<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
</tr>
</thead>
</table>
| M.5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane | M.EE.5.OA.3 Identify and extend numerical patterns | Initial Precursor  
- Order objects  
- Classify  
- Contrast objects  
Distal Precursor  
- Recognize patterns  
Proximal Precursor  
- Recognize repeating patterns  
- Recognize the core unit in a repeated pattern  
- Recognize the pattern rule in a growing pattern  
- Recognize growing patterns  
- Recognize symbolic patterns  
- Recognize shrinking patterns  
- Recognize the pattern rule in a shrinking pattern  
Target  
- Extend a symbolic pattern by applying the rule  
Successor  
- Predict an element in a symbolic pattern by applying the rule |
<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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Precursor:</strong> In order to understand and work with patterns, students begin by learning to notice what is new. The educator draws the students' attention to new objects or stimuli, labels them (e.g., “these are two red cubes and two blue cubes,” “you have two fidgets; one is big and one is small but they are both fidgets”) and the student observes, feels, or otherwise interacts with them. Educators encourage students to begin placing like objects together, drawing attention to the characteristics that make an item the same or different.</td>
<td><strong>Distal Precursor:</strong> As students develop their awareness of attributes and putting like objects together, educators will draw the students’ attention to patterns in words, symbols, numbers, images, routines, and the environment, allowing the student to observe, feel, or otherwise interact with the patterns.</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.5.OA.3 Identify and extend numerical patterns.