# Essential Element, Linkage Levels, and Mini-Map

## Math: Grade 6

**M.EE.6.EE.1-2**

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
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</table>
| **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 | **M.EE.6.EE.1-2** Identify equivalent number sentences | **Initial Precursor**  
- Combine sets  
- Compare sets  

**Distal Precursor**  
- Demonstrate the concept of addition  
- Demonstrate the concept of subtraction  

**Proximal Precursor**  
- Represent addition with equations  
- Represent the unknown in an equation  
- Represent subtraction with equations  

**Target**  
- Evaluate if equations are true or false  
- Recognize equivalent algebraic expressions  

**Successor**  
- Use properties of addition to create an equivalent algebraic expression  

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<table>
<thead>
<tr>
<th><strong>How is the Initial Precursor related to the Target?</strong></th>
<th><strong>How is the Distal Precursor related to the Target?</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Initial Precursor:</strong> 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.</td>
<td><strong>Distal Precursor:</strong> 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.</td>
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<tr>
<td>NOTE: Educators can work on the Initial Precursor level using the sets of numbers that students working with.</td>
<td>NOTE: Educators can work on the Distal Precursor level using the sets of numbers that students working at the Target level are working with.</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.6.EE.1-2 Identify equivalent number sentences

- M-23: Demonstrate the concept of addition
- M-140: Demonstrate the concept of subtraction
- M-225: Explain the function of the equal sign
- M-146: Represent addition with equations
- M-1230: Represent the unknown in an equation
- M-145: Represent subtraction with equations
- M-911: Represent parentheses, brackets, or braces in equations
- M-910: Explain the use of parentheses, brackets, or braces in equations
- M-986: Explain calculations of expressions using parentheses, brackets, or braces
- M-229: Evaluate if equations are true or false
- M-1044: Recognize equivalent algebraic expressions
- M-1157: Use properties of addition to create an equivalent algebraic expression