### Learning Progressions for the Common Core State Standards Operations and Algebraic Thinking

<table>
<thead>
<tr>
<th>In Grade 1, children</th>
<th>In Grade 2, children will</th>
<th>In Grade 3, children will</th>
</tr>
</thead>
<tbody>
<tr>
<td>• use Level 2 (Counting On) and Level 3 (Convert to an Easier Problem) methods for addition and subtraction.</td>
<td>• become fluent in single-digit additions and the related subtractions using the mental Level 2 and Level 3 strategies as needed.</td>
<td>• solve two-step problems involving all four operations.</td>
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<tr>
<td>• work with all addition and subtraction problem subtypes but need not master these four.</td>
<td>• master all addition and subtraction problem subtypes and solve one-step and two-step problems.</td>
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</tbody>
</table>
|   ▶ *Add To* (Start Unknown),  
   ▶ *Take From* (Start Unknown)  
   ▶ *Compare* with Bigger Unknown using “fewer” language  
   ▶ *Compare* with Smaller Unknown using “more” language | | |

### Content Standards Across the Grades

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
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</thead>
</table>
| • Add and subtract within 20, demonstrating fluency within 10.  
  [CC.2.OA.2]  
  • Explain why addition and subtraction strategies work, using place value and the properties of operations.  
  [CC.2.NBT.9]  
  • Determine whether a group of objects (up to 20) has an odd or even number of members and write an equation to express an even number as the sum of two equal addends.  
  [CC.2.OA.3]  
  • Add three or four 1-digit addends, making 1 or 2 new tens.  
  [CC.2.OA.2, CC.2.NBT.5, CC.2.NBT.6]  
  • Solve one- and two-step word problems by using drawings and equations.  
  [CC.2.OA.1, CC.2.OA.2] | • Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity.  
  [CC.3.OA.8]  
  • Identify arithmetic patterns (including patterns in the addition table) and explain them using properties of operations.  
  [CC.3.OA.9] |