



## Level 3 Concepts

Compare two-digit numbers using the symbols  $<$ ,  $>$ , and  $=$ .

Complete counting sequences for numerals 11–15.

Complete counting sequences for numerals 16–20.

Complete counting sequences for numerals 6–10.

Compose numbers up to 10.

Compose numbers up to 20.

Count backward from 10 to 1.

Count backward from 10 to 1, starting from any number.

Count backward from 20 to 11.

Count backward from 20 to 11, starting from any number.

Count backward from 5 to 1.

Count base ten blocks representing a two-digit number.

Count forward by ones from 21 to 60.

Count forward by ones from 61 to 100.

Count from 1–10.

Count from 11–20.

Count from 11–20 from any number.

Count on to find the total (up to 10).

Count on to find the total (up to 20).

Count the objects in two groups to find the total (up to 10).

Count to 10 from any number.

Count up to 1–5 objects using one-to-one correspondences and cardinality.

Count up to 10 objects using one-to-one correspondences and cardinality.

Count up to 20 objects using one-to-one correspondences and cardinality.

Count up to 6–10 objects using one-to-one correspondences and cardinality.

Demonstrate one-to-one correspondence and cardinality when counting 11–15 objects.

Demonstrate one-to-one correspondence and cardinality when counting 16–20 objects.

Find numbers on a hundred chart by counting forward across rows and columns.

Find numbers on a hundred chart by counting forward and backward in a column.

Find numbers on a hundred chart by counting forward and backward in a row.

Find the missing part of a number family when given the other part and the whole.

Find the missing whole in a number family when given two parts.

Generate all of the combinations of a number family when given the whole.

Generate the addition and subtraction facts for fact families represented by number bonds.

Generate the addition and subtraction facts for fact families represented by number families.

Generate the addition and subtraction facts for fact families represented by proportional blocks.

Identify the digit in the hundreds, tens, or ones place in a three-digit number.

Identify the digit in the tens or ones place of a two-digit number.

Identify the numerals 10–100.

Identify the numerals 20, 30, 40, 50, 60, 70, 80, 90, and 100.

Identify the numerals 21–29.

Identify the numerals 30–49.

Identify the numerals 50–100.

Identify the value of a digit in a three-digit number.

Identify the value of a digit in a two-digit number.

Recall addition facts with a sum of 10 quickly and accurately.

Recall doubles addition facts quickly and accurately.

Recall doubles subtraction facts quickly and accurately.

Recall doubles-plus-one addition facts quickly and accurately.

Recall doubles-plus-one subtraction facts quickly and accurately.

Recognize the numerals 1–5.

Recognize the numerals 11–15.

Recognize the numerals 16–20.

Recognize the numerals 6–10.

Represent a subtraction number sentence (with a difference less than 10) with objects.

Represent addition facts that are doubles.

Represent addition facts that are near-doubles (doubles plus one).

Represent addition facts that equal 10.

Represent an addition number sentence (with a sum less than 10) with objects.

Represent two-digit numbers with base ten blocks.

Take away a quantity of objects from a larger quantity of objects (1 to 10) to find the amount left.



## Level 3 Concepts (continued)

Use a number line to add a one-digit number to a two-digit number (within 50).

Use a number line to subtract a one-digit number from a two-digit number (within 50).

Use base ten blocks to represent two-digit numbers in two different ways.

Use the symbols  $<$ ,  $>$ , and  $=$  to compare two numerals within 20.

Write a subtraction number sentence (with a difference less than 10) to represent a situation.

Write an addition number sentence (with a sum less than 10) to represent a situation.