

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

### 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.



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

