SD Common Core State Standards Disaggregated Math Template

Domain:	Operations and Algebraic Thinking	**Cluster:**	Represent and solve problems involving addition and subtraction	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.OA.2 Solve addition and subtraction word problems, and add or subtract within 10, e.g., by using objects or drawing to represent the problem.	1.OA.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 unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem	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.

Student Friendly Language:
I can solve addition and subtraction word problems up to 20 in a way that makes sense to me. I can write an equation using the correct symbols to solve word problems up to 20.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Strategies of addition • Rules of subtraction • Numbers to 20	There is a relationship between addition and subtraction. When adding, the sum will be greater. When subtracting, the difference will be less. There is more than one way to solve a word problem.	Solve addition word problems up to 20 using a strategy of their choice. Solve subtraction word problems within 20 using a strategy of their choice.

Key Vocabulary:			
Add (+)	Subtract (-)	Solve Compare	Sum
Difference	Equal (=) Symbol		

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
Getting ingredients and preparing for recipes. Saving to buy a special toy. Keeping track of allowances.

SD Common Core State Standards Disaggregated Math Template

Domain:	Operations and Algebraic Thinking	**Cluster:**	Represent and solve problems involving addition and subtraction	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g. by using objects or drawings to represent the problem.	1.OA.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.	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.

Student Friendly Language:

I can solve addition story problems with 3 numbers up to 20 using a symbol for the missing addend ,

I can solve addition story problems with 3 numbers up to 20 using a box for the missing addend.

I can solve additions tory problems with 3 numbers up to 20 using a letter for the missing addend.

Know (factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Basic addition facts up to 20 • Strategies of addition • Numbers to 20	• The sum is greater than the addends. • A symbol can take the place of a number.	Solve a story problem with three numbers and an unknown addend. Use objects, drawings, or equations with a symbol to find the unknown addend in a story problem.

Key Vocabulary:

sum	equal	symbol
unknown	addend	equation

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

There are 10 kids in your class you have 4 treats, the teacher has 2 how many more do you need so everyone can have a treat?

When making lemonade, each pitcher makes 5 glasses. How many pitchers would you need for 15 friends?
If the toy box has five balls, six dolls, and three cars, how many toys are in the toy box?

SD Common Core State Standards Disaggregated Math Template

Domain:	Operations and Algebraic Thinking	**Cluster:**	Understand and apply properties of operations and the relationship between addition and subtraction	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.OA 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 drawing or equation (e.g. 5 = 2+3 and 5=4+1).	1.OA.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.) (Students need not use formal terms for these properties.)	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.

Student Friendly Language:
I can add and subtract in ways that make sense to me. I can add two numbers in any order to get the same sum.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Addition • Subtraction • Fact families	There are various strategies (properties of operation) that can be used to solve addition and subtraction problems.	Apply properties of operations as strategies to add and subtract problems within 20. Explain strategy used to add and subtract.

Key Vocabulary:
Strategies
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
To quickly find the total number of people at a family gathering.

SD Common Core State Standards Disaggregated Math Template

Domain:	Operations and Algebraic Thinking	**Cluster:**	Understand and apply properties of operations and the relationship between addition and subtraction	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.OA .1 Represent addition and subtraction with objects, fingers, mental images, drawings, sound, acting out situations, verbal explanations, expressions or equations. K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawing to represent the problem..	1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	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. 2.OA.2 Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of the two one-digit numbers.

Student Friendly Language:
I can use addition facts to subtract.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Basic addition facts • Fact families	Addition and subtraction facts are related.	Write a subtraction number sentence and its related addition number sentence. Model using addends and sums to subtract Identify patterns in the writing of number families.

Key Vocabulary:
Addend Unknown
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
How much more do I have to save to be able to make purchases in the classroom store? If some of your toys are missing you can figure out how many are gone. If you are saving for a toy how much will you need?

SD Common Core State Standards Disaggregated Math Template

Domain:	Operations and Algebraic Thinking	**Cluster:**	Add and subtract within 20	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	2.OA.2 Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one digit numbers.

Student Friendly Language:

I can choose objects or draw a picture to show counting on as addition

I can choose objects or draw a picture to show counting back as subtraction.

I can count on from a given number to add.

I can count back from a given number to subtract.

Know (Factual)	**Understand (Conceptual) The students will understand that:**	**Do (Procedural, Application, Extended Thinking)**
• Numbers follow sequential order • Different ways to represent numbers • How to count on from a given number to add • How to count back from a given number to subtract	A number is increased in sequence when objects are added. When you count on, the last number said is the total amount. A number is decreased in sequence when objects are subtracted. When you count backwards, the last number said is the amount left.	Apply concepts of counting on and counting back. Identify numbers. Use objects to count. Explain why and how a number gets bigger or smaller. Construct a model to show addition or subtraction.

Key Vocabulary:

counting
addition
subtraction

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

To develop flexible math thinking in order to find total number of objects you have or need.

To make addition and subtraction more efficient and effective.

If you have two cookies, and someone gives you two more cookies. You now have 4 cookies.

SD Common Core State Standards Disaggregated Math Template

Domain:	Operations and Algebraic Thinking	**Cluster:**	Add and subtract within 20	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.OA.5 Fluently add and subtract within 5.	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	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.

Student Friendly Language:

I can add numbers up to 20 in many different ways.
I can subtract numbers up to 20 in many different ways..
I can fluently solve addition up to 10.
I can fluently solve subtraction up to 10.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• numbers to 20 • number sense • process of addition • process of subtraction • mathematical symbols • variety of strategies to solve addition • variety of strategies to solve subtraction	Addition means combining to find the sum. Subtraction means taking away to find the difference. There is a relationship between addition and subtraction problems. Numbers represent a value and symbols represent an operation. There are various strategies that can be used for addition and subtraction problems. Fluency is important because it will help them become efficient problem solvers.	Recall addition and subtraction problems up to 10 fluently. Use manipulatives to demonstrate different strategies. Explain the strategy used to solve problems up to 20. Demonstrate the process of addition and subtraction up to 20. Show the correlation between numbers and objects.

Key Vocabulary:

addition subtraction fluency <u>strategies</u>

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

These skills are important when shopping, using money, telling time, sharing, and reading a calendar.

SD Common Core State Standards Disaggregated Math Template

Domain:	Operations and Algebraic Thinking	**Cluster:**	Work with addition and subtraction equations	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	1.OA.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.	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.

Student Friendly Language:

I can explain that the equal sign means “the same as”.
I can determine whether an addition or subtraction number sentence is true or false.
I can prove an addition or subtraction problem is true or false with the equal sign in any position.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
Meaning and symbols of: ● addition (+) ● subtraction (-) ● equal (=) ● true and false equations ● number sense (one to one correspondence)	An equal sign represents balance on both sides of the equation. Students will understand that the equal sign does not mean the “answer”.	Explain meaning of equal sign. Demonstrate understanding of equal sign. Determine whether addition or subtraction equation is true or false. Prove an equation is balanced with the equal sign in any position. Use manipulatives to show how the two sides of an equation are equal.

Key Vocabulary:

addition equation	subtraction true and false	number sentence equations	balanced equation equal	+, -, =

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

At home, a student could determine what is fair. (ex. fair shares between siblings)

At school, a student could solve a story problem. (ex. Susie has 6 oranges. John has 2 apples and 3 bananas. Do they have the same amount of fruit? True or False)

In daily life, a student could determine an equal distribution of chores amongst siblings.

SD Common Core State Standards Disaggregated Math Template

Domain:	Operations and Algebraic Thinking	**Cluster:**	Work with addition and subtraction equations	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	1.OA.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 = __.	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 objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Student Friendly Language:

I can find the missing number in an addition sentence (equation).
I can find the missing number in a subtraction sentence (equation).

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Number sense • The meaning of the symbols + - and = • Number sentence/equation	The relationship between two whole numbers will determine the value of the unknown, third whole number. The equation has to have the same value on both sides of the equal sign. The plus sign means to join two numbers. The minus sign means to take away a determined amount from a group.	Explain and demonstrate how both sides of an equation are equal. Explain and demonstrate how the unknown number was found. Solve an equation to find the unknown number in an addition or subtraction sentence. Utilize a variety of strategies to find an unknown number.

Key Vocabulary:

equation determine unknown whole number addition subtraction equal
plus/minus add/subtract sum/difference number sentence balanced equation relating

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?

- To be able to determine how many more or less you need of something to complete a task. You need to be able to solve problems in school, for example, "If you have 12 kids in your class and you only have 8 treats in a box, how many more treats will you need to get?" .
- An example for at home is, "You have to set the table for 5 people and you only have 3 plates, how many more plates do you need?"
- An example for daily life is, "I want to buy a book for $8. I have $5. How much more do I have to earn?"

SD Common Core State Standards Disaggregated Math Template

Domain:	Number and Operations in Base Ten	**Cluster:**	Extend the counting sequence	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.CC..1 Count to 100 by ones and tens. K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	2.NBT.3 Read and write numbers to 1000 using base-ten numerals, 1qnumber names, and expanded form.

Student Friendly Language:
I can start at any number and count to 120. I can read my numbers from 0 to 120. I can write my numbers from 0 to 120. I can count, tell, and write how many objects are in the group.

Know **(Factual)**	**Understand** **(Conceptual)** **The student will understand that:**	**Do** **(Procedural, Application, Extended Thinking)**
• Numbers 0 to 120 • one-to-one correspondence when counting • Sequencing of numbers	Written numbers can represent a quantity of objects. Numbers can be read. Numbers can be written. Numbers are in sequential order according to the representation of the number.	Start at any given number less than 120, count to 120. Read numbers from 0 to 120. Write numerals from 0 to 120. Identify and match objects using one-to-one correspondence with any given number from 0 to 120.

Key Vocabulary:			
number	numeral	quantity	identify
count on	represent	one-to-one correspondence	sequential

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
To be able to read, write, and/or count numbers in a variety of ways daily in the real world. (For example: finding page numbers in a book, bringing treats for a birthday means you have to have one treat for each student without missing anyone).

SD Common Core State Standards Disaggregated Math Template

Domain:	Number and Operations in Base Ten	**Cluster:**	Understand place value	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.NBT.1 Compose and decompose numbers from 11-19 into tens 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.	1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. ● a. 10 can be thought of as a bundle of ten ones — called a "ten." ● b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. ● c. 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).	2. NBT. 1 Understand that the three digits of a three-digit number represent amounts of hundred, 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).

Student Friendly Language:
I can tell/show the number of tens and ones in any two-digit number. I can tell what each digit means in a two-digit number. I can group objects into tens and ones and tell what number it represents. I can bundle ten ones and know it is called a" ten."

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Place value of two-digit numbers ● Tens and ones	● The two digits of a two-digit number represent amounts of tens and ones. ● A bundle of ten ones is called a "ten." ● The numbers from 11 to 19 are 1 ten and the appropriate number of ones. (e.g. 11 is 1 ten and 1 one.) ● The numbers ending in zero from 10 to 90 include the appropriate number of tens and zero ones. (e.g. 30 is 3 tens and 0 ones.)	● Identify tens and ones in any two-digit number. ● Create and explain a "ten." ● Show and explain tens and ones in any two-digit number. ● Organize a group of objects into tens and ones and tell what number it represents.

Key Vocabulary:			
place value	tens and ones	bundle	two-digit number

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?

- At school, a student could apply the relationship between place value and counting (days we've been in school, 100th day of school, counting larger groups).

At home, a student could break numbers into tens and ones to solve any addition or subtraction problem. (If I'm saving allowance how much more do I need. 2 dimes is = to 20 pennies, different ways to make any number).

In daily life, a student could plan the appropriate amount of supplies for their birthday party guests. (ex. needed number of packages of napkins, cups, and plates)

SD Common Core State Standards Disaggregated Math Template

Domain:	Number and Operations in Base Ten	**Cluster:**	Understand place value (November)	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	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.

Student Friendly Language:
I can compare two two-digit numbers based on the meaning of the ones digit. I can compare two two-digit numbers based on the meaning of the tens digits. I can record how two two-digit numbers compare using symbols >, =, and <.

Know (Factual)	**Understand (Conceptual) The students will understand that:**	**Do (Procedural, Application, Extended Thinking)**
• numbers 0 – 99 • place value • comparison • tens and ones • greater than (>) • less than (<) • equal (=)	• Every number has a different value. • A digit located in the tens place means that many groups of ten. • A digit located in the ones place means that many ones. • Numbers can be greater than, less than, or equal to each other. • Comparisons of numbers can be recorded using symbols. • > means greater than. • < means less than. • = means the same as or equal.	Compare two two-digit numbers. Explain a comparison of two two-digit numbers. Record the results with the appropriate symbol.

Key Vocabulary:			
compare/comparison results	two-digit numbers greater than	tens and ones less than	record equal

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
In daily life, a student can compare the price of an item in a store with the amount of money he/she has. At school, a student can bring treats for their birthday knowing if they have enough for everyone in their class. When planting a garden, a student can determine the proper number of seeds suitable for the length of a row.

SD Common Core State Standards Disaggregated Math Template

Domain:	Number and Operations in Base Ten	**Cluster:**	Use place value understanding and properties of operations to add and subtract	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.NBT.1. Compose and decompose numbers from 11 -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 equations (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.	1.NBT.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.	2.NBT.5 Fluently add and subtract within 100, using strategies based on place value, properties of operations, and/or the relationship of addition and subtraction.

Student Friendly Language:
I can use objects or drawings and explain how I solved a 2-digit addition problem. I can add 10 to any 1- or 2-digit number. I can subtract 10 from a 2-digit number.

Know (Factual)	**Understand (Conceptual) The students will understand that:**	**Do (Procedural, Application, Extended Thinking)**
• Addition • Subtraction • Place value • Multiples of ten • Number sentence	Our number system is base ten. Numbers have place value. They can use a variety of strategies to solve addition and subtraction problems. Number sentences are used to show how numbers were added or subtracted.	Use a hundreds chart to add 10 to numbers 1 - 90. Use manipulatives to represent composing a new group of ten when necessary in addition. Use objects or drawings to explain strategies used to add. Write number sentences to show how numbers were added or subtracted.

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Key Vocabulary:		
addition digits	subtraction multiples of ten	place value properties of operation
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?		
To be able to add or subtract money when shopping. To figure out if you have enough money to buy something.		

SD Common Core State Standards Disaggregated Math Template

Domain:	Number and Operations in Base Ten	**Cluster:**	Use place value understanding and properties of operations to add and subtract	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.NBT.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 (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	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.

Student Friendly Language:

I can add ten to any number in my head.

I can subtract ten from any 2-digit number in my head.

I can explain my answer.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Multiples of ten • Place value	The placement of the numeral determines its place value.	Compose and decompose numbers into tens and ones Find the answer mentally when adding or subtracting ten Explain how adding or subtracting ten only changes the number in the tens place Apply place value to solve mental math problems

Key Vocabulary:

place value	two-digit numbers	more
less	mentally	reasoning

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

I can use mental addition and subtraction when buying items.

I can make sure the correct change was given.

I can track time by increments of ten.

I can count groups of ten to organize a project.

SD Common Core State Standards Disaggregated Math Template

Domain:	Number and Operations in Base Ten	**Cluster:**	Use place value understanding and properties of operations to add and subtract	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.NBT.1 Work with numbers 11 to 19 to gain foundations for place value. 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 equations.	1.NBT.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.	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.

Student Friendly Language:

I can subtract 10 from any 2-digit number up to 90.

I can use different items to show how I subtracted.

I can draw to show how I subtracted.

I can write a number sentence to show how I subtracted.

I can explain why I used a strategy to solve a problem.

Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural, Application, Extended Thinking)**
• Subtraction • Addition • Place value • Multiples of 10 • Number sentence	Our number system is base ten. Numbers have place value. They can use a variety of strategies to solve addition and subtraction problems. Number sentences are used to show how numbers were added or subtracted.	Use a hundreds chart to subtract 10 from numbers 10 - 100. Use objects or drawings to explain strategies used to subtract. Write number sentences to show how numbers were added or subtracted.

Key Vocabulary:

subtract	add	place value	properties of operations	equations
number sentences	strategies	manipulatives	multiples	

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Solve problems using money with different strategies..
Answer questions about how they solved a problem quickly.
Making change at a school store or concession stand.

SD Common Core State Standards Disaggregated Math Template

Domain:	Measurement and Data	**Cluster:**	Measure lengths indirectly and by iterating length units	**Grade level:**	***1***

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	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.

Student Friendly Language:
I can order objects by length. I can use one object to help me tell about the length of other objects. I can use one object to help me compare the length of other objects.

Know (Factual)	**Understand (Conceptual) The students will understand that:**	**Do (Procedural, Application, Extended Thinking)**
• Length • Comparing • Ordering	Objects can be compared by length. You can use one object to describe the length of other objects. Objects can be put in order from shortest to longest and vice versa.	Compare the lengths of objects. Organize objects by their length. Use one object to compare the length of other objects. Produce an arrangement of objects by lengths.

Key Vocabulary:
length compare object order
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
When building something, it’s important to know the lengths of the materials you’re working with. It is important to be able to quickly put objects in order by length.

SD Common Core State Standards Disaggregated Math Template

Domain:	Measurement and Data	**Cluster:**	Measure Lengths Indirectly and By Iterating Length Units	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter	1.MD.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.	2.MD.1 Measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes.

Student Friendly Language:

I can measure the length of something by laying a shorter object end to end with no gaps or overlaps.

I can tell someone the length of something by telling them how many shorter objects it equals.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Measurement • Length • Length unit • Whole numbers	Objects can be measured with multiple unit lengths. They can use measurement to describe an object as being longer (taller) or shorter.	Accurately measure objects using a variety of length units (i.e. linking cubes, markers, paper clips, etc.). Express length to the nearest whole number. Use the same unit length when comparing one object with another.

Key Vocabulary:

measure length length unit end-to-end
gaps overlaps whole number

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

So you can measure to see if a certain object will fit in a space.

So you can determine whether an object is longer or shorter than another object.

SD Common Core State Standards Disaggregated Math Template

Domain:	Measurement and Data	**Cluster:**	Tell and Write Time	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	2.MD7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m..

Student Friendly Language:
I can tell the difference between analog and digital clocks. I can read analog clocks to tell time. I can read a digital clock to tell time. I can tell time to the hour. I can tell time to the half hour. I can write time in hours. I can write time in half hours. I can identify the short hand as the hour hand on an analog clock. I can identify the long hand as the minute hand on an analog clock. I can show the time using an analog clock.

Know (Factual)	**Understand (Conceptual) The students will understand that:**	**Do (Procedural, Application, Extended Thinking)**
• Digital Clock • Analog Clock • Minute hand • Hour hand • Colon	There are two types of clocks: analog and digital. Analog clocks have a minute hand and an hour hand. On an analog clock, the minute hand is the long hand and the hour hand is the short hand. Time is broken down into hours and minutes. Time can be read and written. To write the time they put the hours, then a colon, and then the minutes.	Compare analog and digital clocks Identify minute and hour hands Identify colon Produce a given time on an analog clock Produce in written form a given time

Key Vocabulary:					
time	analog	digital	clock	hour	half hour
minute hand	hour hand	minutes	colon	o-clock	

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
In order to know and anticipate when you are leaving for or needing to be at the next task in school, at home, or out in the community. An example: to be on time for a soccer game. In order to be able to properly write time. An example: Creating a birthday invitation.

SD Common Core State Standards Disaggregated Math Template

Domain:	Measurement and Data	**Cluster:**	Represent and Interpret Data	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems 4 (See Glossary Table 1) using information presented in a bar graph.

Student Friendly Language:
I can gather data. I can show data. I can read data. I can tell and explain information about data. I can answer questions about data.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Categories for data • Questions • More than • Less than	Data can be organized. Data can be represented in a variety of ways. Data can be interpreted after it has been organized. There are differences in data.	Organize data. Represent data. Interpret data. Answer questions about data. Ask questions about data. Understand and use descriptive words like more and less to describe data.

Key Vocabulary:			
data	data points	organize	represent
interpret	categories	differences	

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
It is important to be able to understand, organize, represent, and interpret data in order to ask and answer questions regarding the data. For example, “How many students will be eating hot lunch today? How many will be eating cold lunch today? Voting.”

SD Common Core State Standards Disaggregated Math Template

Domain:	Geometry	**Cluster:**	Reason with shapes and their attributes.	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[5] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 5 Sizes are compared directly or visually, not compared by measuring.

Student Friendly Language:
I can recognize and identify the attributes of shapes. I can build shapes to identify and describe the attributes of shapes. I can draw shapes to identify and describe the attributes of shapes. I can sort shapes to identify and describe the attributes of shapes.

Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural, Application, Extended Thinking)**
• Shapes • Attributes • Defining attributes • Non-defining attributes	Shapes have defining attributes. Shapes may or may not have non-defining attributes. Shapes have similarities and differences.	Sort shapes by their attributes. Compare shapes by their attributes. Use defining attributes to identify shapes. Build shapes to identify attributes. Draw shapes to identify defining and non-defining attributes to build shapes. Use defining and non-defining attributes to draw shapes.

Key Vocabulary:
defining attributes non-defining attributes similarities differences build draw compare sort
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
To be able to describe shapes to others. To help you build and draw shapes.

SD Common Core State Standards Disaggregated Math Template

Domain:	Geometry	**Cluster:**	Reason with shapes and their attributes.	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. K.G.6.Compose simple shapes to form larger shapes.	1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[4] [4].Students do not need to learn formal names such as “right rectangular prism.	2.G.1 Recognize and draw shapes having specified attributes, such as given number of angles or a given number of equal faces.[5] [5] Identify triangles, quadrilaterals,pentagons, hexagons, and cubes.

Student Friendly Language:
I can use 2-D shapes to create another shape. I can use 3-D shapes to create another shape. I can use pattern blocks and tangrams to make other shapes.

Know (Factual)	Understand (Conceptual) The students will understand that:	IDo (Procedural, Application, Extended Thinking)
• 2-D shapes • 3-D shapes • Composite shapes	2-D or 3-D basic shapes can create composite shapes.	Use more than one 2-D or 3-D shape to create a composite shape. Make new shapes from the composite shapes, using pattern blocks or tangrams. Recognize what shapes are used to make other shapes.

Key Vocabulary:
2-D shapes 3-D shapes composite shapes
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
To tell about the shapes we see in our environment. To draw and build with the different shapes. To build a model using 3-D shapes. Relating different shapes can help us understand our world.

SD Common Core State Standards Disaggregated Math Template

Domain:	Geometry	**Cluster:**	Reason with shapes and their attributes.	**Grade level:**	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	2.G.3 Partition circles and rectangles into two, three, and four equal shares, describe the shares using the words *halves, thirds, half of, a third of, etc.*, and describe the whole as two halves, three thirds, four fourths. Recognize that equal share of identical wholes need not have the same shape.

Student Friendly Language:

I can divide a circle into two equal shares.
I can divide a circle into four equal shares.
I can divide a rectangle into two equal shares.
I can divide a rectangle into four equal shares.
I can describe the parts of a circle or rectangle as halves, fourths, or quarters.
I can describe one part of a circle or rectangle as half of, fourth of, or quarter of.
I can describe a whole circle or rectangle as having two equal shares or four equal shares.
I can break part of a circle or rectangle into a smaller shares that are equal.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Equal • Circle • Rectangle • Shares (parts) • Halves • Fourths • Quarters	• Circles and rectangles can be divided into smaller, equal shares. • We can use halves, fourths, quarters to describe equal shares of two and four parts. • If I divide half of a circle or rectangle I create a smaller, equal share. • If I divide a fourth of a circle or rectangle I can create a smaller, equal share.	• Divide a circle into two equal shares or parts. • Divide a rectangle into two equal shares or parts. • Divide a circle into four equal shares or parts. • Divide a rectangle into four equal shares or parts. • Identify half of a circle. • Identify half of a rectangle. • Identify a fourth of a circle or rectangle. • Identify a quarter of a circle or rectangle. • Divide a half or a fourth of a circle or rectangle into a smaller, equal share. • Describe the number of equal shares in a whole circle or rectangle.

Key Vocabulary:

equal	fair shares	circle	rectangle	parts	halves
fourths	quarters	wholes	divide	decompose	

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?

To cut a pizza into two or four equal parts to share with others.
To divide a candy bar into equal parts for two or four people.
To equally share my half of a pizza with someone else.
To see if you have enough pieces of cake to share with 1 other friend or 3 other friends.