

Grade Two HLC Progressions

Additive Reasoning

Grade Two HLC

Add and subtract numbers accurately, flexibly, efficiently, and strategically within 1,000 using place value understanding (in context, across multiple problem situations, and in equations) (NO standard algorithm)

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Students must use models to build understanding of the HLC and interact with a variety of contexts.

Rote Oral Count Sequence (rote counting from 1; rote counting from any start number)

Teachers need to purposefully choose a variety of number ranges including opportunities to practice teen numbers, crossing decades, and centuries. This information is often best collected in student interviews checking on clusters of 5 numbers at various starting points.

Count Forward (FWD) and Backward (BWD) within the range 1-120 starting at any number	Count FWD and BWD within the range 1-220 starting at any number	Count FWD and BWD within the range 1-500 starting at any number	Count FWD and BWD within the range 1-1000 starting at any number
Skip count FWD and BWD by 10s starting at any number within the range 1-120	Skip count FWD and BWD by 10s on decade within the range 1-1000	Skip count FWD and BWD by 10s starting at any number within the range 1-500	Skip count FWD and BWD by 10s starting at any number within the range 1-1000
Skip count FWD and BWD by 100s starting on century within the range 1-1000		Skip count FWD and BWD by 100s starting at any number within the range 1-1000	

Ordering & Magnitude





Operations: Addition and Subtraction Students must use models to build understanding along this trajectory and interact with a variety of contexts for addition and subtraction. Models should support students developing understanding of the magnitude of digits in their place values.

Composition, Decomposition Students must use models to build understanding and flexibility when composing and decomposing quantities. Students must use models to build understanding of unitizing: 10 ones = 1 ten; 10 tens = 1 hundred, etc. as well as *equivalent* representations of a specific quantity (i.e. 126 is simultaneously 126 ones; 12 tens and 6 ones; 1 hundred, 2 tens, and 6 ones; 1 hundred and 26 ones; 11 tens and 16 ones; 9 tens and 36 ones; etc.)



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Properties of Addition These properties are investigated throughout the year with different numbers and problem situations. The sequence of how the properties appear below does not suggest the order in which to explore them. Many times the properties can be explored simultaneously.



Place Value - Building Understanding Students must use models to build understanding along this trajectory and interact with a variety of contexts for addition and subtraction. Models should support students developing understanding of the magnitude of digits in their place values.



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Place Value - Building Understanding (cont.)





Developing and Extending Fact Fluency

Students use relational thinking to develop fact fluency within 10 and then extend those fact patterns to greater numbers.





Use Place Value to compose, decompose and recompose

Decompose both numbers to add and subtract, decompose one number to add and subtract, recompose like units, missing addend, compensation There is an explicit connection between counting and addition (i.e. counting 10 more is the same as adding 10, counting back 10 is the same as subtracting 10).

Models & Strategies for Addition



*We recommend starting with articulated number lines in Grade 2, and then connecting them to open number lines while moving from 2-digit to 3-digit computation.



Models & Strategies for Subtraction



*We recommend starting with articulated number lines in Grade 2, and then connecting them to open number lines while moving from 2-digit to 3-digit computation.