<table>
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<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
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| M.A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression | M.EE.A-SSE.3 Solve simple algebraic equations with one variable using multiplication and division | Initial Precursor  
  - Partition sets  
  - Combine sets  
 Distal Precursor  
  - Demonstrate the concept of division  
  - Demonstrate the concept of multiplication  
 Proximal Precursor  
  - Determine the unknown in a division equation  
  - Determine the unknown in a multiplication equation  
 Target  
  - Solve linear equations in one variable  
  - Solve linear equations in 1 variable with rational number coefficients  
 Successor  
  - Solve linear inequalities in 1 variable |

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<table>
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<th>How is the Initial Precursor related to the Target?</th>
<th>How is the Distal Precursor related to the Target?</th>
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<td><strong>Initial Precursor:</strong> The knowledge needed to represent equations requires students to manipulate sets (i.e., combining and separating or partitioning). Provide students many opportunities to take a set of objects (e.g., tiles, linking cubes, buttons) and separate them based on a given characteristic (e.g., shape, color, size) into two distinct sets, then separate them again based on another characteristic. Guide students to notice how the set size changes each time you combine or partition the sets.</td>
<td><strong>Distal Precursor:</strong> As students' understanding of labeling and counting sets develops, they will begin working on adding items to a set and combining sets to create a new set. Additionally, students will work on developing an understanding of equal shares by actively participating in one-to-one distribution of objects to person (e.g., giving each person in the group two pencils), objects to objects (e.g., given four counters, they would line up four more counters in front of or on top of the first set), and objects to available space (e.g., given three chairs at a table, the student places a cup on the table for each available chair). Students should also experience dividing a whole into equal shares (e.g., having 15 counters and 3 people in the group, give one to each person until there are no more, then count how many each person received).</td>
</tr>
</tbody>
</table>

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

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

- **IP** Initial Precursor
- **SP** Supporting
- **DP** Distal Precursor
- **S** Successor
- **PP** Proximal Precursor
- **UN** Untested
- **T** Target
M.EE.A-SSE.3 Solve simple algebraic equations with one variable using multiplication and division.