

Vertical Progression:

<p>Kindergarten</p>	<p>K.NBT. A Work with numbers 11–19 to gain foundations for place value.</p> <ul style="list-style-type: none"> ○ K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
<p>1st Grade</p>	<p>1.NBT.C Use place value understanding and properties of operations to add and subtract.</p> <ul style="list-style-type: none"> ○ 1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten ○ 1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. ○ 1.NBT.C.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
<p>2nd Grade</p>	<p>2. NBT.B Use place value understanding and properties of operations to add and subtract.</p> <ul style="list-style-type: none"> ○ 2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. ○ 2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. ○ 2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. ○ 2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. (2.NBT.8) ○ 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.
<p>3rd Grade</p>	<p>3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <ul style="list-style-type: none"> ○ 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Students will demonstrate command of the ELG by:

- Adding and subtracting within 100 using a variety of strategies and models.
- Solving addition problems with up to 4 two-digit numbers using place value strategies and properties of operations.
- Adding and subtracting within 1000 using concrete models or drawings and strategies based on place value and properties of operations.
- Determining the value of a number when 10 or 100 is added or subtracted from it.
- Explaining orally and in writing strategies used to solve addition and subtraction problems.

Vocabulary:

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|---------------------|----------------|------------------------|
| • add/addition | • fact family | • subtract/subtraction |
| • base-ten numerals | • hundreds | • sum |
| • compose | • ones (units) | • tens |
| • decompose | • place value | • three-digit number |
| • difference | • regroup(ing) | • two-digit number |
| • digit | • strategy | |

Sample Instructional/Assessment Tasks:

1) Standard(s): 2.NBT.B.9

Source: Read Tennessee

<http://www.readtennessee.org/sites/www/Uploads/2.NBT.B.9final.pdf>

Item Prompt: Click on link for Task, Explanation/Comments, and Samples of Student Work.

2) Standard(s): 2.NBT.B.7

Source: Read Tennessee

<http://www.readtennessee.org/sites/www/Uploads/2.NBT.B.7final.pdf>

Item Prompt: Click on link for Task, Explanation/Comments, and Samples of Student Work.

3) Standard(s): 2.NBT.B.6

Item Prompt: Solve $75 + 13 + 24$ using two different strategies. Show your work.

Correct Answer: 112

4) Standard(s): 2.NBT.B.8

Item Prompt: Choose a number from 100-900. What would be 10 more (100 more) and 10 less (100 less) than the number?