

Mini-Map for M.EE.5.MD.1.b

Subject: Mathematics

Measurement and Data (MD)

Grade: 5

Learning Outcome

DLM Essential Element	Grade-Level Standard
M.EE.5.MD.1.b Use standard units to measure weight and length of objects.	M.5.MD.1.b Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.

Linkage Level Descriptions

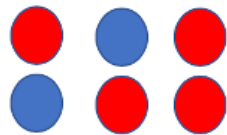
Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Recognize attributes or characteristics of an object, such as color, orientation, length, width, and weight.	Recognize attributes or characteristics of an object that are measurable (e.g., length, weight, time).	Directly compare lengths of two or more objects and order these objects from shortest to longest, or vice versa. Directly compare masses of two or more objects and order these objects from the heaviest to the lightest, or vice versa.	Communicate understanding of using an appropriate tool to measure the length and mass of an object. Measure the length of an object in inches or feet and the mass of an object in pounds or ounces.	Estimate the length of an object in inches or feet. Estimate the mass of an object in ounces or pounds.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

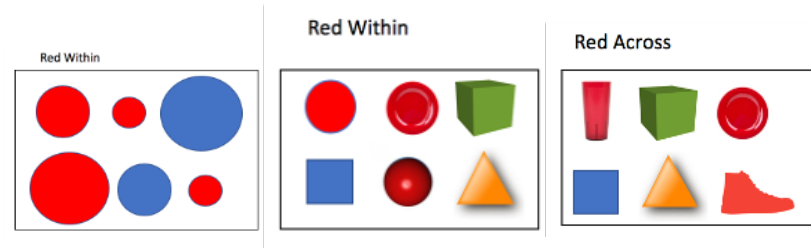
In working toward learning to use standard units to measure for weight and length of objects, students begin by learning to notice the attributes of an object. The educator draws the students' attention to an object or stimulus, labels it, and describes it, and the student observes, feels, or otherwise interacts with it. At this level, students are working on a single attribute within a set (e.g., these fit the category [shape, color, size], these do not).

One Attribute



How is the Distal Precursor related to the Target?

As students' attention to objects develops, educators present a wide variety of attribute materials that can be sorted and classified in different ways (e.g., leaves, seashells, hair color, long/short, size, short/tall, shape, thickness, solids/stripes). Students will work on sorting the materials based on a given rule (e.g., attribute) and with the educator's support, they will begin to create and communicate their own rules for sorting the materials. Additionally, educators should provide opportunities for students to make comparisons within and across materials. Below is an example within and across. Attribute: the color red.



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 .

[Link to Text-Only Map](#)

M.EE.5.MD.1.b Use standard units to measure weight and length of objects.

