### Grade-Level Standard

**M.5.NBT.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models;

**M.5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

### DLM Essential Element

**M.EE.5.NBT.6-7** Illustrate the concept of division using fair and equal shares.

### Linkage Levels

**Initial Precursor**
- Recognize separateness
- Recognize set
- Recognize subset

**Distal Precursor**
- Model equal set
- Recognize equal
- Recognize same number of

**Proximal Precursor**
- Partition sets

**Target**
- Partition sets into equal subsets

**Successor**
- Demonstrate the concept of division
- Explain repeated subtraction

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

**Initial Precursor:** In order to understand the division, students must learn to organize items into groups/sets based on a common characteristic such as size, color, shape, or texture. 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, 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 "concentration" where the cards highlight one characteristic in a group of similar items [e.g., color] by which the items are grouped; incorporating creating sets into everyday activities [e.g., during independent reading, the teacher gives a student a pile of books and asks them to create two sets, helping the student determine the criteria they want to use to sort them, such as books I want to read/books I don't want to read; bugs/dogs; sports/gaming]).

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

**Distal Precursor:** 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 (see below for examples). Educators also need to introduce the concept of equal sets using the students’ background knowledge of same and different.

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A diagram showing the relationship of nodes in the map begins on the next page.

**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.NBT.6-7 Illustrate the concept of division using fair and equal shares.