**Progression of Adding and Subtraction in the Common Core: K-4**

K.OA.2 **Solve addition and subtraction word problems, and add and subtract within10**, e.g., by using objects or drawings to represent the problem.

K.OA.5 **FLUENTLY ADD AND SUBTRACT WITHIN 5.**

K.NBT.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.

1.OA.1 **Use addition and subtraction within 20 to solve word problems** involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.2

1.OA.6 Add and subtract within 20, **DEMONSTRATING FLUENCY FOR ADDITION AND SUBTRACTION WITHIN 10**. Use strategies such as counting on; making ten (e.g.,8+6 =8+2 +4 =10 +4 =14); decomposing a number leading to a ten (e.g.,13 –4 =13 –3 –1 =10 –1 =9); using the relationship between addition and subtraction (e.g., knowing that 8 +4 =12, one knows 12–8 =4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 +6 +1 =12 +1 =13).

1.NBT.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.

2.OA.1 **Use addition and subtraction within 100 to solve one-and two-step word problems** involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions*,* e.g., by using drawings and equations with a symbol for the unknown number to represent the problem*.*

2. NBT.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.6 **Add up to four two-digit numbers** using strategies based on place value and properties of operations.

2.NBT.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.

3.NBT.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.

4.NBT.4 **FLUENTLY ADD AND SUBTRACT MULTI-DIGIT WHOLE NUMBERS**

***USING THE STANDARD ALGORITHM***.