



Mini-Map for M.EE.6.RP.1

Subject: Mathematics

Ratios and Proportional Relationships (RP)

Grade: 6

Learning Outcome

DLM Essential Element	Grade-Level Standard
M.EE.6.RP.1 Demonstrate a simple ratio relationship.	M.6.RP.1 Understand the concept of a ratio, and use ratio language to describe a ratio relationship between two quantities.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<p>Communicate understanding of a unit by recognizing a group of countable objects.</p> <p>Communicate understanding of "wholeness" by recognizing an object that has all the parts joined together.</p> <p>Recognize parts of an object and the whole object.</p>	<p>Recognize two glasses with an equal amount of liquid.</p>	<p>Divide familiar shapes, such as circles, squares, and/or rectangles, into two or more equal parts. Demonstrate understanding of a unit fraction (e.g., $1/4$) as the quantity formed by one part when a whole is partitioned into n (e.g., 4) equal parts.</p> <p>Recognize a fraction as a number expressed as a quotient of two integers in the form a/b, with b not equal to zero.</p>	<p>When shown two groups of objects, one group with one object and another group with multiple objects (e.g., 4), recognize that there are four times as many objects in the second group as in the first group. When shown two groups of objects, one group with one object and another group with multiple objects (e.g., 4), represent a many-to-one ratio of the parts as 1:4 or $1/4$.</p>	<p>When shown two groups of multiple objects (e.g., one group with two objects and another group with three objects), recognize that for every a objects in the first group there are b objects in the second group (e.g., for every two objects in the first group, there are three objects in the second group). When shown two groups of multiple objects, represent a many-to-many ratio of the parts (e.g., 2:3).</p>

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Being able to understand ratios requires a student to recognize a unit and recognize when basic objects are in whole and part forms. Work on this understanding by giving students an opportunity to observe, feel, or otherwise interact with objects and shapes in their whole and part forms. The general goal is to explore the differences between whole units or objects and parts of units or objects. As students explore shapes, label them and describe them as whole or part.

NOTE: Educators can work on the Initial Precursor skills using everyday objects and/or using the shapes that students working at the Target level are representing as a ratio.

How is the Distal Precursor related to the Target?

As students begin to recognize whole objects or shapes and parts of objects or shapes, they can move toward building and taking apart shapes.

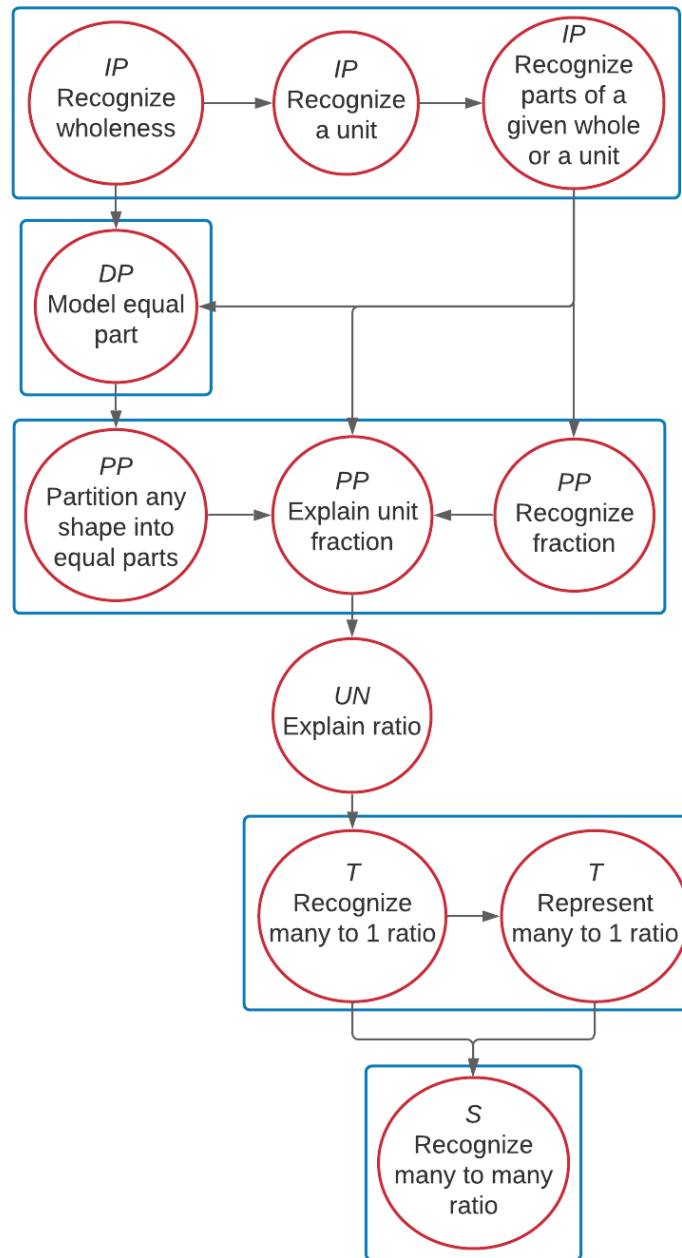
NOTE: Educators can work on the Distal Precursor skills using everyday objects and/or using the shapes that students working at the Target level are representing as a ratio.

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 .

[Link to Text-Only Map](#)

M.EE.6.RP.1 Demonstrate a simple ratio relationship.



Map Key	
IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
UN	Untested
Boxes indicate tested nodes	