# Essential Element, Linkage Levels, and Mini-Map
## Math: Grade 7
### M.EE.7.G.1

<table>
<thead>
<tr>
<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
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</table>
| M.7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale | M.EE.7.G.1 Match two similar geometric shapes that are proportional in size and in the same orientation | **Initial Precursor**  
- Attend  
- Notice what is new  
**Distal Precursor**  
- Recognize same  
- Recognize different  
**Proximal Precursor**  
- Match the same two-dimensional shape with same size and same orientation  
- Match the same three-dimensional shapes with same size and same orientation  
**Target**  
- Match the same two-dimensional shape with different sizes and same orientation  
- Match the same three-dimensional shapes with different size and same orientation  
**Successor**  
- Match the same two-dimensional shapes with different size and different orientation  
- Match the same three-dimensional shapes with different size and different orientation |

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<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>
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</thead>
<tbody>
<tr>
<td><strong>Initial Precursor:</strong> In order to match two- and three-dimensional shapes, students must first begin by learning to attend to people and objects when they are present. In the context of this Essential Element, educators should work on attending while interacting with shapes. As students' attention to people, objects, and shapes increases, the educator draws the students' attention to new objects or stimuli, labels them (e.g., “these are two red cubes and two blue cubes,” or &quot;you have two fidgets; one is big and one is small but they are both fidgets&quot;), and the student observes, feels, or otherwise interacts with it. 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> At this level, educators will encourage students to begin placing like objects together, drawing attention to the characteristics that make an item the same or different and using the core vocabulary to demonstrate the words same and different.</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.7.G.1 Match two similar geometric shapes that are proportional in size and in the same orientation.