# Essential Element, Linkage Levels, and Mini-Map

## Math: Grade 4

**M.EE.4.NBT.2**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
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</thead>
</table>
| **M.4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons | **M.EE.4.NBT.2** Compare whole numbers to 10 using symbols ($=, <, >$) | **Initial Precursor**  
- Recognize set  
- Recognize separateness  
**Distal Precursor**  
- Count all objects in a set or subset  
- Recognize same number of  
- Recognize different number of  
**Proximal Precursor**  
- Compare 2 quantities up to 10 using models  
**Target**  
- Compare 2 numerals up to 10 using symbols ($=, <, >$)  
**Successor**  
- Order more than 2 one-digit numerals or quantities from greatest to least  
- Compare 2 numerals up to 100 using symbols ($=, <, >$)  
- Order more than 2 one-digit numerals or quantities from least to greatest |

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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>
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<tbody>
<tr>
<td><strong>Initial Precursor:</strong> In order to understand how numbers relate to one another (e.g., &lt;, &gt;, =) students need many opportunities to experience quantities and numerals in context across the school day. Educators provide lessons using a variety of sets. Teach students to recognize when items are grouped together into a set or separated out. As you present a set, label it (e.g., two balls, one bear, three blocks), count the items, label it again, and encourage students to use numerals to label and count the separate sets.</td>
<td><strong>Distal Precursor:</strong> As students gain experience with creating simple sets, counting in context, and developing one-to-one correspondence, educators will introduce comparisons through terms such as same/different, more/less. Continue to count anything and everything across the school day and help students compare amounts.</td>
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</tbody>
</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.4.NBT.2 Compare whole numbers to 10 using symbols ( =, <, >).