

PARCC PARCC K-2 Mathematics Evidence Statements

This document contains the PARCC K-2 Mathematics Evidence Statements which were developed in collaboration of PARCC content experts, educators from PARCC states, and the Education Development Center. The K-2 Evidence Statements were created to guide the development of the K-2 performance tasks.

The primary source in determining the standards that would be the focus of the K-2 performance tasks was the K-2 PARCC Model Content Frameworks (MCF). The MCF were used to identify the most critical content in K-2; thus the standards contained in the Major Clusters. Many of these standards are also referenced in the *Fluency Expectations or Examples of Culminating Standards* and/or *Opportunities For In-Depth Focus* sections of the MCF.

The K-2 performance tasks were developed to focus on one of the standards listed in this document. Although the tasks focus on one standard, most of the tasks incorporate other content standards. The Standards for Mathematical Practice also play a major role in the K-2 tasks as each task is aligned to the most prominent math practices. It should also be noted that there are more standards in this document than there are tasks. As such, some of these standards are not the focus of a performance task.

Finally, most of the standards listed in this document are exact matches to the CCSS. With each standard, clarifications and other information were cited to ensure tasks were developed to measure the intent of the standard. There are a few instances in this document where the standards were split into parts due to the depth and/or breadth of the standard.

Kindergarten

K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
i) Tasks may have a context. ii) Tasks should include a range of counting exercises to answer “how many” objects in different arrangements progressing to the more difficult action of counting out a given number of objects. iii) Interviews (individual or small group) should target students’ abilities to meet this evidence statement.	MP.7	Count to tell the number of objects.

K.OA.A.5 Fluently add and subtract within 5.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
i) Tasks should provide students opportunities to demonstrate fluency for addition and subtraction within 5 and to apply different solution methods. ii) Interviews (individual or small group) should target students’ abilities to meet this evidence statement.	MP.5, MP.7	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



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K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
<p>i) Tasks should include the following problem situations: “Add To” and “Take From” – Result Unknown Problems, and “Put Together/Take Apart” – Total Unknown and Both Addends Unknown Problems (for more information see CCSS Table 1, p. 88 and OA Progression, p. 9.)</p> <p>ii) Interviews (individual or small group) are used to assess mastery of different problem types.</p>	MP.1, MP.4	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
<p>i) Tasks may have a context.</p> <p>ii) Tasks should include a range of activities that focus on decomposing numbers less than or equal to 10 into pairs in more than one way.</p> <p>iii) Tasks require students to record their thinking with a drawing or equation.</p> <p>iv) Interviews (individual or small group) should target students' abilities to meet this evidence statement.</p>	MP.1, MP.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
<p>i) Tasks may have a context.</p> <p>ii) Tasks should focus on students' understanding of making 10 and representing their thinking.</p> <p>iii) Interviews (individual or small group) should target students' abilities to meet this evidence statement.</p>	MP.1, MP.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



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K.NBT.A.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.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
i) Tasks should focus on the understanding of numbers from 11 to 19 as composed of ten “ones” and some additional number of “ones.” ii) Tasks should require students to record their thinking with a drawing or equation. iii) Interviews (individual or small group) should target this understanding of composing and decomposing the teen numbers into ten “ones” and some additional number of “ones.”	MP.7, MP.8	Work with numbers 11-19 to gain foundations for place value.

Grade 1

1.OA.A.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 unknown in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
i) Tasks should include all problem situations and all of their subtypes and language variants. Mastery is expected in “Add To” and “Take From” - Result and Change Unknown Problems, “Put Together/Take Apart” Problems, “Compare” – Difference Unknown, Bigger Unknown (more version) and Smaller Unknown (fewer version) Problems (for more information see CCSS Table 1, p. 88 and OA Progression, p. 9.) ii) Interviews (individual or small group) are used to assess mastery of different problem types.	MP.1, MP.4	Represent and solve problems involving addition and subtraction.

1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
i) Interviews (individual or small group) should target students' ability to solve word problems with 3 addends.	MP.1, MP.4	Represent and solve problems involving addition and subtraction.



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- 1.OA.B.3 Apply properties of operations as strategies to add and subtract. Examples: if $8+3 = 11$ is known, then $3+8 = 11$ is also known (Commutative property of addition). To add $2+6+4$, the second two numbers can be added to make a ten, so $2+6+4 = 2+10 = 12$ (Associative property of addition).

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
<ul style="list-style-type: none"> i) Tasks should not expect students to know the names of the properties. ii) Interviews (individual or small group) should target students' application of properties of operations to add and subtract. 	MP.7, MP.8	Understand and apply properties of operations and the relationship between addition and subtraction.

- 1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8-1$, $5+2=2+5$, $4+1=5+2$.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
<ul style="list-style-type: none"> i) Interviews (individual or small group) should target students' understanding of the equal sign. 	MP.7, MP.8	Work with addition and subtraction equations.

- 1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8+?=11$, $5=?-3$, $6+6=?$.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
<ul style="list-style-type: none"> i) Interviews (individual or small group) should target students' thinking strategies for determining the unknown in an addition or subtraction equation relating 3 whole numbers. Thinking strategies expected in Grade 1 (Level 2 and 3) are defined in 1.OA.6 and in OA Progression (p. 14-17.) 	MP.7, MP.8	Work with addition and subtraction equations.



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1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.

Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
1.NBT.2-1	Understand that the two digits of a two-digit number represent amounts of tens and ones.	<ul style="list-style-type: none"> i) Tasks should focus on the understanding of two-digit numbers as some number of “tens” and some number of “ones.” ii) Interviews (individual or small group) should target this understanding. 	MP.7, MP.8	Understand place value.
1.NBT.2-2	Understand that 10 can be thought of as a bundle of ten ones — called a “ten.”	<ul style="list-style-type: none"> i) Tasks should focus on the understanding of ten “ones” as a unit of one “ten.” ii) Interviews (individual or small group) should target this understanding. 	MP.7, MP.8	Understand place value.
1.NBT.2-3	Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	<ul style="list-style-type: none"> i) Tasks should focus on the understanding of numbers from 11 to 19 as composed of one “ten” and some number of “ones.” ii) Interview (individual or small group) should target this understanding. 	MP.7, MP.8	Understand place value.
1.NBT.2-4	Understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	<ul style="list-style-type: none"> i) Tasks should focus on the understanding of decade numbers as composed of some number of “tens” and 0 “ones.” ii) Interviews (individual or small group) should target this understanding. 	MP.7, MP.8	Understand place value.

1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$ and $<$.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
<ul style="list-style-type: none"> i) Tasks should focus on the understanding that the digit in the “tens” place is more important for determining the size of a two-digit number. ii) Interviews (individual or small group) should target this understanding 	MP.1, MP.2	Understand place value.



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1.NBT.C.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.

Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
1.NBT.4-1	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.	<ul style="list-style-type: none"> i) Tasks should focus on the connections among the students' concrete models/drawings, written numerical work, and explanations in terms of strategies/reasoning. ii) Interviews (individual or small group) should target these connections 	MP.3, MP.7	Use place value understanding and properties of operations to add and subtract.
1.NBT.4-2	Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	<ul style="list-style-type: none"> i) Tasks should focus on the general method of adding tens and ones separately for finding the sum of any two-digit numbers. Composing a ten must be included in the range of tasks. ii) Interviews (individual or small group or small group) should target understanding of this general method. 	MP.7, MP.8	Use place value understanding and properties of operations to add and subtract.

1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
<ul style="list-style-type: none"> i) Tasks should target not only the mental calculation but the reasoning used by the student. For example, students may explain their reasoning by saying that they have one more or one less ten than before. Drawings and layered cards can be used to connect with place value and can be used in the explanation. ii) Interviews (individual or small group) should target both the mental calculation and reasoning. 	MP3, MP.7	Use place value understanding and properties of operations to add and subtract.



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- 1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
<p>i) Tasks should focus on the connections among the computation, strategies used and the explanation of the reasoning. For example, students may explain their reasoning by representing $70 - 30$ with base ten blocks. They may demonstrate and say that 7 tens minus 3 tens is equal to 4 tens using the blocks. Students may also use the relationship between addition and subtraction when they view $70 - 30$ as an unknown addend addition problem and say that $30 + ? = 70$. They reason that 4 tens must be added to 30 to make 70 so $70 - 30 = 40$.</p> <p>ii) Interviews (individual or small group) should target the connections among the computation, strategies, and reasoning.</p>	MP.3, MP.7	Use place value understanding and properties of operations to add and subtract.

- 1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
<p>i) Tasks should allow students to measure by laying physical units end-to-end. If students make procedural errors in measuring, they can be asked to tell in a precise way what the problem is, why it leads to incorrect measurements and how to fix it and measure more accurately.</p> <p>ii) Tasks should be written to include either standard or nonstandard units of measurement (e.g., inch cubes, centimeter cubes, standard rulers, or objects that are uniform in length such as paper clips, counters, toothpicks, pennies, links, or snap beads.)</p> <p>iii) Interviews (individual or small group) should target the actual measuring and the understanding that the length measurement of an object is the number of same-size length units that span the object with no gaps or overlaps.</p>	MP.6, MP.8	Measure lengths indirectly and by iterating length units.

Grade 2

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.

Grade 3 Evidence

Statement 3.D.2

Released Items with

Content Scope of

2.OA.A, 2.OA.B, 2.NBT
and/or 2.MD.B

[2015 PBA Item 16](#)

[Paper Practice Test,
Unit 1 Item 4 \(2.OA.1\)](#)

[2017 Item #5](#)

Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
2.OA.1-1	Use addition and subtraction within 100 to solve one- 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.	<ul style="list-style-type: none"> i) All problem situations and all of their subtypes and language variants are included but 40% of tasks should include the most difficult problem subtypes and language variants. ii) Addition and subtraction is emphasized beyond 20 but within 100 iii) For more information see CCSS Table 1, p. 88 and the OA Progression. 	MP.1, MP.4	Represent and solve problems involving addition and subtraction.
2.OA.1-2	Use addition and subtraction within 100 to solve 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.	<ul style="list-style-type: none"> i) The majority of problems (75%) involve single-digit addends. ii) The most difficult problem subtypes and language variants should not be included in these problems. iii) For more information see CCSS Table 1, p. 88 and the OA Progression. 	MP.1, MP.4	Represent and solve problems involving addition and subtraction.

2.OA.2

Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
<ul style="list-style-type: none"> i) Tasks do not have a context. ii) Only the answer is required (strategies, representations, etc. are not assessed here). iii) Tasks require fluent (fast and accurate) finding of sums and related differences. 		Add and subtract within 20.



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2.NBT.1

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

- a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
- b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

Grade 3 Evidence Statement 3.C.4-7 Released Items with Content Scope of 2.NBT

[2015 PBA Item 14](#)

[Paper Test, Unit 4 Item 33 \(2.NBT.1 & 2.NBT.4\)](#)

[2016 Item #33](#)

[2017 Item #27](#)

Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
2.NBT.1a	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 100 can be thought of as a bundle of ten tens — called a “hundred.”	Tasks have “thin context” or no context.	MP.7, MP.8	Understand place value.
2.NBT.1b	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	Tasks have “thin context” or no context.	MP.7, MP.8	Understand place value.

2.NBT.2

Count within 1000; skip-count by 5s, 10s, and 100s.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
i) Skip-counting may start at any multiple of 5, 10 or 100 within 1000.	MP.7, MP.8	Understand place value.



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2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
i) At least 75% of the tasks involve a 3-digit number.	MP.7, MP.8	Understand place value.

2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
i) Tasks do not have a context. ii) Only the answer is required (strategies, representations, etc. are not assessed here).	MP.7, MP.8	Understand place value.

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.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
i) Tasks do not have a context. ii) Sums and differences beyond 20 but within 100 should be emphasized in 75% of the tasks. iii) Only the answer is required (strategies, representations, etc. are not assessed here).		Use place value understanding and properties of operations to add and subtract.

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

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
i) Tasks do not have a context. ii) Only the answer is required (strategies, representations, etc. are not assessed here).	MP.7, MP.8	Use place value understanding and properties of operations to add and subtract.



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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.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
<ul style="list-style-type: none"> i) Emphasis is on adding and subtracting hundreds. ii) Tasks do not have a context. 	MP.7, MP.8	Use place value understanding and properties of operations to add and subtract.

2.NBT.8

Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
Tasks have "thin context" or no context.	MP.7, MP.8	Use place value understanding and properties of operations to add and subtract.

2.MD.1

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
<ul style="list-style-type: none"> i) Length may be measured in whole units within the same measurement system using metric or U.S. customary. ii) Units are limited to those found in 2.MD.3. 	MP.5	Measure and estimate lengths in standard units.

2.MD.2

Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
<ul style="list-style-type: none"> i) Tasks should be limited to whole units within the same measurement system. ii) Units are limited to those found in 2.MD.3 iii) Example: Student measures the length of a table in inches and in feet and notes that the number of feet is less than the number of inches because an inch is smaller than a foot. Therefore, it takes more inch units than foot units to measure the table's length. 	MP.5	Measure and estimate lengths in standard units.



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2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
i) Rulers are not used to estimate.	MP.5, MP.6	Measure and estimate lengths in standard units.

2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
i) Length may be measured in whole units within the same measurement system using metric or U.S. customary. ii) Units are limited to those in 2.MD.3.	MP.5, MP.6	Measure and estimate lengths in standard units.

2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
i) Tasks may include measurements in whole units within the same measurement system using metric or U.S. customary. ii) Problems may be one or two-step. iii) For one-step problems, all problem situations and all of their subtypes and language variants may be included but 50% of tasks should include the most difficult problem subtypes and language variants. iv) For two-step problems, the most difficult problem subtypes and language variants should not be included. The majority of the two-step problems involve single-digit addends. v) Subtraction and addition are emphasized beyond 20 but within 100. At least 75% of the tasks must focus on addition and subtraction greater than 20. * For more information see CCSS Table 1, p. 88 and the OA Progression.	MP.1, MP.2, MP.4	Relate addition and subtraction to length.



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2.MD.6

Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices	CCSSM cluster heading
2.MD.6-1	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ...		MP.5, MP.6	Relate addition and subtraction to length.
2.MD.6-2	Represent whole-number sums and differences within 100 on a number line diagram.	i) Subtraction and addition are emphasized beyond 20 but within 100. At least 75% of the tasks must focus on addition and subtraction greater than 20.	MP.5	Relate addition and subtraction to length.