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| **Exploring Integers** | | | |
| Describes integers in terms of a positive or negative distance  from zero.  “−5 is 5 units to the left of 0  on a horizontal number line.  +3 is 3 units to the right of 0.” | Understands that an integer and its opposite are the same distance from zero but on opposite sides of zero.  A line with numbers and a number on it  Description automatically generated  “Negative 5 is the same distance from zero as positive 5.” | Recognizes that the value of negative numbers decreases as the number of digits increases.  A black line with a cross  Description automatically generated with medium confidence  “−8 is less than +3  because it is less than zero:  −8 < 3.” | Compares and orders positive and negative integers.  −5, 0, −2, 5, −1  A black lines with red dots and numbers  Description automatically generated  “From least to greatest:  −5, −2, −1, 0, 5” |
| **Observations/Documentation** | | | |
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| **Exploring Integers (cont’d)** | | | |
| Adds integers with like signs concretely or pictorially (e.g., using counters or number lines).  A red circle with black lines and black lines  Description automatically generated  –3 + (–2) = –5  “The sum of two negative integers  is negative.” | Recognizes that the sum of a number and its additive inverse is 0.  A group of red and yellow circles  Description automatically generated  –3 + (+3) = 0  “Adding an integer and its opposite gives 0.” | Adds integers with different signs concretely (e.g., using counters and zero pairs or number lines).  A line with numbers and a line  Description automatically generated  4 + (–1) = 3  “I moved right to model +4, then left to model −1. I ended up at +3.” | Flexibly adds integers and solves addition story problems.  –6 + 2  “I think of it as the sum of 0  and another integer.”  –6 + 2 = (–4 + (–2)) + 2  = –4 + (–2 + 2)  = –4 + 0  = –4 |
| **Observations/Documentation** | | | |
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