

## Mini-Map for M.EE.3.NBT.2

Subject: Mathematics

Number and Operations in Base Ten (NBT)

Grade: 3

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>M.EE.3.NBT.2</b> Demonstrate understanding of place value to tens.	<b>M.3.NBT.2</b> 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.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Communicate understanding of "separateness" by recognizing objects that are not joined together. Communicate understanding of a set by recognizing a group of objects sharing an attribute.	Recognize ten as a group of 10 individual objects or 10 ones.	Recognize a group of 20 or more objects as multiple sets of 10 and remaining ones. Demonstrate understanding of tens and ones and use that understanding to represent a given number (e.g., count objects to assemble sets of 10 and a set of remaining ones to reach a given number).	Understand the value of each digit in a numeral. That is, the digit in the tens place is formed by grouping objects by tens, and the digit in the ones place is composed of individual objects.	Use place value understanding to round numbers to the nearest 10. The digit in the tens place is rounded up if the digit in the ones place equals five or more (e.g., 47 is rounded up to 50). If the digit in the ones place is less than five, the number is rounded down (e.g., 62 is rounded down to 60). Communicate understanding of the value of 100 as 100 ones, 10 tens, or 1 group of 100.

## Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

### *How is the Initial Precursor related to the Target?*

Understanding place value starts with students working on early counting skills. Educators demonstrate and provide explicit lessons on the conceptual and procedural knowledge of number names, number sequence, one-to-one correspondence, cardinality, abstraction principle, and order irrelevance principle all within a context of counting concrete, pictorial, and numeral representations. Educators will support students by counting anything and everything, helping them to notice when things are grouped together and when they are separate.

### *How is the Distal Precursor related to the Target?*

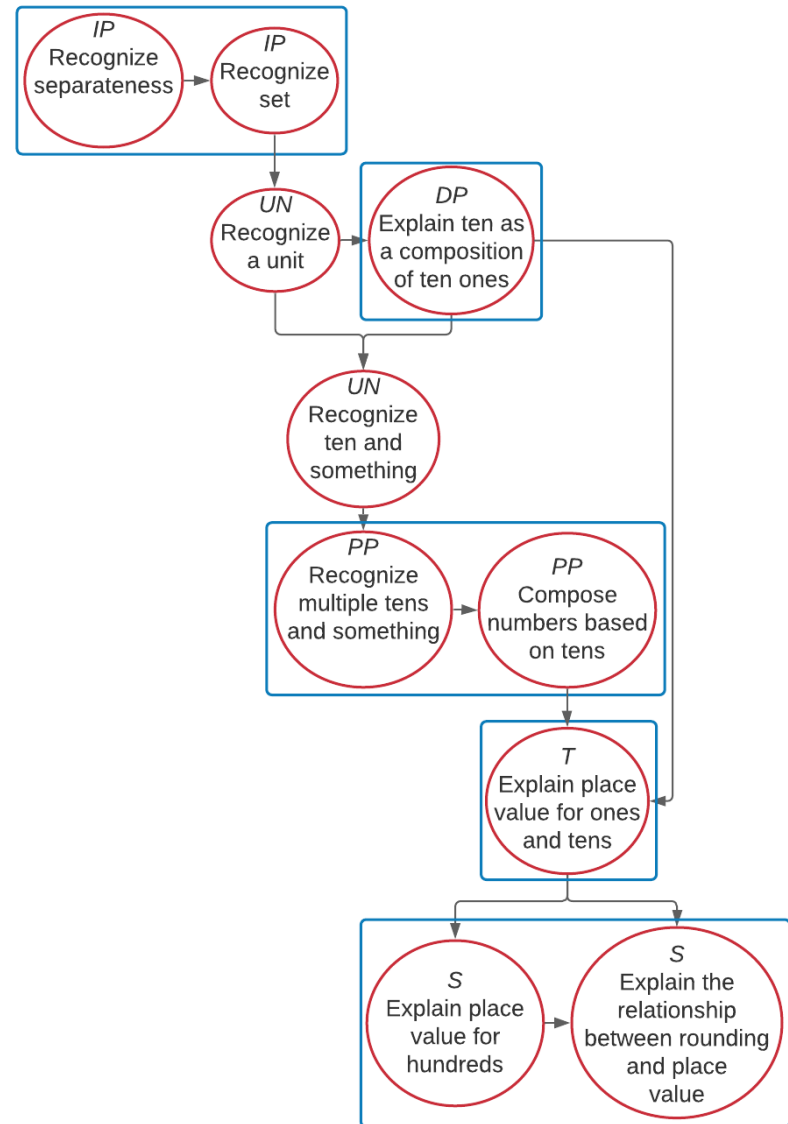
At this level, students are provided lessons on recognizing equivalence in sets with same items and then with different items. Educators will also have students compare sets and make basic ordinal judgments (e.g., a set has more and fewer disks than the comparison set) using models (e.g., ten-frame, number line, arrays) of ten as the benchmark for which these comparisons are made.

## Instructional Resources

Released Testlets
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .
Using Untested (UN) Nodes
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .

## [Link to Text-Only Map](#)

**M.EE.3.NBT.2** Demonstrate understanding of place value to tens.



Map Key	
<b>IP</b>	Initial Precursor
<b>DP</b>	Distal Precursor
<b>PP</b>	Proximal Precursor
<b>T</b>	Target
<b>S</b>	Successor
<b>UN</b>	Untested
<b>Boxes</b> indicate tested nodes	