**In the grade level sections**, find the grade band where these content standards belong:

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|  | **Content Standard** | Grade level |
| a. | decompose numbers 10 or less into a sum of two numbers |  |
| b. | solve missing number addition and subtraction problems, like 5=?-3 |  |
| c. | use repeated addition to solve multiplication problems (up to 5x5) |  |
| d. | understand the fraction a/b as a parts of size 1/b |  |
| e. | numbers to 20 |  |
| f. | recognize and generate equivalent fractions |  |
| g. | use symbols for unknown numbers to solve a problem |  |
| h. | solve missing number multiplication and division problems like 15=?x5 |  |
| i. | Interpret division as both partitioning and shares of known sizes |  |
| j. | count on to add |  |
| k. | fluently add and subtract within 100 using place value strategies |  |
| l. | use place value to add and subtract within 100 (2 digit numbers) |  |
| m. |  add and subtract using appropriate strategies within 20 (basic facts) |  |
| n. | Compare fractions with the same numerator or the same denominator by reasoning about their size. |  |
| o. | understand place value (ones and tens) |  |
| p. | understand the relationship between multiplication and division |  |
| q. | understand relationship between addition and subtraction |  |
| r. | understand and use properties of multiplication (commutative, associative, distributive) |  |
| s. | skip count by 5, 10 and 100 |  |
| t. | understand addition as putting together and adding to |  |
| u. | Understand a fraction as a number on the number line |  |
| v. | understand regrouping in addition and subtraction (composing and decomposing 10s and 100s) |  |
| w. | understand subtraction as taking apart and taking from |  |
| x. | fluently add and subtract to 20 (memorized) |  |
| y. | identify and explain patterns in arithmetic |  |
| z. | explain why addition and subtraction strategies work using place value language, and properties of operations |  |
| aa. | counting objects |  |
| bb. | decompose a number using 10's to subtract |  |
| cc. | use the make 10 to add strategy |  |
| dd. | multiply and divide within 100 using efficient strategies and memorization (basic facts) |  |

**In the Standards for Mathematical Practice**:

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| A. | Which standard or standards include the importance of understanding a problem as children work to solve it? |
| B. | Which standard or standards explain(s) what it means to contextualize and decontextualize? Which is a child doing if they write an equation to solve a problem? |
| C. | Which standard or standards address the importance of children listening to and understanding others approaches to solving problems |
| D. | Which standard or standards addresses children learning and creating good ways to represent mathematical problems and relationships? |
| E. | Which standard or standards addresses the importance of children learning to use mathematics to represent problem situations? |
| F. | Which standard or standards discuss(es) making a solution plan, and monitoring problem solving progress?  |