### Essential Element, Linkage Levels, and Mini-Map

**Math: Grade 4**  
**M.EE.4.NBT.4**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
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</table>
| M.4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm | M.EE.4.NBT.4 Add and subtract two-digit whole numbers | **Initial Precursor**  
- Recognize subset  
- Recognize set  
- Recognize separateness  

**Distal Precursor**  
- Combine sets  
- Count all objects in a set or subset  
- Partition sets  

**Proximal Precursor**  
- Add within 10  
- Add within 20  
- Subtract within 20  
- Subtract within 10  
- Add within 5  
- Add 1, 2, 3 and/or 4  
- Add 1 and 1  
- Subtract 1 from 2  
- Subtract 1 from up to 5  
- Subtract within 5  

**Target**  
- Add within 100 where all addends are multiple of 10  
- Add within 100  
- Add within 100 with a 2 digit number and a multiple of 10  
- Subtract within 100 where both numbers are multiple of 10  
- Subtract within 100  
- Subtract a multiple of 10 from a 2 digit number within 100  

**Successor**  
- Solve addition word problems within 100  
- Solve subtraction word problems within 100  

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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 add and subtract two-digit whole numbers, students must first learn to organize items into groups/sets based on a common characteristic such as size, color, shape, texture, or flavor. Students learn how to sort items by separating a group of items into two groups (e.g., vehicles and animals). As students gain comfort sorting items into sets, they are encouraged to use their language to convey their thought process by identifying and naming the characteristic that determines the set (e.g., wheels and legs). Activities that require students to engage actively with the items will foster the students' understanding of set, subsets, and separateness (e.g., the game &quot;one of these things is not like the other&quot;; highlighting one characteristics in a group of similar items [e.g., color] by which the items will be grouped; incorporating creating sets into everyday activities [e.g., during cleanup time, students place items into one of two bins based on a designated characteristic]).</td>
<td><strong>Distal Precursor:</strong> As students gain an understanding of how to group items into sets, educators will begin to help students connect their knowledge of sets with their knowledge of counting. Educators will provide multiple experiences counting sets and combining sets using multiple models. The following are examples of models.</td>
</tr>
</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.4 Add and subtract two-digit whole numbers.