

Module 3: Place Value, Counting, and Comparison of Numbers to 1,000 (Trimester 1: 25 Days)

Topic A	Forming Base Ten Units of Ten, a Hundred, and a Thousand		2.NBT.1
Topic B	Understanding Place Value Units of One, Ten, and a Hundred		2.NBT.1, 2.NBT.2
Topic C	Three-Digit Numbers in Unit, Standard, Expanded, and Word Forms		2.NBT.1, 2.NBT.2, 2.NBT.3
Topic D	Modeling Base Ten Numbers Within 1,000 with Money		2.NBT.1, 2.NBT.2 , 2.NBT.3, 2.MD.8
Topic E	Modeling Numbers Within 1,000 with Place Value Disks		2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4
ASSESSMENT	2.NBT.1	Reporting Strand: Understands place value with numbers up to 1000	Report Card: 0-4
Topic F	Comparing Two Three-Digit Numbers		2.NBT.4
ASSESSMENT	2.NBT3-4	Reporting Strand: Understands place value with numbers up to 1000	Report Card: 0-4
Topic G	Finding 1, 10, and 100 More or Less Than a Number		2.NBT.2, 2.OA.1, 2.NBT.8
ASSESSMENT	2.NBT.2	Reporting Strand: Understands place value with numbers up to 1000	Report Card: 0-4

2.NBT.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:
 a. 100 can be thought of as a bundle of ten tens—called a “hundred.”
 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).

2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.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.

Reporting Strand: Understands place value with numbers up to 1000

CCSS	4 – Mastery	3- Proficient	2 – Basic	1 – Below Basic	0 – No Evidence
2.NBT.1	<p>Can extend thinking beyond the standard, including tasks that may involve one of the following:</p> <ul style="list-style-type: none"> • Designing • Connecting • Synthesizing • Applying • Justifying • Critiquing • Analyzing • Creating • Proving 	<p>Understands three-digit numbers using place value, including all of the following:</p> <ul style="list-style-type: none"> • 100 is a bundle of ten tens • 11 to 19 are composed of one ten and some ones • 10, 20, 30 etc. refer to one ten, two tens, three tens, etc. • 100, 200, 300 etc. refer to one, two, or three hundreds zero tens and zero ones, etc. 	<p>Understands three-digit numbers using place value, including two of the following:</p> <ul style="list-style-type: none"> • 100 is a bundle of ten tens • 11 to 19 are composed of one ten and some ones • 10, 20, 30 etc. refer to one ten, two tens, three tens, etc. • 100, 200, 300 etc. refer to one, two, or three hundreds zero tens and zero ones, etc. 	<p>Understands three-digit numbers using place value, including one of the following:</p> <ul style="list-style-type: none"> • 100 is a bundle of ten tens • 11 to 19 are composed of one ten and some ones • 10, 20, 30 etc. refer to one ten, two tens, three tens, etc. • 100, 200, 300 etc. refer to one, two, or three hundreds zero tens and zero ones, etc. 	<p>Little evidence of reasoning or application to solve the problem</p> <p>Does not meet the criteria in a level 1</p>
2.NBT.2		<p>Count within 1000 and skip count by all of the following</p> <ul style="list-style-type: none"> • 5s • 10s • 100s 	<p>Count within 1000 and skip count by two of the following</p> <ul style="list-style-type: none"> • 5s • 10s • 100s 	<p>Count within 100 and skip count by all of the following</p> <ul style="list-style-type: none"> • 5s • 10s 	
2.NBT.3		<p>Read and write numbers to 1000 using all of the following:</p> <ul style="list-style-type: none"> • standard form • word form • expanded form 	<p>Read and write numbers to 1000 using two of the following:</p> <ul style="list-style-type: none"> • standard form • word form • expanded form 	<p>Read and write numbers to 1000 using one of the following:</p> <ul style="list-style-type: none"> • standard form • word form • expanded form 	
2.NBT.4		<p>Compares two three-digit numbers with symbols (<, >, =) and words</p>	<p>Compares two three-digit numbers with symbols (<, >, =) or words</p>	<p>Compares two two-digit numbers with symbols (<, >, =) or words</p>	

Entiende valor posicional con números hasta 1000

CCSS	4 – Dominio	3- Apto	2 – Básico	1 – Por debajo de lo Básico	0 – No hay Evidencia
2.NBT.1	<p>Puede pensar más allá del estándar, incluyendo tareas que puedan involucrar uno de los siguientes aspectos:</p> <ul style="list-style-type: none"> • Diseñar • Conectar • Sintetizar • Aplicar • Justificar • Criticar • Analizar • Crear • Demostrar 	<p>Comprende los números de tres dígitos usando valor posicional, incluyendo todo lo siguiente:</p> <ul style="list-style-type: none"> • 100 es un conjunto de diez decenas • 11 a 19 están compuestos de una decena y algunas unidades • 10, 20, 30 etc. se refieren a una decena, dos decenas, tres decenas, etc. • 100, 200, 300 etc. se refieren a una, dos, o tres centenares, cero decenas y cero unidades, etc. 	<p>Comprende los números de tres dígitos usando valor posicional, incluyendo dos de lo siguiente:</p> <ul style="list-style-type: none"> • 100 es un conjunto de diez decenas • 11 a 19 están compuestos de una decena y algunas unidades • 10, 20, 30 etc. se refieren a una decena, dos decenas, tres decenas, etc. • 100, 200, 300 etc. se refieren a una, dos, o tres centenares, cero decenas y cero unidades, etc. 	<p>Comprende los números de tres dígitos usando valor posicional, incluyendo uno de lo siguiente:</p> <ul style="list-style-type: none"> • 100 es un conjunto de diez decenas • 11 a 19 están compuestos de una decena y algunas unidades • 10, 20, 30 etc. se refieren a una decena, dos decenas, tres decenas, etc. • 100, 200, 300 etc. se refieren a una, dos, o tres centenares, cero decenas y cero unidades, etc. 	<p>Hay poca evidencia de razonamiento o aplicación para resolver el problema</p> <p>No reúne los criterios del nivel 1</p>
2.NBT.2		<p>Cuenta hasta 1000 de todas las siguientes maneras:</p> <ul style="list-style-type: none"> • de 5 en 5 • de 10 en 10 • de 100 en 100 	<p>Cuenta hasta 1000 de dos de las siguientes maneras:</p> <ul style="list-style-type: none"> • de 5 en 5 • de 10 en 10 • de 100 en 100 	<p>Cuenta hasta 100 de todas las siguientes maneras:</p> <ul style="list-style-type: none"> • de 5 en 5 • de 10 en 10 	
2.NBT.3		<p>Lee y escribe los números hasta 1000 usando todo lo siguiente:</p> <ul style="list-style-type: none"> • forma estándar • forma escrita • forma desarrollada/expandida 	<p>Lee y escribe los números hasta 1000 usando dos lo siguiente:</p> <ul style="list-style-type: none"> • forma estándar • forma escrita • forma desarrollada/expandida 	<p>Lee y escribe los números hasta 1000 usando uno lo siguiente:</p> <ul style="list-style-type: none"> • forma estándar • forma escrita • forma desarrollada/expandida 	
2.NBT.4		<p>Compara dos números de tres dígitos con (<, >, =) y palabras</p>	<p>Compara dos números de tres dígitos con (<, >, =) o palabras</p>	<p>Compara dos números de dos dígitos con (<, >, =) o palabras</p>	