Learning Outcome

DLM Essential Element	Grade-Level Standard
M.EE.4.MD.5 Recognize angles in geometric shapes.	**M.4.MD.5** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Recognize attributes or characteristics of an object, such as color, orientation, length, width, and weight.	Recognize a point as a precise location on a plane or in space, usually represented by a dot.	Recognize a line as a straight line that extends infinitely in two directions. Recognize a line segment as a part of a line with two end points. Recognize a ray as a part of a line that begins at one point and extends infinitely in one direction.	Recognize an angle as a figure formed by two rays sharing one endpoint.	Compare two angles without using any measuring tools, and communicate whether the angle is greater than, less than, or equal to the other angle.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

In order to recognize angles, students begin by learning to notice what is new. The educator draws the students' attention to new objects or stimuli, labels them (e.g., "this is a circle, and it does not have any sides," or "this is a rectangle, and it has four sides"), and the students observe, feel, or otherwise interact with the shapes. This exploration of shapes supports students in understanding that everything has a shape, and shapes can be categorized and named. Educators encourage students to begin placing like objects together, drawing attention to the characteristics that make an item the same or different. These students also need to explore shapes that are different in size, color, or texture (e.g., long, skinny rectangles; short, fat rectangles; right triangles; isosceles trangles).

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

At this level, educators provide students with opportunities to use shape labels (e.g., circle, square, triangle) to describe (i.e., speech, signs, or symbols) what they see and/or feel. This stage is not about getting the right answer but clarifying understanding. For instance, if the student has a circle and labels it a square, the teacher might respond by saying, "A square is a shape, and squares have straight sides. Look (or feel) that this shape has no straight sides, so it is a circle." Students also need experience with nonexamples (e.g., a circle with a gap in the circumference, a shape that looks similar to a triangle but has curved points, or a rectangle that has curved corners).

Instructional Resources

Released Testlets
See the Guide to Practice Activities and Released Testlets.
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction.

M.EE.4.MD.5 Recognize angles in geometric shapes.
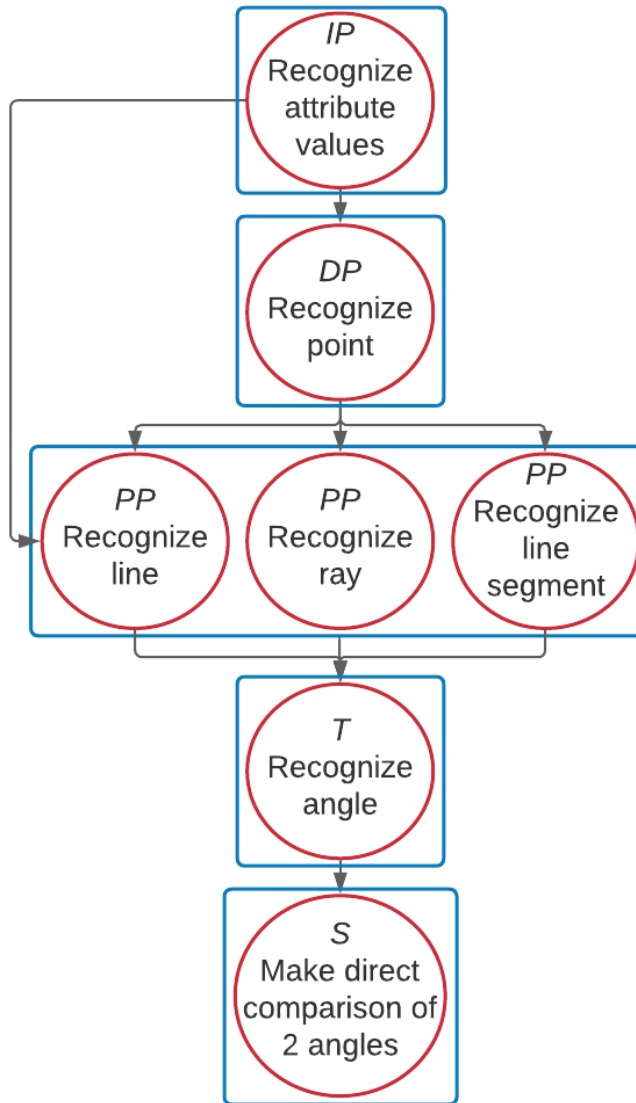
Map Key	
IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
UN	Untested
Boxes indicate tested nodes	