

# Mini-Map for M.EE.7.NS.2.c-d

Subject: Mathematics The Number System (NS) Grade: 7

# Learning Outcome

DLM Essential Element	Grade-Level Standard
M.EE.7.NS.2.c-d Express a fraction with a denominator of 10 as	M.7.NS.2.c Apply properties of operations as strategies to
a decimal.	multiply and divide rational numbers.
	M.7.NS.2.d Convert a rational number to a decimal using long
	division; know that the decimal form of a rational number
	terminates in 0s or eventually repeats.

# Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Communicate	Recognize a set model	Recognize one-tenth in	Communicate	Communicate
understanding of	that represents a	a set model. Recognize	understanding that a	understanding that the
"separateness" by	whole.	multiple tenths, such as	decimal point is a dot	value of the digit in the
recognizing objects that		two-tenths, five-tenths,	that separates the	tenths place is worth
are not joined together.		or eight-tenths in a set	whole number from the	that many tenths.
Communicate		model.	fractional part of a	Compare two decimals
understanding of a set			number. Represent a	to the tenths place
by recognizing a group			fraction with a	using symbols (i.e., =, <,
of objects sharing an			denominator of 10 as a	>) to show that one is
attribute.			decimal.	greater than, less than,
				or equal to the other.

## Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target? Expressing a fraction as a decimal 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. As educators present a set, they label it (e.g., two balls, one marker, three CDs), count the items, label it again, and encourage students to use numerals to label and count the separate sets. Use tools like the ten-frame to point out whole and parts (e.g., a set of 9 is part of 10).



How is the Distal Precursor related to the Target? As students work toward a greater understanding of sets, educators will provide students with many set models (see below) of fractions using the same unit fraction, either halves, thirds, fourths, or tenths. Students will work on identifying the whole.



## **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.7.NS.2.c-d** Express a fraction with a denominator of 10 as a decimal.



Мар Кеу			
IP	Initial Precursor		
DP	Distal Precursor		
PP	Proximal Precursor		
Т	Target		
S	Successor		
UN	Untested		
<b>Boxes</b> indicate tested nodes			