Mini-Map for M.EE.8.EE.7

Subject: Mathematics
Expressions and Equations (EE)
Grade: 8

Learning Outcome

DLM Essential Element	Grade-Level Standard
M.EE.8.EE.7 Solve simple algebraic equations with one variable using addition and subtraction.	**M.8.EE.7** Solve linear equations in one variable.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Combine two or more sets of objects or numbers to form a new set. Split one set into multiple sets grouped together by similar characteristics.	Demonstrate understanding of addition by combining the objects of two or more sets and demonstrate understanding of subtraction by removing some objects from a larger set.	Determine the unknown/missing addend (e.g., $8 + x = 12$) or sum (e.g., $4 + 6 = x$) when given an equation with addition operation and determine the unknown/missing minuend or subtrahend (e.g., $9 - x = 16$) or the difference (e.g., $13 - 5 = x$) when given an equation with subtraction operation.	Solve linear equations involving addition, subtraction, multiplication, or division operations in one variable (e.g., $8.4 + x = 17.56$).	Solve linear inequalities in one variable (e.g., $6 < 8 + x$).

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Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Solving linear equations requires a student to count small units, recognizing 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. The educator presents a set, labels it (e.g., two balls, one marker, three CDs), counts the items, labels it again, and encourages students to use numbers to label and count the separate sets. The general goal is to explore how the set changes when items are separated out (partitioned) or combined.

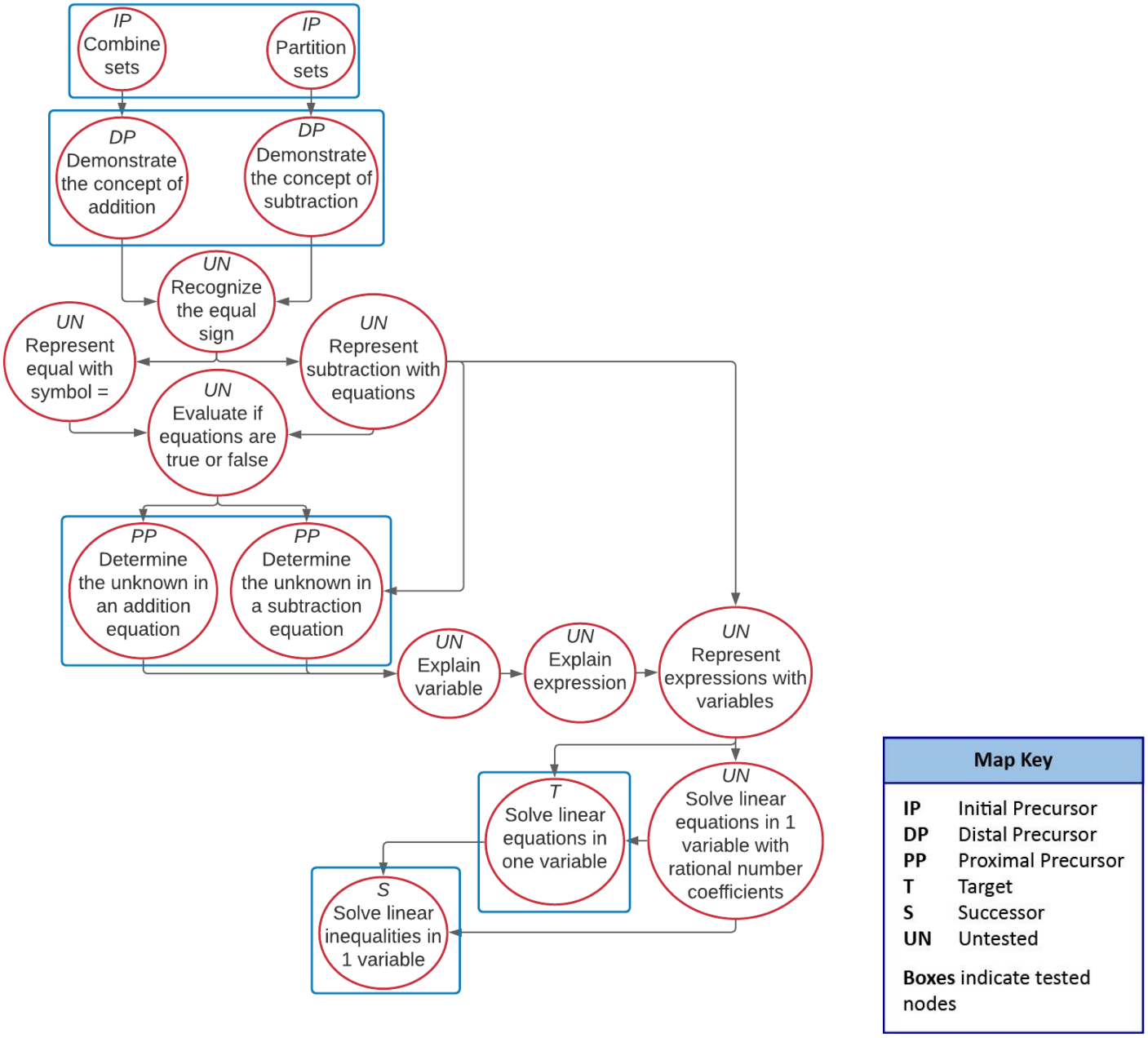
How is the Distal Precursor related to the Target?

As students begin to understand labeling and counting small sets, they begin to use the number sequence and become more adept at tracking individual objects. They can recognize when items are added to a set or when items are taken away. Work on this skill using a variety of sets, labeling and counting the set, and moving items in and out of the set, labeling and counting the set again.

NOTE: Educators can work on the Distal Precursor level using the sets of numbers that students working at the Target level are working with.

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.8.EE.7 Solve simple algebraic equations with one variable using addition and subtraction.