# Mini-Map for M.EE.7.NS.3

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

## Learning Outcome

| DLM Essential Element | Grade-Level Standard |
|---|---|
| **M.EE.7.NS.3** Compare quantities represented as decimals in real-world examples to tenths. | **M.7.NS.3** Solve real-world and mathematical problems involving the four operations with rational numbers. |

## 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 set by recognizing a group of objects sharing an attribute. Communicate understanding of a subset by recognizing a subset as a set or group of objects within a larger set that share an attribute. | Recognize the set model that represents one-tenth. Recognize the set model that is divided into tenths. | Represent a decimal to tenths (e.g., 5.6) as a fraction (i.e., 56/10). | 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. | Compare two decimals to the hundredths place using symbols (i.e., =, <, >) to show that one is greater than, less than, or equal to the other. |


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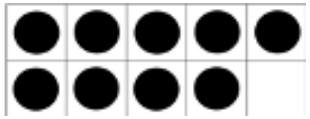
## Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

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

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).



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

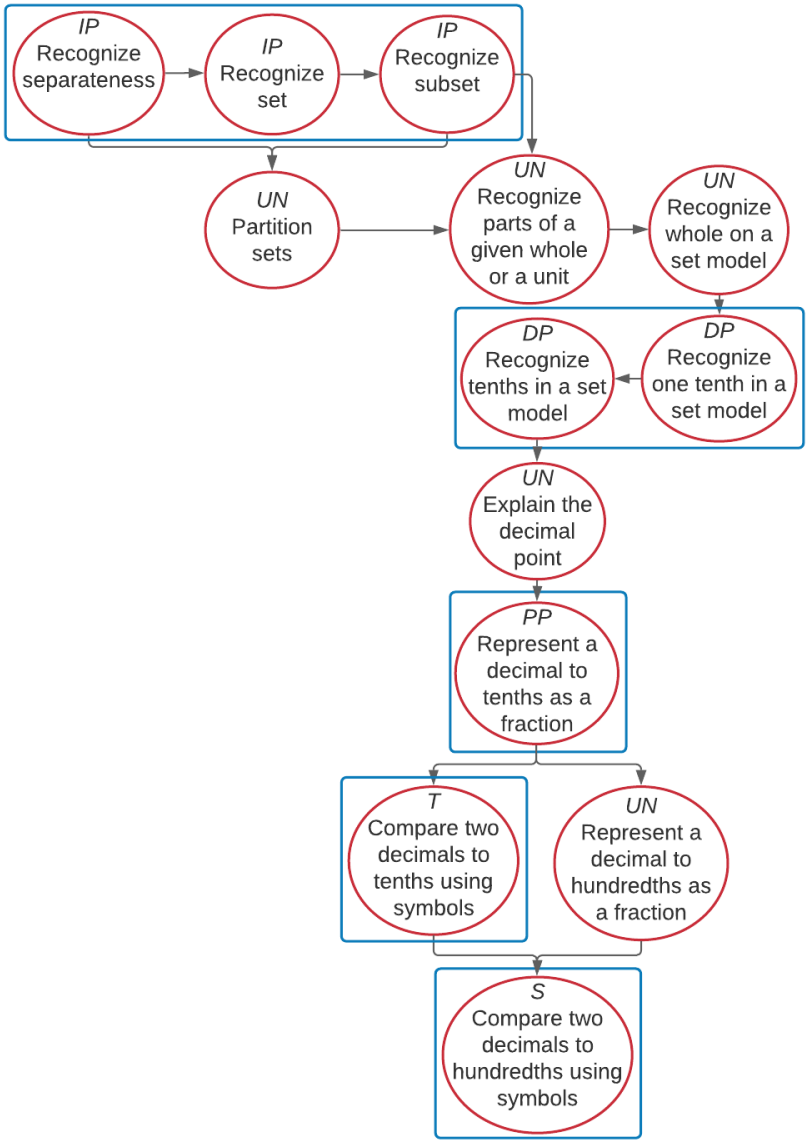
As students begin to understand labeling, counting small sets, and recognizing wholes and parts of objects and sets, use set models to provide a wide variety of sets of 10 to model tenths (e.g., individual shapes to match the fraction: “I have 10 cubes in my bag, 1/10 of them are blue”).

## 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.3** Compare quantities represented as decimals in real-world examples to tenths.




| Map Key | |
|---|---|
| **IP** | Initial Precursor |
| **DP** | Distal Precursor |
| **PP** | Proximal Precursor |
| **T** | Target |
| **S** | Successor |
| **UN** | Untested |

**Boxes** indicate tested nodes