<table>
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<th>Grade-Level Standard</th>
<th>DLM Essential Element</th>
<th>Linkage Levels</th>
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<tbody>
<tr>
<td>M.N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays;</td>
<td>M.EE.N-Q.1-3 Express quantities to the appropriate precision of measurement</td>
<td>Initial Precursor</td>
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<tr>
<td>M.N-Q.2 Define appropriate quantities for the purpose of descriptive modeling;</td>
<td></td>
<td>Distal Precursor</td>
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<tr>
<td>M.N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities</td>
<td></td>
<td>Proximal Precursor</td>
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</table>

- Use perceptual subitizing
- Round decimals to any place
- Solve word problems involving multiplication with rational numbers
- Solve word problems involving subtraction with rational numbers
- Solve word problems involving addition with rational numbers

Target
- Express numerical answers with a degree of precision appropriate for the problem context

Successor
- Solve multi-step problems with rational numbers

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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> To express quantities with precision, students first need to know number names, the count sequence, one-to-one correspondence, and have cardinality. These procedures and concepts develop through many experiences in early counting. Perceptual subitizing happens when the student is able to name the amount (1–3 items) without actually counting them. For example when an educator asks the student to get their shoes and asks &quot;How many shoes do you have?&quot; the student would reply &quot;two&quot; without using the count sequence of one, two. This only happens when students have been given many experiences counting small numbers with many different contexts and materials.</td>
<td><strong>Distal Precursor:</strong> As students continue to gain experience in counting, educators will introduce the concept that 10 can be grouped into one unit. Educators will use models that help students perceive a group of 10 and some more (e.g., bundles, ten-frames, number line, arrays, etc.). Teen numbers are an important part of understanding this concept. Additionally, educators provide students experience working with money values (e.g., $2.42, $0.67, $5.94) and learning how to round up to the nearest dollar (e.g., $2.42 rounds to $3.00) or tenths place (e.g., $0.67 rounds to $0.70) or ones place (e.g., $5.94 rounds to $5.95). Students should also have experience with rounding down, but not in the context of money (e.g., 0.73 rounds to 70).</td>
</tr>
</tbody>
</table>

NOTE: Students who are blind will learn to use tactile enumeration for 1–3 items.

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
- **DP** Distal Precursor
- **PP** Proximal Precursor
- **SP** Supporting
- **S** Successor
- **UN** Untested
- **T** Target
Express quantities to the appropriate precision of measurement.

- M-2421: Explain ten as a composition of ten ones
- M-45: Explain place value for ones and tens
- M-972: Explain place value for tenths
- M-973: Explain place value for hundredths
- M-974: Add 2 decimals with digits in the tenths place
- M-975: Subtract 2 decimals with digits in the tenths place
- M-976: Multiply 2 decimals with digits in the tenths place
- M-977: Subtract 2 decimals with digits in the hundredths place
- M-978: Add 2 decimals with digits in the hundredths place
- M-918: Round decimals to any place
- M-1301: Solve word problems involving subtraction with rational numbers
- M-1302: Solve word problems involving multiplication with rational numbers
- M-1274: Solve word problems involving addition with rational numbers
- M-2724: Express numerical answers with a degree of precision appropriate for the problem context
- M-1304: Solve multi-step problems with rational numbers
- M-43: Recognize a unit
- F-27: Use perceptual subitizing