



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 a decimal.	<p>M.7.NS.2.c Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>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.</p>

Linkage Level Descriptions

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

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

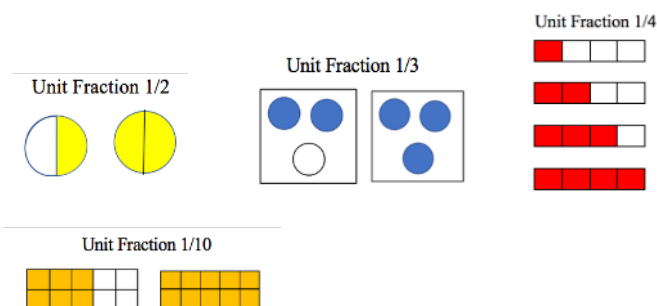
How is the Initial Precursor related to the Target?

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.

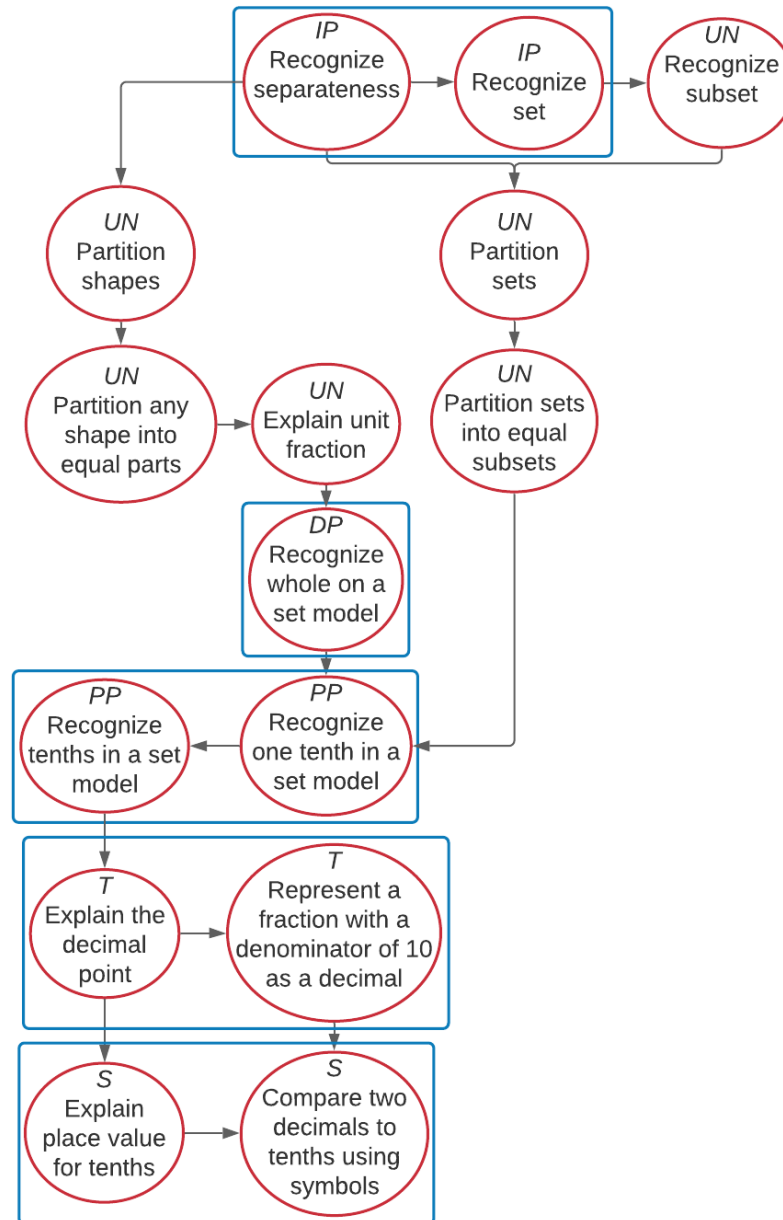


Instructional Resources

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.



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