DYNAMIC LEARNING MAPS®

Mini-Map for M.EE.6.EE.1-2
Subject: Mathematics
Expressions and Equations (EE)
Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
M.EE.6.EE.1-2 Identify equivalent number sentences.	**M.6.EE.1** Write and evaluate numerical expressions involving whole-number exponents. **M.6.EE.2** Write, read, and evaluate expressions in which letters stand for numbers.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Combine two or more sets of objects to form a new set. Compare two or more sets containing objects to communicate whether a set has the same, different, or an equal number of objects than the other set.	Demonstrate understanding of addition by combining the objects of two or more sets, and demonstrate understanding of subtraction by removing some objects from a larger set.	Represent addition or subtraction word problems or models with equations (e.g., 8 marbles + 3 marbles = 11 marbles). Recognize that the unknown quantity in an equation is represented using a symbol or letter (e.g., 5 + b = 8).	Recognize a numerical expression that is equivalent to a given expression (e.g., 3 + 4 + 5 is equivalent to 4 + 3 + 5). Evaluate an equation to be true or false by determining whether the numerical value on both sides of an equation is the same or different (e.g., analyze whether 5 + 7 = 8 + 4).	Recognize equivalent expressions by applying commutative and associative properties of addition (e.g., the expression 5 + 8 is equal to 8 + 5 due to the commutative property of addition).

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Understanding how to evaluate equations and recognize equivalent expressions requires a student to be able to recognize that two or more sets or groups of items exist. Work on this skill using a variety of sets. Help students recognize when items are grouped together into a set or separated out. The educator presents a set, labels it (e.g., two balls, one marker, three CDs), counts the items, labels it again, and encourages students to use numbers to label and count the separate sets. Then, combine the sets, give it a new label, and count the set.

NOTE: Educators can work on the Initial Precursor level using the sets of numbers that students are working with.

How is the Distal Precursor related to the Target?

As students begin to understand labeling and counting small sets, they begin to use the number sequence, and students become more adept at tracking individual objects and can recognize when items are added to a set or when items are taken away. Work on this skill using a variety of sets, labeling and counting the set, and moving items in and out of the set labeling and counting the set again.

NOTE: Educators can work on the Distal Precursor level using the sets of numbers that students working at the Target level are working with.

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.

M.EE.6.EE.1-2 Identify equivalent number sentences.
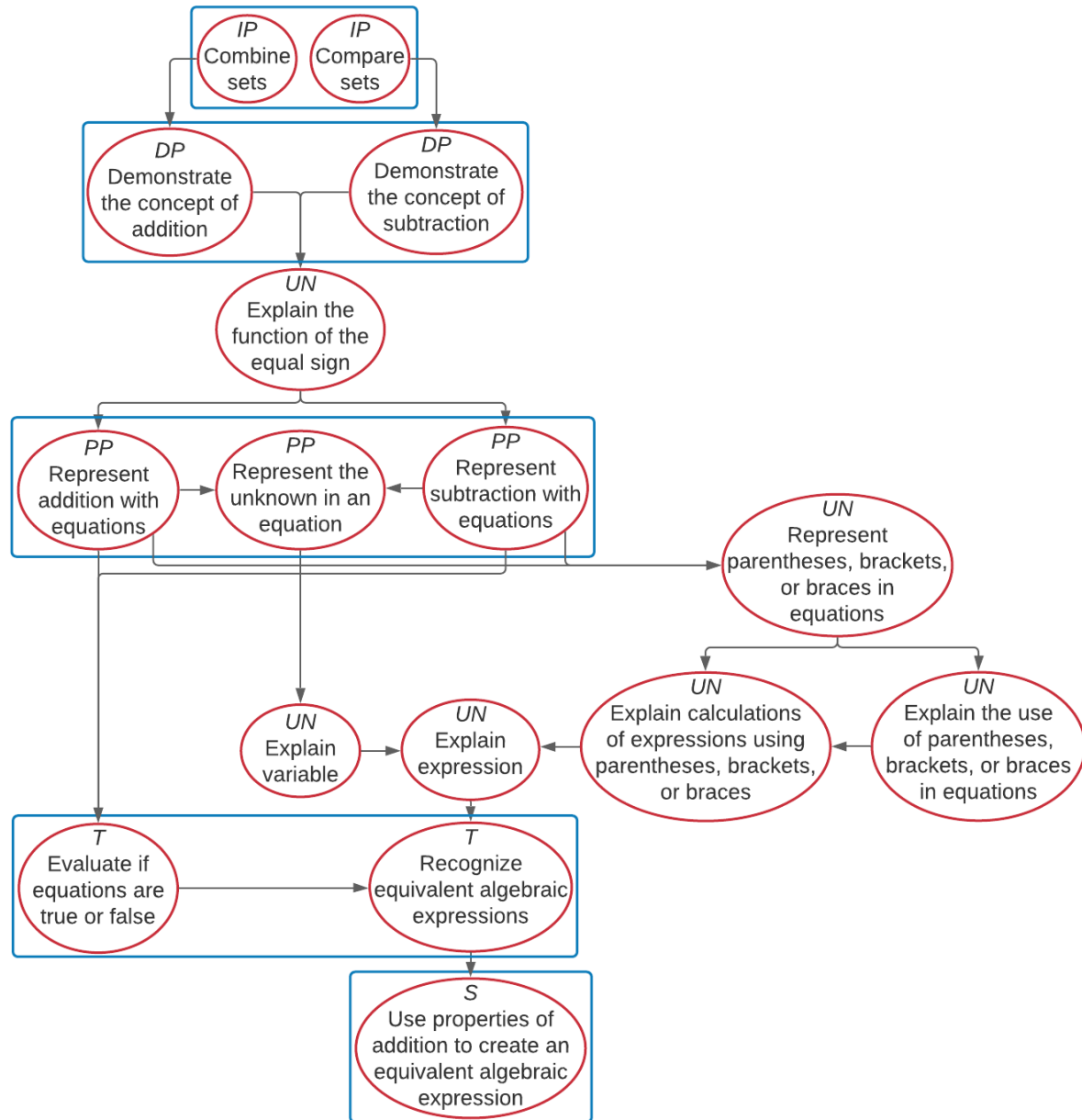
Map Key

IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
UN	Untested

Boxes indicate tested nodes