

**Domain: Numbers and Operations in Base Ten
Extended Standards**

Essence of the Standards:

- Place value
 - Decimal place value
 - Rounding decimals
 - Multiply whole numbers
 - Divide whole numbers
 - Decimal operations



Use place value understanding and properties of operations to perform multi-digit arithmetic.

NBT.35.1a Use place value understanding to round multi-digit whole numbers to the nearest 10s or 100s.	NBT.35.1b Identify whether a number is closer to 0 or 10.	NBT.35.1c Identify whether a number is closer to 0 or 10 using a model (e.g., number line or 1s and 10s cubes).
NBT.35.2a Multiply one-digit whole numbers by 10 (e.g., $3 \times 10 = 30$).	NBT.35.2b Multiply one-digit whole numbers by 5.	NBT.35.2c Multiply one-digit whole numbers by 2 using concrete objects.

Generalize place value understanding for multi-digit whole numbers.

NBT.35.3a Decompose multi-digit whole numbers by their place values and expanded form up to 1000 (e.g., 457: 4 hundreds, 5 tens, 7 ones; four hundred fifty-seven; $400 + 50 + 7$).	NBT.35.3b Decompose multi-digit whole numbers by their place values and expanded form using 1s, 10s, and 100s cubes (e.g., 57: 5 tens, 7 ones; fifty-seven; $50 + 7$).	NBT.35.3c Decompose multi-digit whole numbers by their place values and expanded form using 1s, 10s, and 100s up to 100.
NBT.35.4a Translate between multi-digit whole number numerals and words.	NBT.35.4b Translate between two-digit whole number numerals and words.	NBT.35.4c Match two-digit whole number numerals and words to model (e.g., match “25” or the word “twenty-five” to a set of 25 objects or 2 10s and 5 1s cubes).
NBT.35.5a Compare two-digit numbers based on values of the digits in each place, using $>$, $=$, and $<$ symbols (e.g., $56 > 52$; $45 < 56$).	NBT.35.5b Compare two-digit numbers using $>$, $=$, and $<$ symbols and concrete objects.	NBT.35.5c Identify whether a set of objects is “more than,” “less than” or “same as” another set of objects.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

NBT.35.6a Add and subtract within 100 with ease using strategies and algorithms based on place value, the properties of operations, and/or the relationship between addition and subtraction (no calculator).	NBT.35.6b Add and subtract within 50 with ease using strategies and algorithms based on place value, the properties of operations, and/or the relationship between addition and subtraction (the focus is on the use of strategies - (no calculator)).	NBT.35.6c Add and subtract within 20 with ease using strategies and algorithms based on place value, the properties of operations, and/or the relationship between addition and subtraction (no calculator, but could include concrete objects).
NBT.35.7a Multiply multiples of 100 by a one-digit whole number, using strategies based on place value and the properties of operations.	NBT.35.7b Multiply multiples of 10 by a one-digit whole number, using strategies based on place value and the properties of operations.	NBT.35.7c Multiply numbers up to 10 by 1 using concrete objects or models.
NBT.35.8a Divide a whole number of up to two digits by a one-digit whole number using strategies based on place value, the relationship between multiplication and division and the properties of operations (no remainders).	NBT.35.8b Divide multiples of ten by a one-digit whole number using strategies based on place value, relationship between multiplication and division and the properties of operations (no remainders) (e.g., 60 divided by 5 = 12).	NBT.35.8c Determine whether a number is divisible by 2.

Understand the place value system.

NBT.35.9a Decompose multi-digit decimals by their place values (e.g., 3.58 is 3 ones, 5 tenths, and 8 hundredths: *13 out of 100 can be written as 0.13, 13/100 or one dime and three pennies*).

NBT.35.10a Compare two decimal numerals written up to the hundredths place using $>$, $=$ and $<$ symbols.

NBT.35.11a Round decimals in hundredths to the nearest tenths.

NBT.35.9b Match visual or tactile representations of tenths and hundredths to their equivalent decimal numeral (e.g., 13 out of 100 can be written as 0.13, 13/100, or 1 dime and 3 pennies: 10 out of 100 = 0.10 = 1/10 = one dime).

NBT.35.10b Compare two decimal models to the tenths place using $>$, $=$ and $<$ symbols.

NBT.35.11b Round decimals in tenths to the nearest whole number.

NBT.35.9c Match visual or tactile representation of tenths to equivalent decimal numeral (e.g., 1 out of 10 can be written as 0.1 or 1 dime).

NBT.35.10c Compare visual or tactile representations or models of tenths and determine which is “more than” or “same as”.

NBT.35.11c Identify whether a decimal is closer to 0 or 1 using models (e.g., number line or visual representations).

Perform operations with multi-digit whole numbers and with decimals to hundredths.

NBT.35.12a Multiply and divide multi-digit whole numbers up to three-digit whole numbers (e.g., $50 \div 25 = 2$, $125 \div 25 = 5$).

NBT.35.13a Add and subtract decimals to hundredths.

NBT.35.12b Multiply 2-digit by 2-digit whole numbers and divide 2-digit by 1-digit whole numbers. (e.g., $15 \times 10 = 150$).

NBT.35.13b Add and subtract decimals to hundredths using concrete models or drawings.

NBT.35.12c Multiply and divide 2-digit by 1-digit whole numbers using models (e.g., 10 apples shared equally among 5 friends).

NBT.35.13c Add and subtract decimals to tenths using concrete models or drawings.