# Essential Element, Linkage Levels, and Mini-Map

## Math: Grade 5

### M.EE.5.G.1-4

<table>
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<th>Grade-Level Standard</th>
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| **M.5.G.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond; | **M.EE.5.G.1-4** Sort two-dimensional figures and identify the attributes (angles, number of sides, corners, color) they have in common | **Initial Precursor**  
- Recognize same  
- Recognize different  
**Distal Precursor**  
- Classify same two-dimensional shapes with same size and same orientation  
- Classify same two-dimensional shapes with different size and/or different orientation  
**Proximal Precursor**  
- Describe attributes of shapes | **Target**  
- Analyze shapes to identify common attributes  
**Successor**  
- Explain attribute relationships between shapes |
| **M.5.G.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation; |  |  |
| **M.5.G.3** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category; |  |  |
| **M.5.G.4** Classify two-dimensional figures in a hierarchy based on properties |  |  |
### How is the Initial Precursor related to the Target?

**Initial Precursor:** Being able to analyze shapes requires a student to recognize when basic objects and shapes are the same or different. Work on this understanding by providing students with a shape and naming it (e.g., this is a square [red box]). Then provide multiple examples of the same shape so students can make comparisons (e.g., [yellow box]) focusing student attention on the characteristics that make this a particular shape (e.g., a square has 4 sides that are the same size). As students explore shapes, label them and describe them as “same” or “different.”

NOTE: When presenting the same shape for comparison, do use shapes with different colors, textures, sizes, and orientation so that students understand the attribute that makes it that shape (e.g., 4 sides that are the same size).

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

**Distal Precursor:** As students develop an understanding of same and different shapes, provide opportunities for students to classify or group the same shapes based on the shape size (e.g., this is a big square, this is a little square). As students progress with identifying the size of shapes, the educator can begin to introduce different orientations of the shape.

NOTE: As new attributes (e.g., size and orientation) are introduced, be sure to support the student in remembering that the attribute doesn't change the name of the shape.

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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.5.G.1-4 Sort two-dimensional figures and identify the attributes (angles, number of sides, corners, color) they have in common.