# Essential Element, Linkage Levels, and Mini-Map
## Math: Grade 3
### M.EE.3.OA.4

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| M.3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ? | M.EE.3.OA.4 Solve addition and subtraction problems when result is unknown, limited to operands and results within 20 | **Initial Precursor**  
- Recognize separateness  
- Recognize set  
**Distal Precursor**  
- Combine sets  
- Demonstrate the concept of addition  
- Partition sets  
- Demonstrate the concept of subtraction  
**Proximal Precursor**  
- Recognize the addition sign  
- Explain the function of the addition sign  
- Represent addition with equations  
- Recognize the subtraction sign  
- Explain the function of the minus sign  
- Represent subtraction with equations  
- Recognize the equal sign  
- Explain the function of the equal sign  
**Target**  
- Determine the unknown in a subtraction equation  
- Determine the unknown in an addition equation  
**Successor**  
- Solve join problems  
- Solve part-part-whole problems  
- Solve compare problems  
- Solve separate problems  

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<table>
<thead>
<tr>
<th>How is the Initial Precursor related to the Target?</th>
<th>How is the Distal Precursor related to the Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Precursor:</strong> Understanding how to add and subtract requires a student to be able to recognize a set or group of items (also see M.3.OA.1-2). Students need many opportunities to experience quantities and numerals in context across the school day. Educators provide lessons using a variety of sets to model early counting. Teach students to recognize when items are grouped together into a set or separated out. The educator presents a set, labels it (e.g., two balls, one bear, three blocks), counts the items, labels it again, and encourages students to use numerals to label and count the separate sets.</td>
<td><strong>Distal Precursor:</strong> As students begin to understand labeling and counting small sets, educators will highlight the differences between sets on the basis of overall area or discrete number using the words more, less, and same. Provide students with multiple opportunities to count and compare a wide variety of sets with an increasing number of items, label the set (e.g., eight ball, 12 bears, 15 blocks), and move items in and out of the sets, labeling and counting them again (e.g., &quot;You just said this set has 11 cubes; if I take two cubes, how many will you have?&quot;). NOTE: Educator can work on the Distal Precursor level using the sets of numbers that students working at the Target level are adding and subtracting.</td>
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</table>

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.OA.4 Solve addition and subtraction problems when result is unknown, limited to operands and results within 20.