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

**Math: Grade 5**

**M.EE.5.NF.2**

<table>
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<th>Grade-Level Standard</th>
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| **M.5.NF.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators | **M.EE.5.NF.2** Identify models of thirds (1/3, 2/3, 3/3) and tenths (1/10, 2/10, 3/10, 4/10, 5/10, 6/10, 7/10, 8/10, 9/10, 10/10) | **Initial Precursor**  
- Recognize some  
- Recognize separateness  

**Distal Precursor**  
- Partition any shape into equal parts  

**Proximal Precursor**  
- Recognize one third on an area model  
- Recognize one tenth on an area model  

**Target**  
- Recognize thirds on an area model  
- Recognize tenths on an area model  

**Successor**  
- Recognize proper fractions with an area model  

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

**Initial Precursor:** In order to understand fractions, students start with learning to recognize two or more sets or groups of items. Work on this skill using a variety of sets with 1-4 items. Help students recognize when items are grouped together into a set or separated out. As educators present a set, label it, and then count the items (e.g., two balls, 1, 2) and encourage students to use numbers to label and count the separate sets. Begin working on the quantifier “some” as students are developing an understanding of the quantities 1-4, using the students’ communication system to demonstrate the use of the word “some.”

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

**Distal Precursor:** As students begin to understand labeling and counting small sets (1-4), they begin to use the number sequence and become more adept at tracking individual objects. At this level, instruction should focus on one-to-one correspondence and authentic social encounters like distributing objects (e.g., passing out classroom materials, one per person) to people and aligning objects to available spaces (e.g., one note for parents in each backpack). These skills are the beginning of partitioning sets into equal parts.

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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.NF.2 Identify models of thirds (1/3, 2/3, 3/3) and tenths (1/10, 2/10, 3/10, 4/10, 5/10, 6/10, 7/10, 8/10, 9/10, 10/10)