>Target:</b> Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word. Can produce conventional spellings for single syllable words including some words with long vowels in which the vowel sound is broken up in the written word by placing the -e associated with long vowel sound at the end</li> <li>• <b>Successor:</b> Can correctly spell words that do not follow common word patterning rules</li> </ul>

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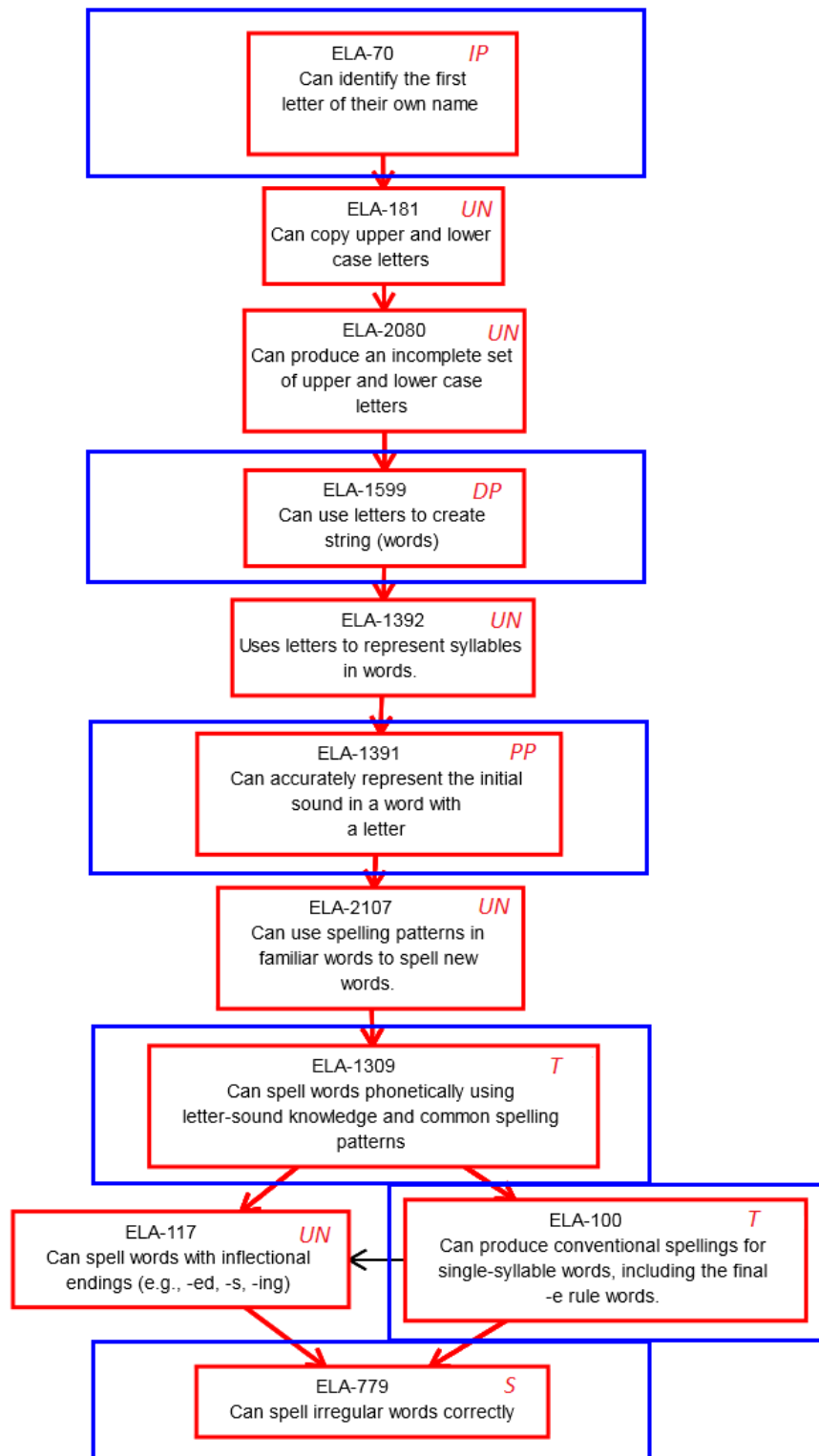
This EE is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The initial and distal precursor nodes are assessed in the emergent writing testlet in Grade 9-10 with five other Essential Elements: EE.W.9-10.2.a, EE.W.9-10.2.b, EE.W.9-10.2.c, EE.W.9-10.2.d, and 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 five other Essential Elements: EE.W.9-10.2.a, EE.W.9-10.2.b, EE.W.9-10.2.c, EE.W.9-10.2.d, and EE.W.9-10.2.f.

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T	Target		

**ELA.EE.L.9-10.2.c** - Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.





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

### ELA: GRADE 9-10

### ELA.EE.W.9-10.2.c

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.W.9-10.2.c</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts	<b>ELA.EE.W.9-10.2.c</b> Use complete, simple sentences as appropriate	<b>EMERGENT WRITING (EW.9-10):</b> <ul style="list-style-type: none"> <li>• <b>Initial Precursor:</b> Can produce utterances comprising of two words</li> <li>• <b>Distal Precursor:</b> Can use two words together when producing a written text</li> </ul>
		<b>CONVENTIONAL WRITING (CW.9-10):</b> <ul style="list-style-type: none"> <li>• <b>Proximal Precursor:</b> Student is able to produce a complete thought in writing. Up to this point, students may produce writing that requires some interpretation or context to understand (e.g., frg lgs = frogs use their legs to jump). By this node students are able to create a complete thought (e.g., Frogs jump). The produced thought may not be grammatically correct (i.e., The frogs can jump), but still conveys a complete thought or idea</li> <li>• <b>Target:</b> Can write coherent, semantically accurate, and grammatically correct simple sentences</li> <li>• <b>Successor:</b> Can write coherent, semantically accurate, and grammatically correct compound sentences</li> </ul>

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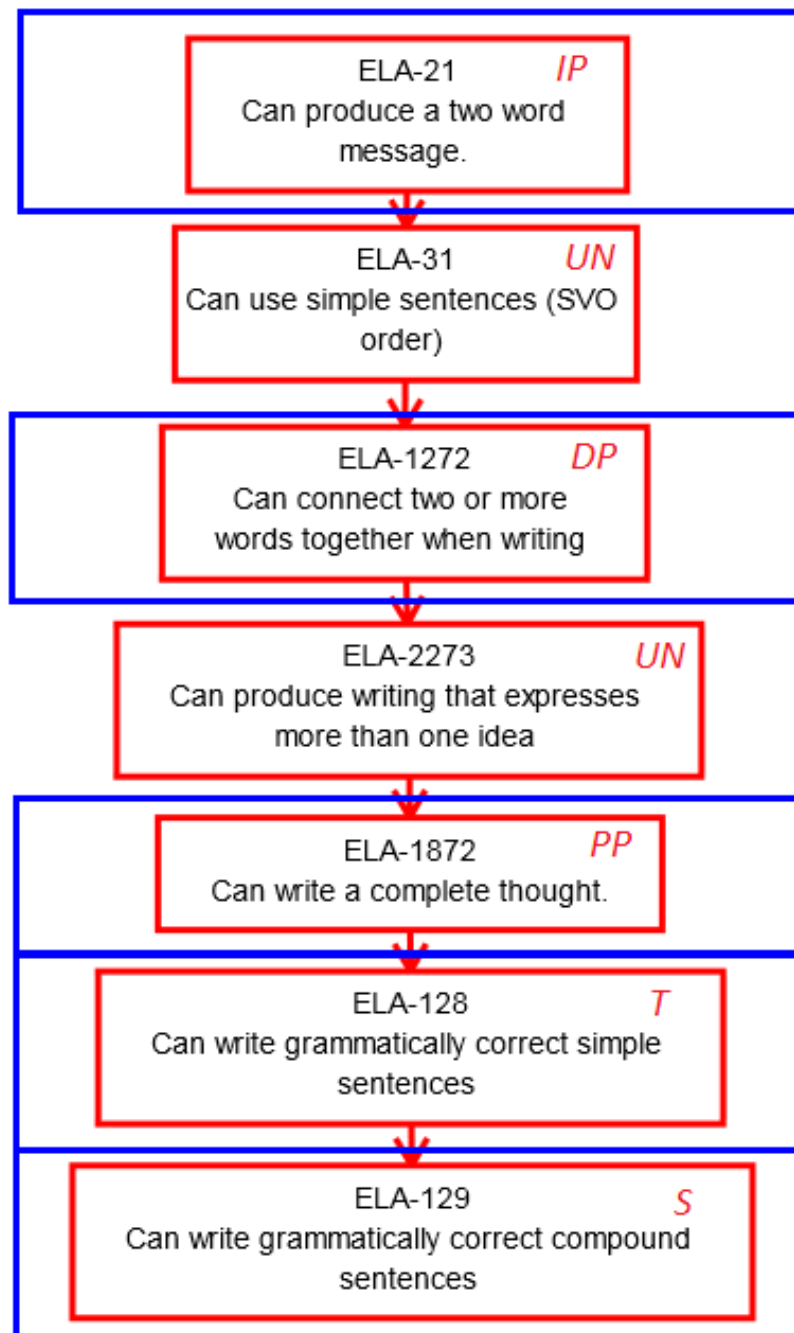
This EE is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The initial and distal precursor nodes are assessed in the emergent writing testlet in Grade 9-10 with four other Essential Elements: EE.W.9-10.2.a, EE.W.9-10.2.b, EE.W.9-10.2.d, and EE.W.9-10.2.f. For states using the integrated model blueprint, 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: EE.W.9-10.2.a, EE.W.9-10.2.b, EE.W.9-10.2.d, and EE.W.9-10.2.f. For states using the integrated model blueprint, EE.L.9-10.2.c will also be assessed.

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

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DP	Distal Precursor	S	Successor
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T	Target		

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



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

### ELA: GRADE 9-10

### ELA.EE.W.9-10.2.D

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.W.9-10.2.d</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic	<b>ELA.EE.W.9-10.2.d</b> Use domain specific vocabulary when writing claims related to a topic of study or text	<b>EMERGENT WRITING (EW.9-10):</b> <ul style="list-style-type: none"> <li>• <b>Initial Precursor:</b> Can demonstrate an understanding that categories are broad and contain varying subgroups differing on their characteristics (furniture = chairs, tables, couches, etc.)</li> <li>• <b>Distal 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> </ul>
		<b>CONVENTIONAL WRITING (CW.9-10):</b> <ul style="list-style-type: none"> <li>• <b>Proximal Precursor:</b> Can include domain-specific vocabulary when writing an informative text</li> <li>• <b>Target:</b> Can use domain-specific vocabulary to strengthen claims in informative writing (student is both able to write claims at this stage and can appropriately make use of domain specific vocabulary to enhance claims)</li> <li>• <b>Successor:</b> Can include academic words when writing an informative text on a topic</li> </ul>

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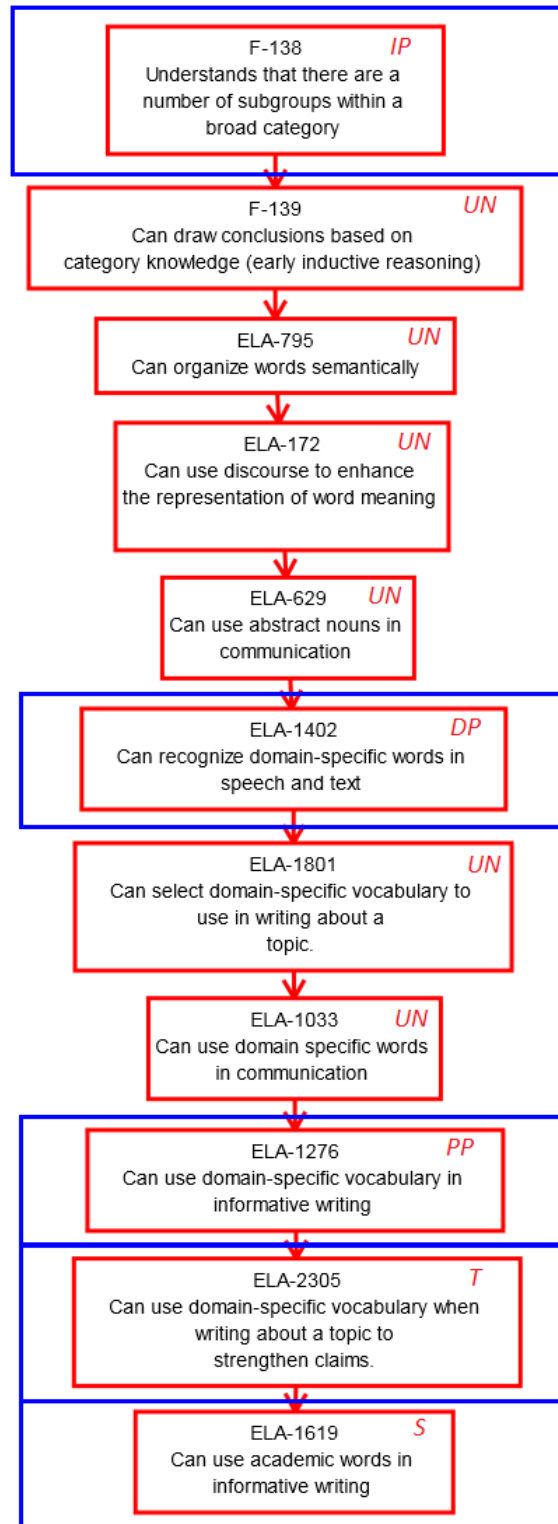
This EE is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The initial and distal precursor nodes are assessed in the emergent writing testlet in Grade 9-10 with four other Essential Elements: EE.W.9-10.2.a, EE.W.9-10.2.b, EE.W.9-10.2.c, and EE.W.9-10.2.f. For states using the integrated model blueprint, 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: EE.W.9-10.2.a, EE.W.9-10.2.b, EE.W.9-10.2.c, and EE.W.9-10.2.f. For states using the integrated model blueprint, EE.L.9-10.2.c will also be assessed.

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T	Target		

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



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

### ELA: GRADE 9-10

### ELA.EE.W.9-10.2.F

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.W.9-10.2.f</b> 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)	<b>ELA.EE.W.9-10.2.f</b> Providing a closing or concluding statement	<b>EMERGENT WRITING (EW.9-10):</b> <ul style="list-style-type: none"> <li>• <b>Initial Precursor:</b> As a result of the experience with a routine, the student is able to identify the end or completion of a routine</li> <li>• <b>Distal Precursor:</b> Can produce a universal ending in writing (e.g., the student can write "the end")</li> </ul>
		<b>CONVENTIONAL WRITING (CW.9-10):</b> <ul style="list-style-type: none"> <li>• <b>Proximal Precursor:</b> Can write a concluding sentence, statement, or section of a written text to bring together all the information presented in the text</li> <li>• <b>Target:</b> Can produce a conclusion for a text he or she is writing</li> <li>• <b>Successor:</b> Can create a writing piece that includes a conclusion that is relevant to the main topic of the piece</li> </ul>

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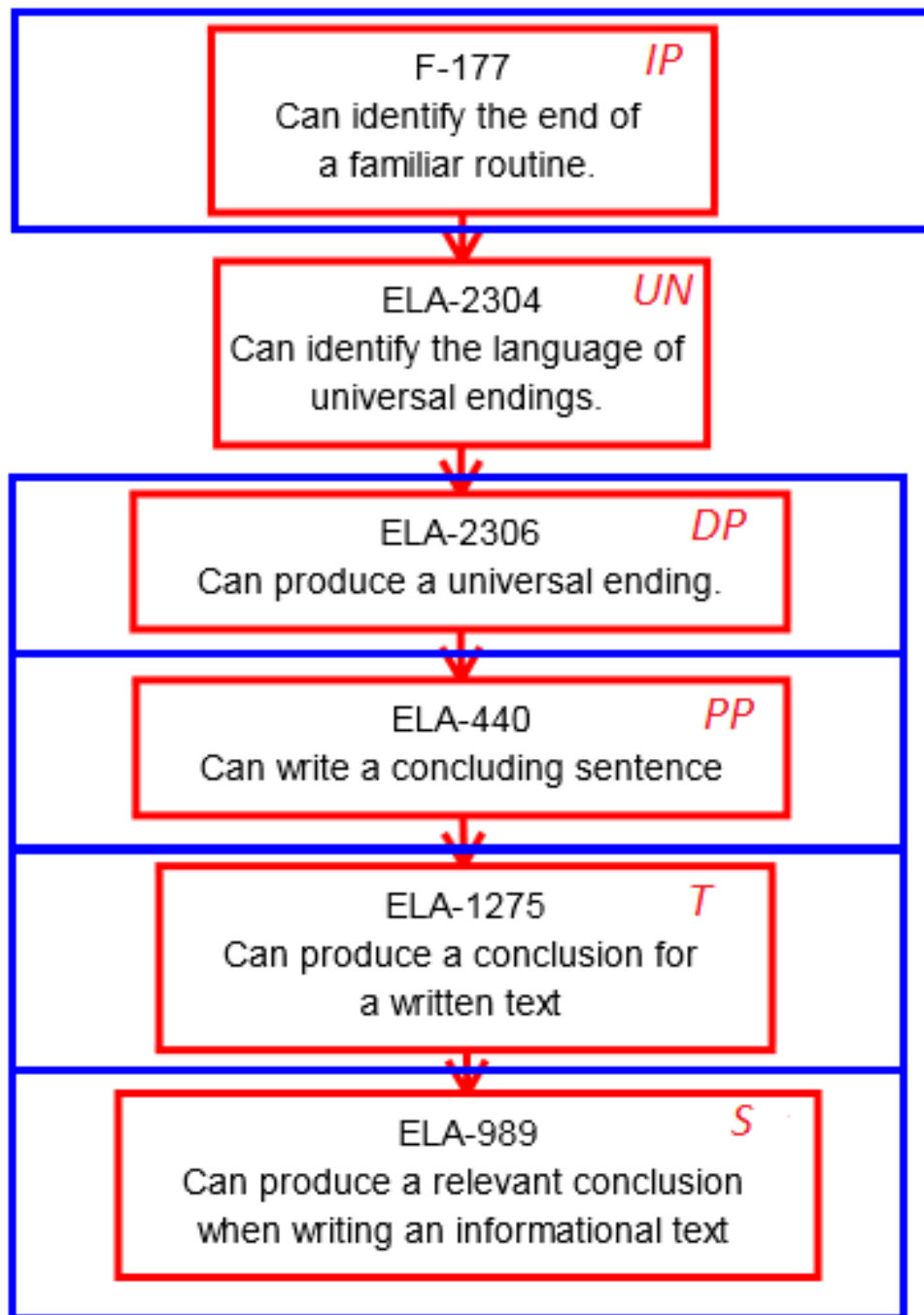
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IP	Initial Precursor	SP	Supporting
DP	Distal Precursor	S	Successor
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T	Target		



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



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

### ELA: GRADE 11-12

### ELA.EE.W.11-12.2.c

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.W.11-12.2.c</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts	<b>ELA.EE.W.11-12.2.c</b> Use complete, simple sentences, as well as compound and other complex sentences as appropriate	<b>EMERGENT WRITING (EW.11-12):</b> <ul style="list-style-type: none"> <li>• <b>Initial Precursor:</b> Can produce utterances comprising of two words</li> <li>• <b>Distal Precursor:</b> Can use two words together when producing a written text</li> </ul>
		<b>CONVENTIONAL WRITING (CW.11-12):</b> <ul style="list-style-type: none"> <li>• <b>Proximal Precursor:</b> Can write coherent, semantically accurate, and grammatically correct simple sentences</li> <li>• <b>Target:</b> Can write coherent, semantically accurate, and grammatically correct simple sentences. Can write coherent, semantically accurate, and grammatically correct compound sentences. Can write complex sentences that contain one independent clause with one or more dependent clauses and are grammatically correct</li> <li>• <b>Successor:</b> Can write compound-complex sentences by combining the elements of compound and complex sentences</li> </ul>

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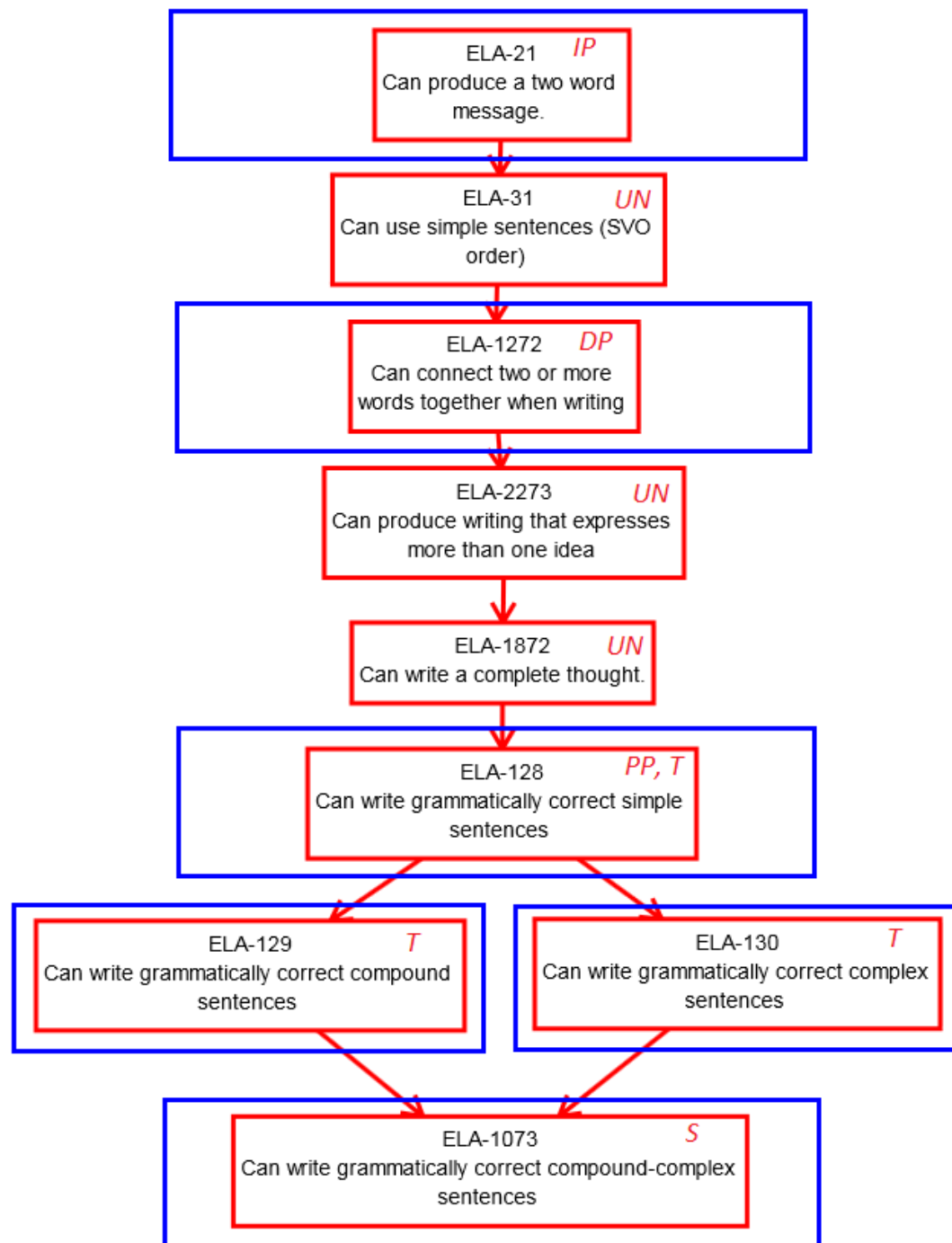
This EE is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The initial and distal precursor nodes are assessed in the emergent writing testlet in Grade 11-12 with five other Essential Elements: EE.L.11-12.2.b, EE.W.11-12.2.a, EE.W.11-12.2.b, EE.W.11-12.2.d, and EE.W.11-12.2.f. The proximal precursor, target and successor nodes are assessed in the conventional writing testlet in Grade 11-12 with five other Essential Elements: EE.L.11-12.2.b, EE.W.11-12.2.a, EE.W.11-12.2.b, EE.W.11-12.2.d, and EE.W.11-12.2.f.

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.11-12.2.c** - Use complete, simple sentences, as well as compound and other complex sentences as appropriate.



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

### ELA: GRADE 11-12

### ELA.EE.W.11-12.2.D

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.W.11-12.2.d</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic	<b>ELA.EE.W.11-12.2.d</b> Use domain specific vocabulary when writing claims related to a topic of study or text	<b>EMERGENT WRITING (EW.11-12):</b> <ul style="list-style-type: none"> <li>• <b>Initial Precursor:</b> Using their categorical knowledge, can make generalizations about the category to novel instances of that category</li> <li>• <b>Distal Precursor:</b> Student is able to select domain-specific words to use for writing about a topic</li> </ul>
		<b>CONVENTIONAL WRITING (CW.11-12):</b> <ul style="list-style-type: none"> <li>• <b>Proximal Precursor:</b> Can include domain-specific vocabulary when writing an informative text</li> <li>• <b>Target:</b> Can use domain-specific vocabulary to strengthen claims in informative writing (student is both able to write claims at this stage and can appropriately make use of domain specific vocabulary to enhance claims)</li> <li>• <b>Successor:</b> Can include academic words when writing an informative text on a topic</li> </ul>

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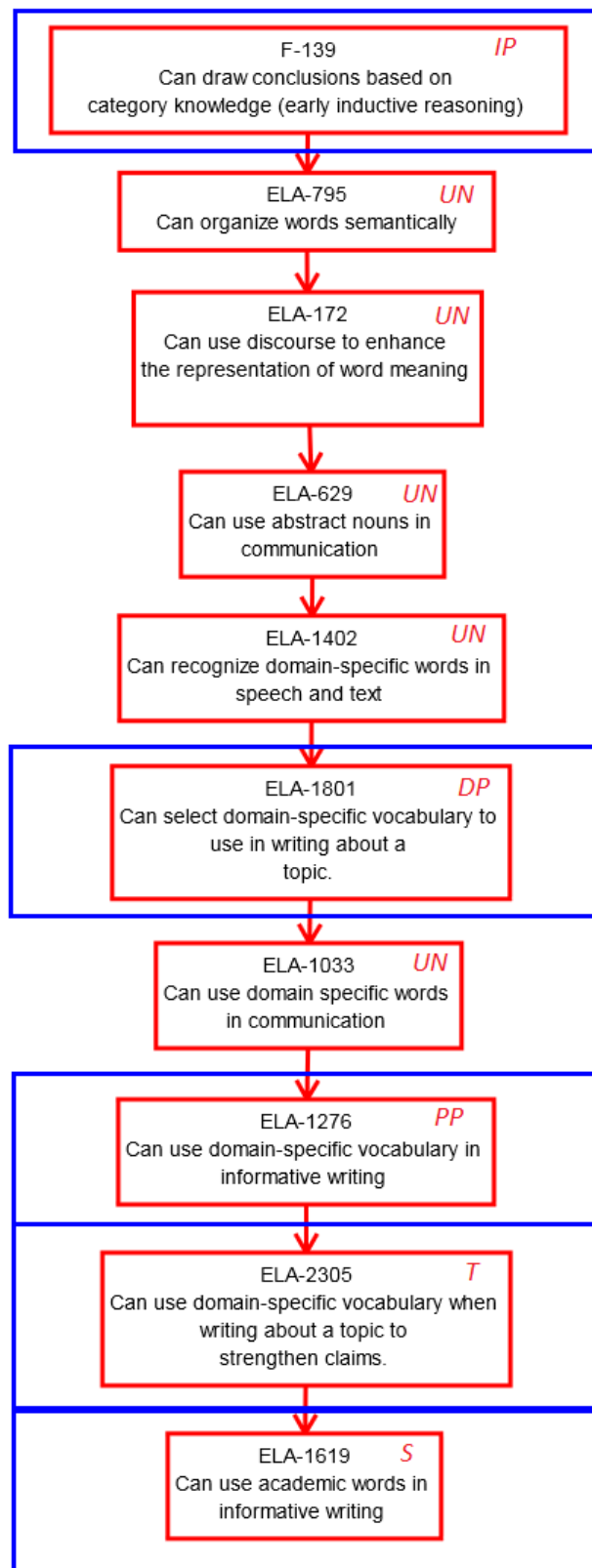
This EE is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The initial and distal precursor nodes are assessed in the emergent writing testlet in Grade 11-12 with five other Essential Elements: EE.L.11-12.2.b, EE.W.11-12.2.a, EE.W.11-12.2.b, EE.W.11-12.2.c, and EE.W.11-12.2.f. The proximal precursor, target and successor nodes are assessed in the conventional writing testlet in Grade 11-12 with five other Essential Elements: EE.L.11-12.2.b, EE.W.11-12.2.a, EE.W.11-12.2.b, EE.W.11-12.2.c, and EE.W.11-12.2.f.

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

**ELA.EE.W.11-12.2.d** - Use domain specific vocabulary when writing claims related to a topic of study or text.



**ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP**  
**ELA: GRADE 11-12**  
**ELA.EE.W.11-12.2.F**

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.W.11-12.2.f</b> 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)	<b>ELA.EE.W.11-12.2.f</b> Provide a closing or concluding statement	<b>EMERGENT WRITING (EW.11-12):</b> <ul style="list-style-type: none"> <li>• <b>Initial Precursor:</b> As a result of the experience with a routine, the student is able to identify the end or completion of a routine</li> <li>• <b>Distal Precursor:</b> Can produce a universal ending in writing (e.g., the student can write "the end")</li> </ul>
		<b>CONVENTIONAL WRITING (CW.11-12):</b> <ul style="list-style-type: none"> <li>• <b>Proximal Precursor:</b> Can write a concluding sentence, statement, or section of a written text to bring together all the information presented in the text</li> <li>• <b>Target:</b> Can produce a conclusion for a text he or she is writing</li> <li>• <b>Successor:</b> Can create a writing piece that includes a conclusion that is relevant to the main topic of the piece</li> </ul>

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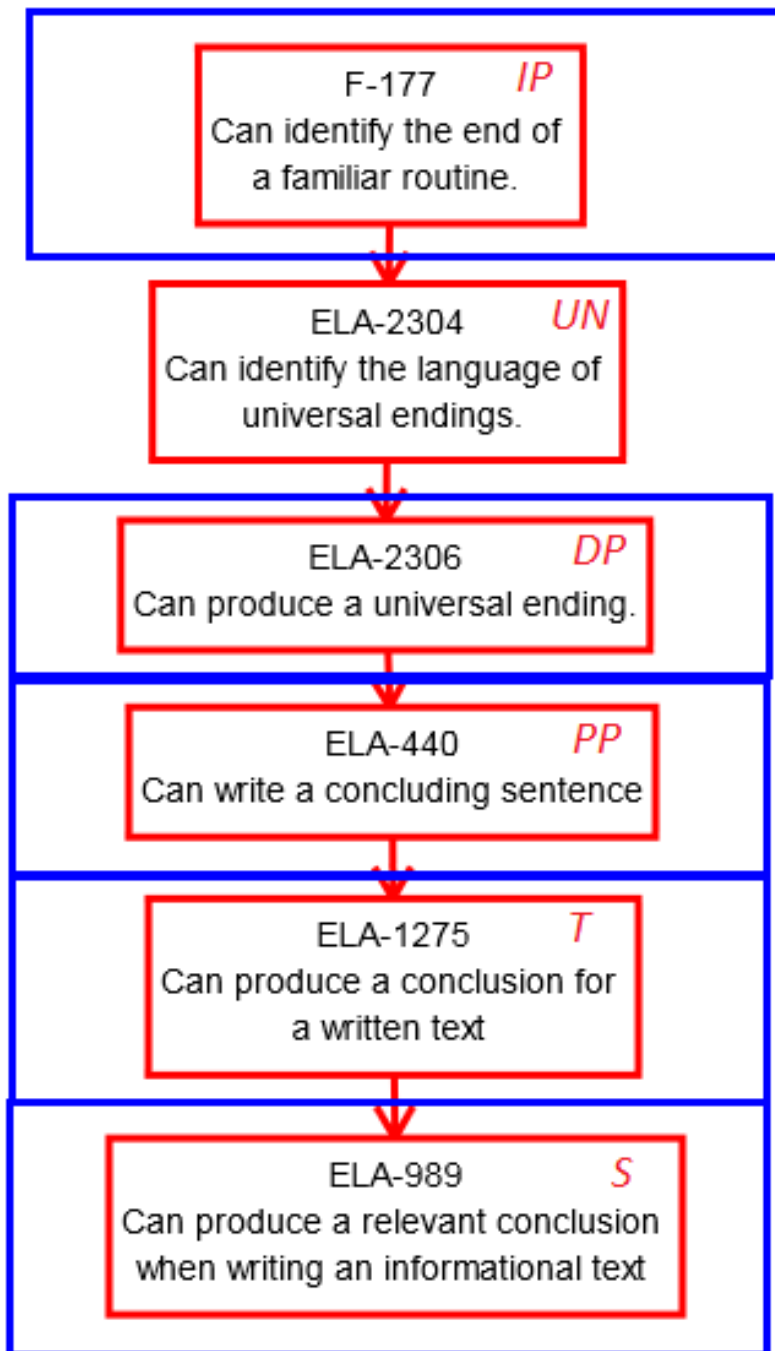
A diagram showing the relationship of nodes in the mini-map appears below.

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.W.11-12.2.f - Provide a closing or concluding statement.



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

### ELA: GRADE 11-12

### ELA.EE.L.11-12.2.B

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.L.11-12.2.b</b> Spell correctly	<b>ELA.EE.L.11-12.2.b</b> Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words	<b>EMERGENT WRITING (EW.11-12):</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.11-12):</b> <ul style="list-style-type: none"> <li>• <b>Proximal Precursor:</b> Student accurately selects (from a complete alphabet array on a keyboard or other AT device) or writes the correct initial sound that corresponds with a word</li> <li>• <b>Target:</b> Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word. Can produce conventional spellings for single syllable words including some words with long vowels in which the vowel sound is broken up in the written word by placing the -e associated with long vowel sound at the end</li> <li>• <b>Successor:</b> Can correctly spell words that do not follow common word patterning rules</li> </ul>

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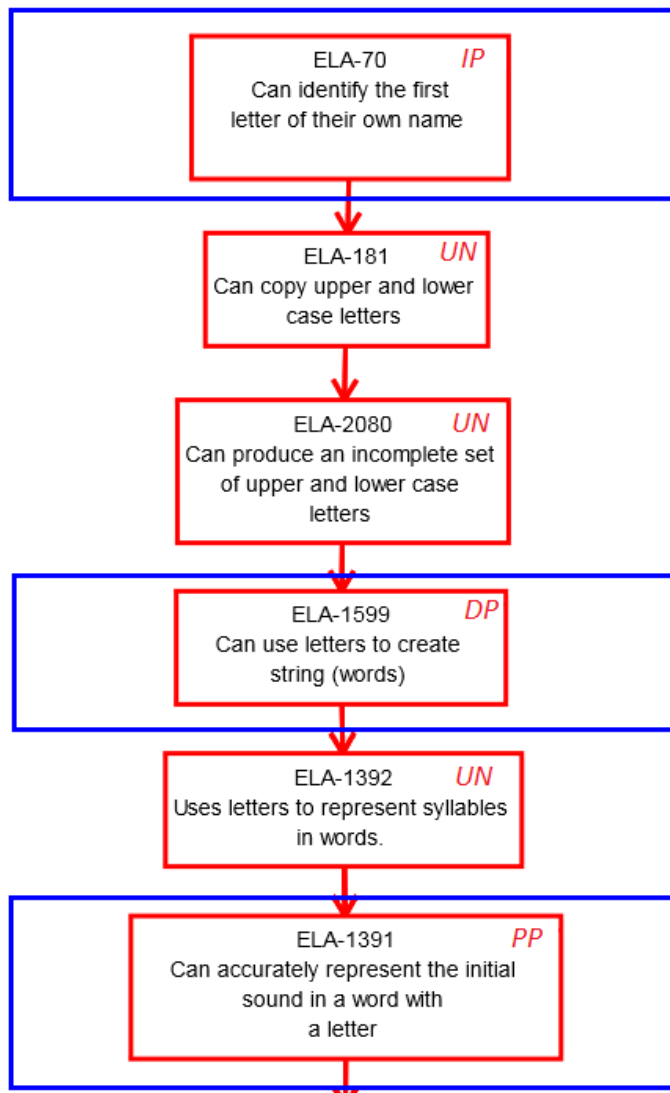
This EE is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The initial and distal precursor nodes are assessed in the emergent writing testlet in Grade 11-12 with five other Essential Elements: EE.W.11-12.2.a, EE.W.11-12.2.b, EE.W.11-12.2.c, EE.W.11-12.2.d, and EE.W.11-12.2.f. The proximal precursor, target and successor nodes are assessed in the conventional writing testlet in Grade 11-12 with five other Essential Elements: EE.W.11-12.2.a, EE.W.11-12.2.b, EE.W.11-12.2.c, EE.W.11-12.2.d, and EE.W.11-12.2.f.

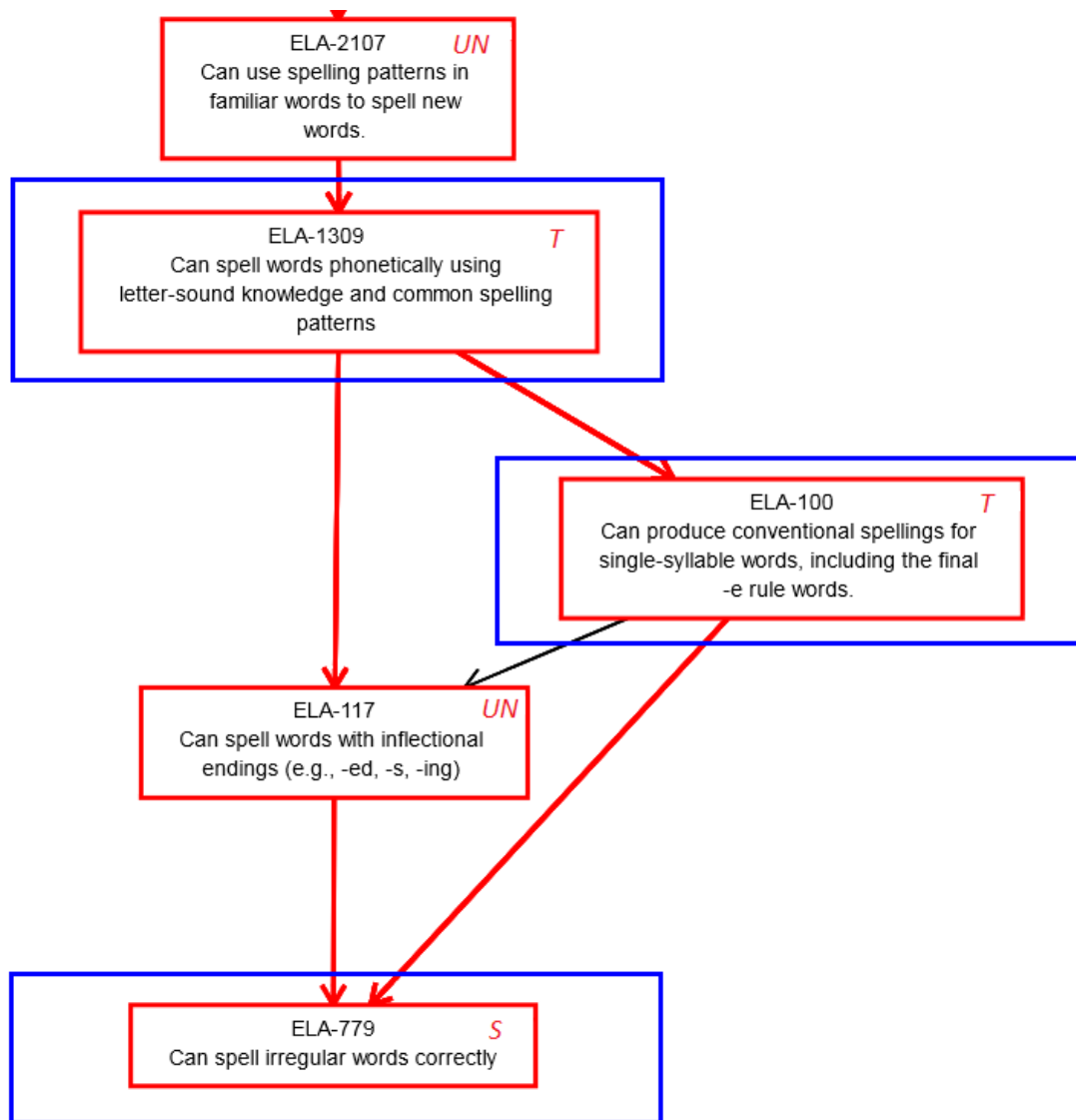
A diagram showing the relationship of nodes in the mini-map appears below.

*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.L.11-12.2.b** - Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.





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

### ELA: GRADE 9-10

### ELA.EE.W.9-10.2.A

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.W.9-10.2.a</b> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension	<b>ELA.EE.W.9-10.2.a</b> Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate	<b>EMERGENT WRITING (EW.9-10):</b> <ul style="list-style-type: none"> <li>• <b>Initial Precursor:</b> Can demonstrate an understanding that he or she can communicate their preference for an object (like, dislike) through either verbal or nonverbal means when asked yes/no questions about their preferences</li> <li>• <b>Distal Precursor:</b> Can select a topic and use drawing, dictating, or writing to compose a message with at least one fact or detail about the selected topic (message may require some interpretation as student may not be using phonetic spelling or complete simple sentences)</li> </ul>
		<b>CONVENTIONAL WRITING (CW.9-10):</b> <ul style="list-style-type: none"> <li>• <b>Proximal Precursor:</b> Can introduce a topic while writing an informational text and convey information about it including visual, tactual, or multimedia information as appropriate</li> <li>• <b>Target:</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> <li>• <b>Successor:</b> Can write an informational piece that includes a clearly introduced topic as well as ideas, concepts, and information. Students may use visual, tactual, or multimedia information to convey information as appropriate</li> </ul>

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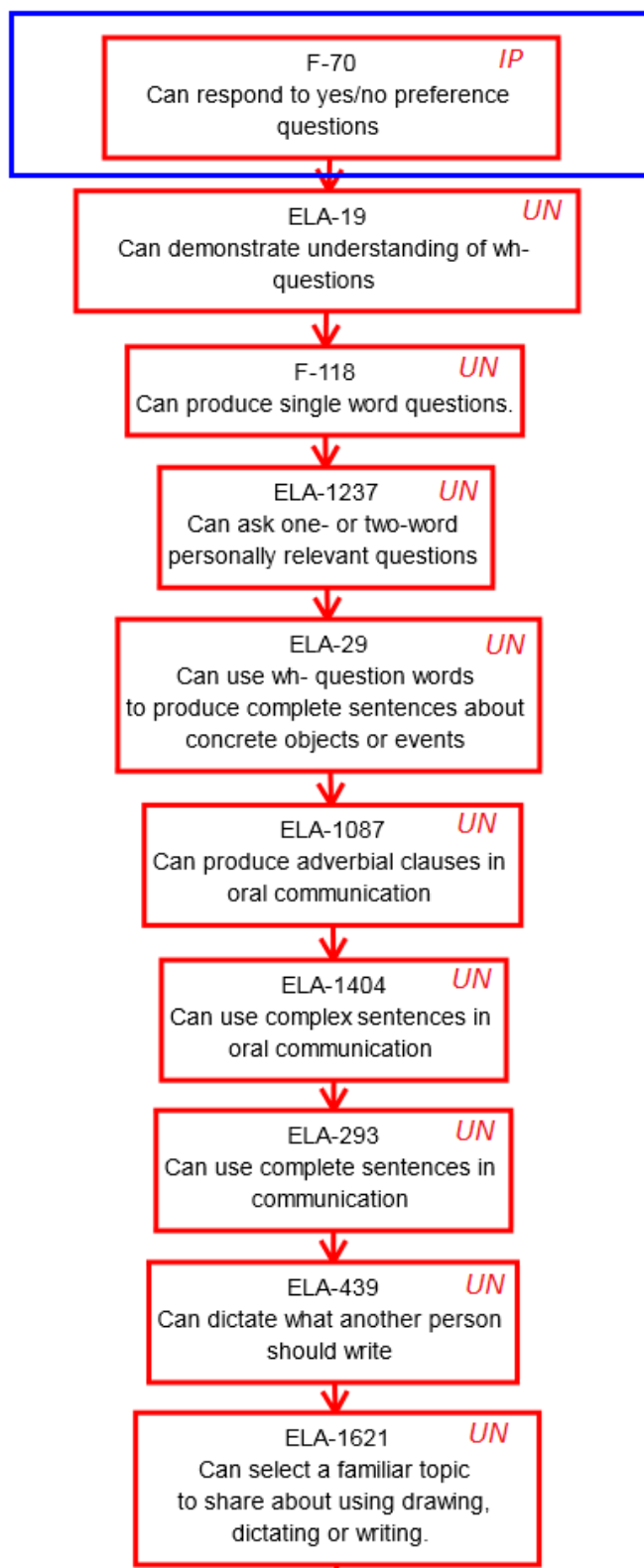
This EE is tested in an ELA writing testlet. Writing testlets are assessed at two levels: Emergent Writing and Conventional Writing. The initial and distal precursor nodes are assessed in the emergent writing testlet in Grade 9-10 with four other Essential Elements: EE.W.9-10.2.b, EE.W.9-10.2.c, EE.W.9-10.2.d, and EE.W.9-10.2.f. For states using the integrated model blueprint, 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: EE.W.9-10.2.b, EE.W.9-10.2.c, EE.W.9-10.2.d, and EE.W.9-10.2.f. For states using the integrated model blueprint, EE.L.9-10.2.c will also be assessed.

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

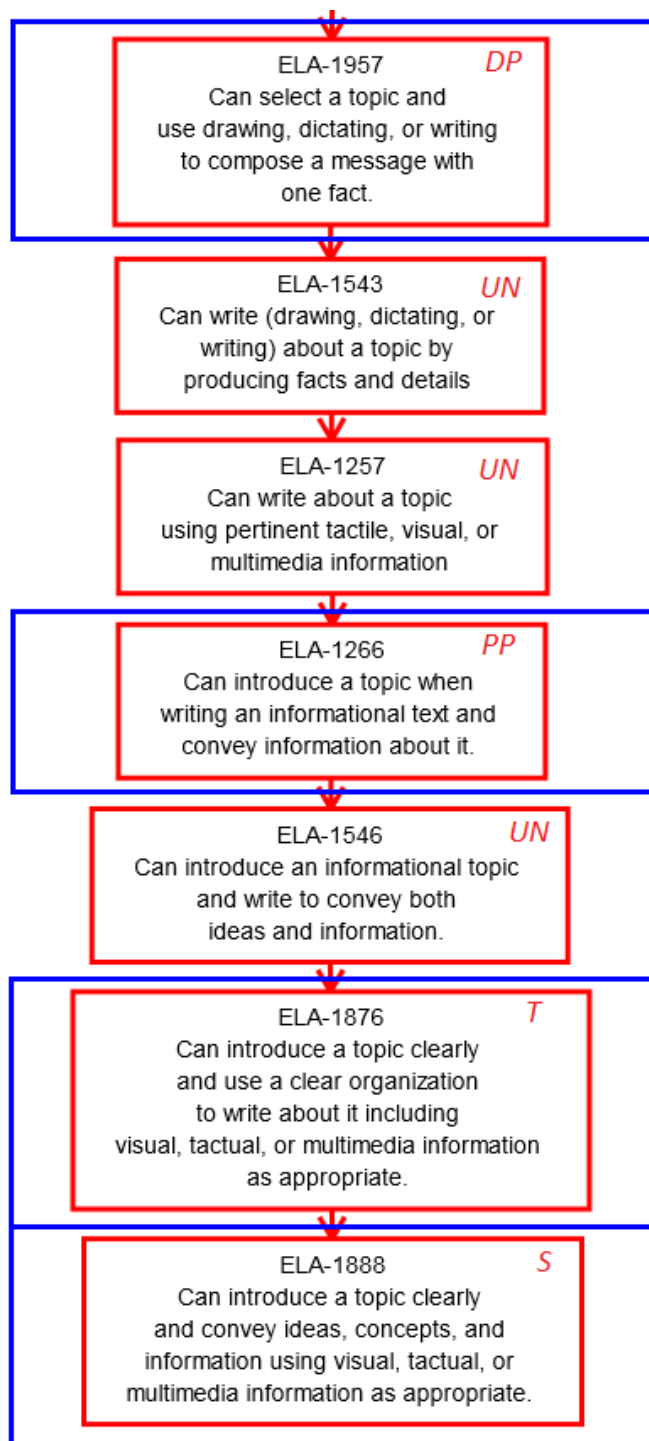
*Key to map codes in upper right corner of node boxes:*

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

**ELA.EE.W.9-10.2.a** - Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.







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

### ELA: GRADE 9-10

### ELA.EE.W.9-10.2.B

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.W.9-10.2.b</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic	<b>ELA.EE.W.9-10.2.b</b> Develop the topic with facts or details	<b>EMERGENT WRITING (EW.9-10):</b> <ul style="list-style-type: none"> <li>• <b>Initial Precursor:</b> Can use functional words (describe a noun's function/use) to describe common persons, places, objects, or events</li> <li>• <b>Distal Precursor:</b> Can use words that categorize (actually identify the category a noun belongs to) to describe common persons, places, objects, or events</li> </ul>
		<b>CONVENTIONAL WRITING (CW.9-10):</b> <ul style="list-style-type: none"> <li>• <b>Proximal Precursor:</b> Student is able to put facts or details identified about a topic into writing</li> <li>• <b>Target:</b> Can develop a topic with facts or details related to the topic</li> <li>• <b>Successor:</b> Can provide evidence about a topic using relevant, well-chosen, and sufficient facts, concrete details, definitions, quotations, and examples when writing an informational text</li> </ul>

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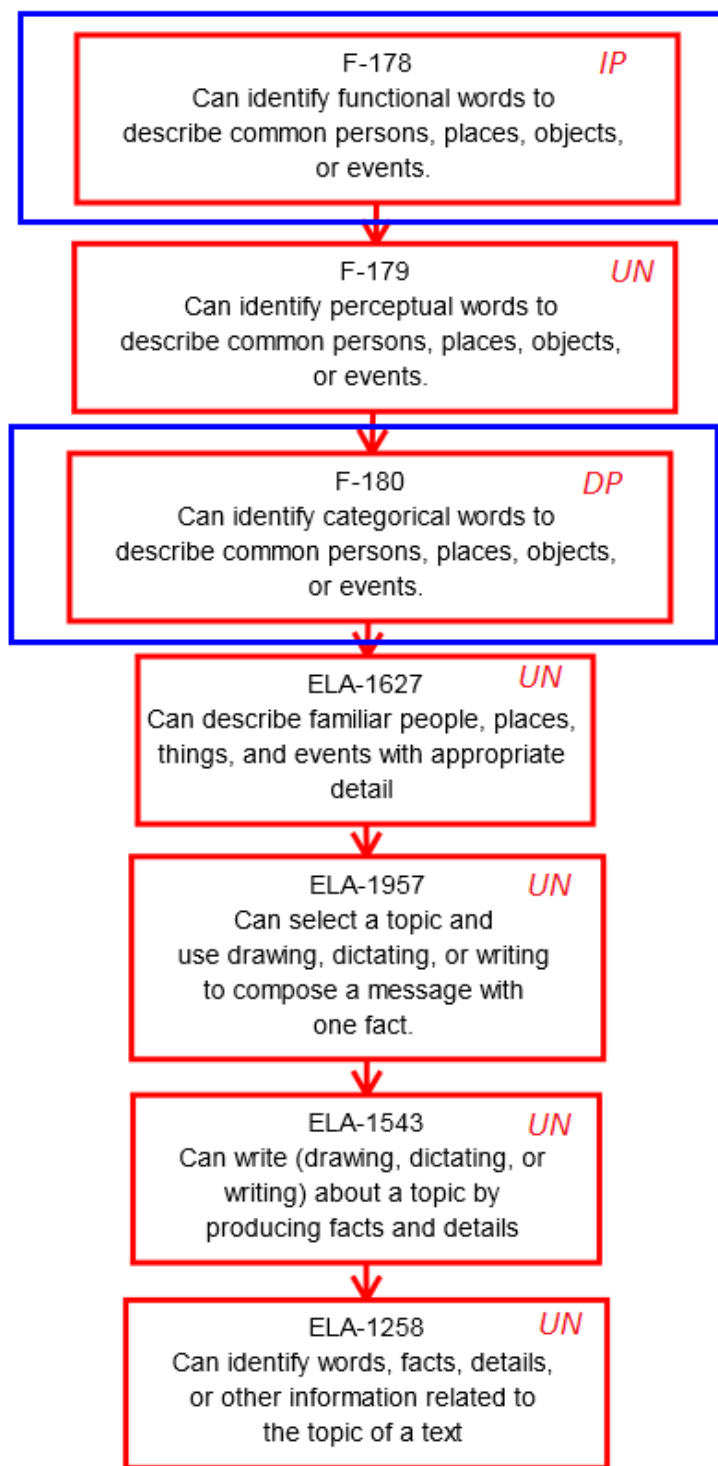
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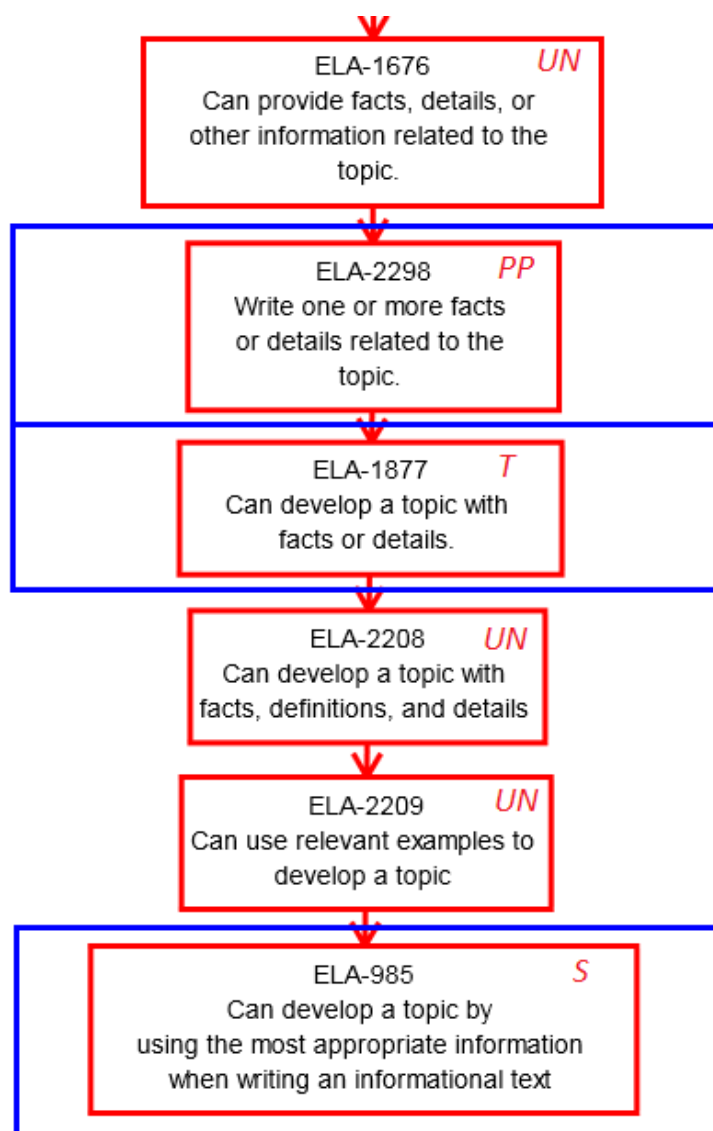
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IP	Initial Precursor	SP	Supporting
DP	Distal Precursor	S	Successor
PP	Proximal Precursor	UN	Untested
T	Target		

**ELA.EE.W.9-10.2.b** - Develop the topic with facts or details.





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

### ELA: GRADE 11-12

#### ELA.EE.W.11-12.2.A

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.W.11-12.2.a</b> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension	<b>ELA.EE.W.11-12.2.a</b> Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate	<b>EMERGENT WRITING (EW.11-12):</b> <ul style="list-style-type: none"> <li>• <b>Initial Precursor:</b> Can respond to wh-questions regarding choice of topic and other questions related to writing about the topic.</li> <li>• <b>Distal Precursor:</b> Can write about a specific topic using facts and details to describe the topic</li> </ul>
		<b>CONVENTIONAL WRITING (CW.11-12):</b> <ul style="list-style-type: none"> <li>• <b>Proximal Precursor:</b> Can introduce an informational topic while writing and extend by writing about ideas and information related to the topic</li> <li>• <b>Target:</b> Can write an informational piece that includes a clearly introduced topic as well as ideas, concepts, and information. Students may use visual, tactual, or multimedia information to convey information as appropriate</li> <li>• <b>Successor:</b> Can write an informative/explanatory text that includes an introduction of the topic under discussion, groups related information together, and includes illustrations if helpful to understand writing</li> </ul>

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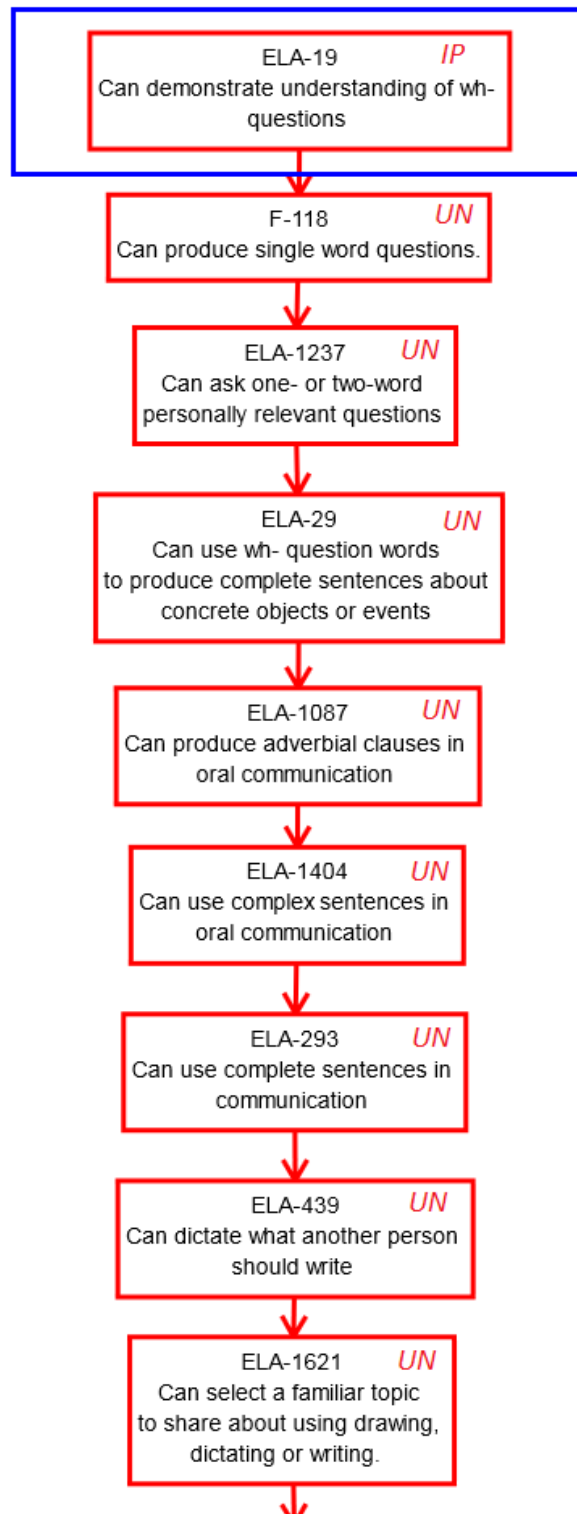
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A diagram showing the relationship of nodes in the mini-map appears below.

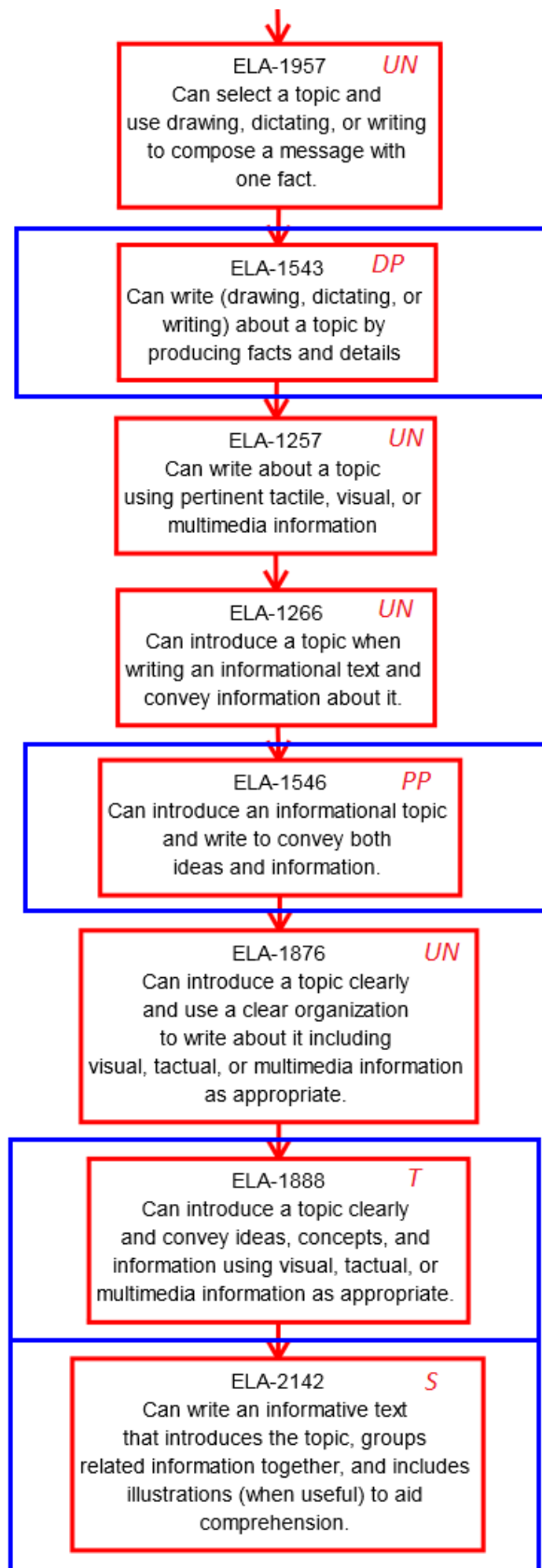
*Key to map codes in upper right corner of node boxes:*

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

**ELA.EE.W.11-12.2.a** - Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.







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

### ELA: GRADE 11-12

### ELA.EE.W.11-12.2.B

Grade-Level Standard	DLM Essential Element	Linkage Levels
<b>ELA.W.11-12.2.b</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic	<b>ELA.EE.W.11-12.2.b</b> Develop the topic with relevant facts, details, or quotes	<b>EMERGENT WRITING (EW.11-12):</b> <ul style="list-style-type: none"> <li>• <b>Initial Precursor:</b> Can use functional words (describe a noun's function/use) to describe common persons, places, objects, or events</li> <li>• <b>Distal Precursor:</b> Can use words that categorize (actually identify the category a noun belongs to) to describe common persons, places, objects, or events</li> </ul>
		<b>CONVENTIONAL WRITING (CW.11-12):</b> <ul style="list-style-type: none"> <li>• <b>Proximal Precursor:</b> Student is able identify a quote that provides relevant information about a topic</li> <li>• <b>Target:</b> Can use at least one quote from one (or more) print sources to strengthen informational writing</li> <li>• <b>Successor:</b> Can provide evidence about a topic using relevant, well-chosen, and sufficient facts, concrete details, definitions, quotations, and examples when writing an informational text</li> </ul>

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PP	Proximal Precursor	UN	Untested
T	Target		

**ELA.EE.W.11-12.2.b** - Develop the topic with relevant facts, details, or quotes.

