### M.EE.4.MD.5

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| 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 | M.EE.4.MD.5 Recognize angles in geometric shapes | **Initial Precursor**  
- Recognize attribute values  
**Distal Precursor**  
- Recognize point  
**Proximal Precursor**  
- Recognize line  
- Recognize ray  
- Recognize line segment  
**Target**  
- Recognize angle  
**Successor**  
- Make direct comparison of 2 angles |

© 2020 The Dynamic Learning Maps Essential Elements, linkage levels, and nodes are copyrighted by the University of Kansas Center for Research. Linkage levels and nodes are available for use by educators in DLM states but may not be used by commercial entities without written permission. Linkage level information and nodes may not be altered by anyone without express written permission from the University of Kansas Center for Research.
### How is the Initial Precursor related to the Target?

**Initial Precursor:** 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 triangles).

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

**Distal Precursor:** 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 a 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).

---

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.4.MD.5 Recognize angles in geometric shapes