## ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP
### MATH: GRADE 3
### M.EE.3.MD.3

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<th>Grade-Level Standard</th>
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| M.3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using pictures presented in scaled bar graphs | M.EE.3.MD.3 Use picture or bar graph data to answer questions about data | **Initial Precursor**  
- Recognize attribute values  
- Arrange objects in pairs  
**Distal Precursor**  
- Classify  
- Order objects  
**Proximal Precursor**  
- Recognize the structure of a bar graph  
- Recognize the structure of a picture graph  
**Target**  
- Use bar graphs to read the data  
- Use picture graphs to read the data  
**Successor**  
- Use graphs to read between the data |

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### How is the Initial Precursor related to the Target?

**Initial Precursor:** In order to be able to understand data on a graph, students begin by learning to notice the attributes of an object. The educator draws the students’ attention to new objects or stimuli, labels them, describes them, and the student observes, feels, or otherwise interacts with them. Educators encourage students to begin placing like objects together.

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

**Distal Precursor:** As the students’ attention to objects increases, educators will begin to draw the students’ attention to what is the same and different between familiar items: color, shape, quantity (1-4), size, texture, and pattern. Educators should take care to use attribute words while defining and demonstrating their meaning. While students do not need to say these words, they do need to learn the meanings. Students will also begin to group two items in the same set based on their attributes (e.g., two tigers, bumpy ball and bumpy gravel, red spoons).

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
M.EE.3.MD.3 Use picture or bar graph data to answer questions about data