



## Mini-Map for M.EE.3.MD.4

Subject: Mathematics

Measurement and Data (MD)

Grade: 3

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<p><b>M.EE.3.MD.4</b> Measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks.</p>	<p><b>M.3.MD.4</b> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.</p>

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>Recognize attributes or characteristics of an object, such as color, orientation, length, width, and weight.</p>	<p>Compare the length of two objects without using a measuring tool, and communicate whether the length of the object is longer than, shorter than, or equal to the length of the other object.</p>	<p>Demonstrate an ability to measure lengths and distances using informal units of measurement. (Informal measurement tools are not standard tools, such as a ruler or yardstick, but rather objects like shoes and blocks or body parts like hands and feet.)</p>	<p>Measure the length of an object in inches or feet, using an appropriate tool such as a ruler or yardstick.</p>	<p>Using standard forms of measurement, compare the lengths of two or more objects, and communicate whether the length of one object is longer than, shorter than, or equal to another object.</p>

## Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

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

In working toward learning to use tools to measure the length of objects, students begin by learning to notice the attributes of an object. The educator draws the students' attention to an object or stimulus, labels it, describes it, and the student observes, feels, or otherwise interacts with it.

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

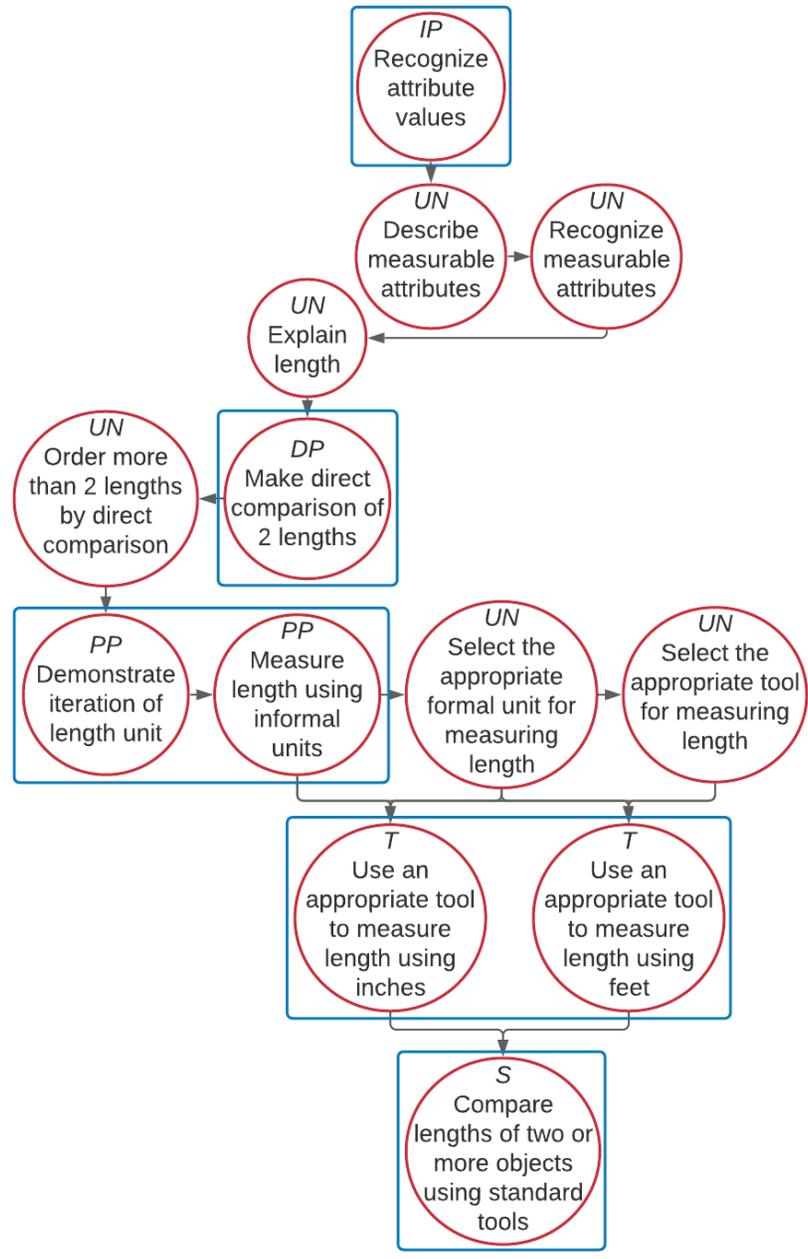
As students are engaging with objects, educators will continue to label and describe them, but they will also begin to incorporate lessons that have students directly comparing the lengths of two objects by matching one item against another (e.g., placing them side by side). This implies that they can distinguish length from other attributes such as color or shape. As students make direct comparisons, educators should demonstrate the describing words associated with length (e.g., short/long, length) and encourage students to begin using the words.

## Instructional Resources

Released Testlets
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .
Using Untested (UN) Nodes
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .

[Link to Text-Only Map](#)

**M.EE.3.MD.4** Measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks.



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