

TABLE 1

The last component of the four topics, comparing numbers and quantities, shows a progression of comparing numbers of one, two, and three digits to larger multidigit numbers and decimals to thousandths.

CCSSM progression for place-value concepts

Topic/focus	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Decomposing numbers in base ten	<p>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>	<p>1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 1.NBT.B.2.a 10 can be thought of as a bundle of ten ones—called a “ten.” 1.NBT.B.2.b The numbers 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 1.NBT.B.2.c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p>	<p>2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 2.NBT.A.1.a 100 can be thought of as a bundle of ten tens—called a “hundred.” 2.NBT.A.1.b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>		<p>4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p>	<p>5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents ten times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p>

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CCSSM progression for place-value concepts						
Topic/focus	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Reading and writing numbers			2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.	5.NBT.A.3.a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form; e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
Rounding numbers				3.NBT.A.1 Use place value	4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.	5.NBT.A.4 Use place value understanding to round decimals to any place.

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CCSSM progression for place-value concepts						
Topic/focus	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Comparing numbers and quantities in base ten	K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group; e.g., by using matching and counting strategies.	1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.		4.NBT.A.2 Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	5.NBT.A.3.b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
	K.CC.C.7 Compare two numbers between one and ten presented as written numerals.				4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions; e.g., by using a visual model.	