# M.EE.7.NS.3

**Grade-Level Standard**
M.7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers

**DLM Essential Element**
M.EE.7.NS.3 Compare quantities represented as decimals in real world examples to tenths

**Linkage Levels**

**Initial Precursor**
- Recognize separateness
- Recognize set
- Recognize subset

**Distal Precursor**
- Recognize one tenth in a set model
- Recognize tenths in a set model

**Proximal Precursor**
- Represent a decimal to tenths as a fraction

**Target**
- Compare two decimals to tenths using symbols

**Successor**
- Compare two decimals to hundredths using symbols

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### How is the Initial Precursor related to the Target?

**Initial Precursor:** Adding fractions 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. Educators present a set, 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 row of 5 dots and a row of 4 dots are parts or subsets of 9).

![Diagram of two sets of dots]

### How is the Distal Precursor related to the Target?

**Distal Precursor:** As students begin to understand labeling, counting small sets, and recognizing wholes and parts of objects and sets, use set models to provide a wide variety of sets of 10 to model tenths (e.g., individual shapes to match the fraction: “I have 10 cubes in my bag, 1/10 of them are blue”).

A diagram showing the relationship of nodes in the mini-map appears below.

*Key to map codes in upper right corner of node boxes:*

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>IP</td>
<td>Initial Precursor</td>
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<tr>
<td>DP</td>
<td>Distal Precursor</td>
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![Mini-map diagram with node connections]
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