

Using Common Core Standards to Enhance Classroom Instruction and Assessment
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Place Value

Kindergarten

The student will recognize or recall specific vocabulary, such as:

- Add, compose, composition, decompose, decomposition, equation, number, ones, record

The student will perform basic processes, such as:

- Decompose numbers (less than or equal to 10) in more than one way (for example, using objects, drawings) and record using a drawing or equation (K.OA.A.3)
- Find the number that makes 10 when added to any number from one to 10 (for example, using objects or drawings) and record the answer with a drawing or equation (K.OA.A.4)

The student will:

- Compose numbers from 11 to 19 into ten ones and further ones (for example, using objects or drawings) (K.NBT.A.1)
- Decompose numbers from 11 to 19 into ten ones and further ones (for example, using objects or drawings) (K.NBT.A.1)
- Record composition and decompositions using a drawing or equation (K.NBT.A.1)

First Grade

The student will recognize or recall specific vocabulary, such as:

- Amount, compare, digit, less, mentally, more, number, ones, order, tens

The student will perform basic processes, such as:

- Recognize symbols, such as $<$, $>$, and $=$
- Represent the two digits or a two-digit number as amounts of tens and ones (1.NBT.B.2)

The student will:

- Compare and order two-digit numbers based on meanings of tens and ones using $<$, $>$, or $=$ (1.NBT.B.3)
- Given a two digit number, mentally find 10 more or 10 less (1. NBT.C.5)

Second Grade

The student will recognize or recall specific vocabulary, such as:



- Base-ten numeral, compare, count, decompose, digit, expanded form, hundreds, number, number name, ones, skip count, tens

The student will perform basic processes, such as:

- Decompose the three digits of a three digit number into hundreds, tens, and ones (2.NBT.A.1)
- Count within 1,000 (2.NBT.A.2)
- Skip count by 5s, 10s, and 100s (2.NBT.A.2)

The student will:

- Read and write numbers within 1,000 using base-ten numerals, number names, and expanded form (2.NBT.A.3)
- Compare two three-digit numbers based on the meanings of the hundreds, tens, and ones digits using $<$, $>$, and $=$ (2.NBT.A.4)

Third Grade	
	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Nearest, place value, round, whole number <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Use place value understanding to round whole numbers within 1,000 to the nearest 10 and 100 with visual support. <p>The student will:</p> <ul style="list-style-type: none"> • Use place value understanding to round whole numbers within 1,000 to the nearest 10 and 100 (3.NBT.A.1)
Fourth Grade	
	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Base-ten numeral, compare, digit, expanded form, multidigit number, number name, place, place value, round, whole number <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Recognize that in a multidigit whole number, a digit in one place represents ten times what it represents in the place to its right. (4.NBT.A.1) • Read and write multidigit whole numbers using base-ten numerals, number names, and expanded form (4.NBT.A.2) <p>The student will:</p> <ul style="list-style-type: none"> • Compare two multidigit numbers based on meanings of the digits in each place using $<$, $>$, and $=$ (4.NBT.A.3) • Use place value understanding to round multidigit whole numbers to any place (4.NBT.A.3)