

SD Common Core State Standards Disaggregated Math Template

Domain:	Number and Operations in Base Ten	Cluster:	Understand place value	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.	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. <ul style="list-style-type: none"> • 2.NBT.1a - 100 can be thought of as a bundle of ten tens — called a “hundred.” • 2.NBT.1b - 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). 	3.NBT.1 Use Place value understanding to round whole numbers to the nearest 10 or 100.

Student Friendly Language:
I can identify the ones digit, tens digit, and hundreds digit in a three-digit number. I can identify the value of each digit. I can use manipulatives or a picture to show the ones, tens, and hundreds in a three-digit number.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Place value names • Ten ones equals one ten • Ten tens equals one hundred 	The value of a digit in our number system is determined by its place value position. Our number system is based on groups of ten. The highest digit that any place can hold is nine.	Label a three-digit number with ones, tens, and hundreds. Identify the value of each digit in a three-digit number. Represent a three-digit number using blocks or a picture. Regroup quantities into groups of ten to be able to write the number in digit form. (e.g. 53 tens is regrouped as 5 hundreds and 3 tens and written as “530”, 24 ones is regrouped as 2 tens and 4 ones and written as “24”)

Key Vocabulary:
Digit Ones Tens HundredsPlace Place Value
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 make sure the correct change was given when purchasing an item.
To be able to write out a check.
To be able to function in everyday life with numbers such as reading and finding house numbers, mailboxes, hotel room numbers, and when traveling distances.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.NBT.2. Understand that the two-digits of a two-digit number represents amounts of tens and ones. Understand the following as special cases: 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.2 Count within 1000; skip-count by 5s, 10s, and 100s.	3.NBT.3. Multiply one digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations.

Friendly Language:
I can count by 1's, 5's, 10's, or 100's. I can create a continuing pattern by skip-counting. I can use manipulatives or a picture to help me skip-count by 5's, 10's, or 100's. I can use manipulatives or a picture to show how I skip-count by 5's, 10's, or 100's.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Number sequence • Number patterns • Number names • Groups of 5's • Groups of 10's • Groups of 100's 	Skip-counting is an efficient way to count. Skip-counting creates a continuing pattern.	Apply a variety of models to represent groups of 5's, 10's and 100's. Count by 1's starting from any number less than 1,000. Use skip-counting to efficiently count by 5's starting from any number less than 1,000. Use skip-counting to efficiently count by 10's to 100 starting from any number less than 1,000. Use skip counting to efficiently count by 100's starting from any number less than 1,000. Describe the patterns created by skip-counting.

Key Vocabulary:
skip count repeated pattern growing pattern
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"?
Counting coins or bills Telling time (skip count by 5's) Counting large collections or groups of objects

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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, number names, and expanded form.	3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction

Student Friendly Language:
<p>I can read numerals to 1000.</p> <p>I can write numerals to 1000.</p> <p>I can expand numerals to 1000.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Number names to 1000 Expanded form Numerals to 1000 	<p>The value of a digit in our number system is determined by its place value position.</p> <p>Quantities can be represented using numerals or words.</p>	<p>Read and write numerals to 1000.</p> <p>Read and write number names in words to 1000.</p> <p>Construct expanded notation for numbers up to 1000.</p> <p>Match numerals with the number names and expanded form.</p>

Key Vocabulary:
expanded form base 10 numerals place value
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”?
<p>Know how to pay bills.</p> <p>How to write checks with corresponding numerals and written form.</p> <p>How to read a paycheck.</p> <p>How to read street numbers.</p> <p>How to read page numbers in books.</p> <p>How to read numbers to travel as in airports, subways, bus services.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.NBT.3 Compare two two-digit numbers based on meaning 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.	3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

Student Friendly Language:
I can use symbols ($<$, $>$, and $=$) to compare two 3-digit numbers.
I can use words, such as greater than, less than, and equal to, to compare two 3-digit numbers.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Place Value • Symbols for “greater than”, “less than”, and “equal to” 	<p>Place value determines the value of the number.</p> <p>When comparing two numbers, one must first compare the digits in the highest place.</p>	<p>Compare two three-digit numbers to determine greater than, less than, or equal to.</p> <p>Record comparisons using $>$, $<$, and $=$.</p> <p>Explain why one three-digit number is greater than, less than, or equal to another three-digit number.</p>

Key Vocabulary:										
<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">compare</td> <td style="width: 20%;">place value</td> <td style="width: 20%;">digit</td> <td style="width: 20%;">hundreds</td> <td style="width: 20%;">tens</td> </tr> <tr> <td>ones</td> <td>less than</td> <td>greater than</td> <td>equal to</td> <td></td> </tr> </table>	compare	place value	digit	hundreds	tens	ones	less than	greater than	equal to	
compare	place value	digit	hundreds	tens						
ones	less than	greater than	equal to							
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 figure who won the game, who is taller, who is older, how much candy each person has, who gets paid more.										
Comparing the cost of items at the store.										

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:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 between addition and subtraction.	3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Student Friendly Language:
I can add and subtract numbers to 100 quickly and accurately. I can show how the properties are related.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> basic addition and subtraction facts to 20 place value relationship between addition and subtraction properties of operations regrouping 	<p>The value of a number is defined by its place value position.</p> <p>There is a relationship between addition and subtraction (fact families).</p> <p>A variety of strategies or properties can be used to solve addition and subtraction problems.</p>	<p>Add and subtract within 100 using a variety of strategies.</p> <p>Apply and explain properties of operations to add numbers within 100.</p>

Key Vocabulary						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">fact families</td> <td style="width: 33%;">properties of operations</td> <td style="width: 34%;">fluently</td> </tr> <tr> <td>place value</td> <td>strategies</td> <td>expanded form</td> </tr> </table>	fact families	properties of operations	fluently	place value	strategies	expanded form
fact families	properties of operations	fluently				
place value	strategies	expanded form				
<p>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”?</p> <p>To be able to add and subtract numbers in everyday life.</p> <p>When given a set amount of money to purchase items at a store, add and subtract to determine what may be purchased, the total, and change that should be received.</p> <p>When collecting and trading items such as baseball cards, you must be able to add and subtract to determine the total items.</p> <p>To check subtraction problems with addition by using inverse operations.</p>						

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 operation, 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.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Student Friendly Language:
I can add up to 4 two-digit numbers using many strategies.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • addition facts to 20 • place value • properties of addition • digit 	<p>New numbers can be composed based on place value (13 + 7 tens is the same as 8 tens and 3 ones).</p> <p>Base ten blocks represent place value and place value is how much a number is worth.</p> <p>Vertically-arranged number sentences need to be aligned by place value.</p>	<p>Calculate addition problems with up to 4 two-digit numbers.</p> <p>Apply a variety of strategies, including properties of addition, to solve addition problems.</p> <p>Apply place value to solve mental math problems (e.g. making groups of 10).</p> <p>Prove/explain solutions using manipulatives.</p>

Key Vocabulary:
add strategies place value properties of operations 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”?
To be able to use mental math when buying items.
To be able to use mental math when calculating sports scores.
To be able to use mental addition when counting objects (e.g. cows, total number of items etc.)

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.NBT.4 Add within 100, including adding a two-digit number, and adding a 2-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 2-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	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.	3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Student Friendly Language:
<p>I can add and subtract numbers to 999 in many ways using a strategy, model or drawing that makes sense to me.</p> <p>I can use place value understanding to regroup when adding or subtracting if I need to.</p> <p>I can record my thinking.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • addition facts within 1000 • subtraction facts within 1000 • concrete models of addition and subtraction • addition and subtraction strategies • place value • properties of addition (commutative, associative) • relationship between addition and subtraction • fact families • when to compose or decompose 10s or 100s 	<p>The value of a digit in our number system is determined by its place value position.</p> <p>Numbers in the 10s and 100s place values can be composed and decomposed to solve addition and subtraction problems within 1000.</p> <p>There is a relationship between addition and subtraction. (Fact families).</p> <p>A variety of strategies of properties can be used to solve addition and subtraction problems.</p>	<p>Construct fact families to show relationships between adding and subtracting.</p> <p>Decompose and compose 10s and 100s when necessary.</p> <p>Add and subtract using a variety of strategies and models.</p> <p>Recognize and explain the properties of different operations.</p>

Key Vocabulary:										
<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">strategies</td> <td style="width: 20%;">place value</td> <td style="width: 20%;">properties</td> <td style="width: 20%;">decompose numbers</td> <td style="width: 20%;">compose numbers</td> </tr> <tr> <td>concrete</td> <td>regrouping</td> <td>hundreds</td> <td>tens</td> <td>ones</td> </tr> </table>	strategies	place value	properties	decompose numbers	compose numbers	concrete	regrouping	hundreds	tens	ones
strategies	place value	properties	decompose numbers	compose numbers						
concrete	regrouping	hundreds	tens	ones						
<p>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”?</p>										
<p>Balance your checkbook – budgeting money for an upcoming purchase</p> <p>Keeping score in a game or competition</p> <p>Computing and counting money (change)</p>										

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations and/or the relationship between addition and subtraction

Student Friendly Language:
I can add 10 or 100 to any number from 100-900 in my head without counting.
I can subtract 10 or 100 from any number from 100-900 in my head without counting.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> the difference between addition and subtraction numbers to 900 place value (hundreds and tens) skip count by 10 and 100 digit 	<p>Each digit in a three-digit number has a specific place value.</p> <p>Adding and subtracting by 10s and 100s has a predictable pattern that can be found by skip counting.</p> <p>The ability to add and subtract by 10 and 100 mentally is essential to efficient problem solving.</p>	<p>Use mental math and place value concepts to add or subtract 10 or 100 to/from any number 0 to 900.</p> <p>Apply place value to solve mental math problems.</p> <p>Apply skip counting strategy to subtract 10 or 100 from any number from 100 - 900.</p>

Key Vocabulary:																
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">add</td> <td style="width: 25%;">subtract</td> <td style="width: 25%;">mental math</td> <td style="width: 25%;">number</td> </tr> <tr> <td>place value</td> <td>skip count</td> <td>digit</td> <td>100 - 900</td> </tr> <tr> <td></td> <td></td> <td></td> <td>hundred chart</td> </tr> <tr> <td></td> <td></td> <td></td> <td>base 10 blocks</td> </tr> </table>	add	subtract	mental math	number	place value	skip count	digit	100 - 900				hundred chart				base 10 blocks
add	subtract	mental math	number													
place value	skip count	digit	100 - 900													
			hundred chart													
			base 10 blocks													
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"?																
Adding and subtracting by 10s or 100s when estimating to quickly find a sum or difference mentally (e.g. when buying items at a store).																
To be able to count money and make change.																
To recognize patterns on a calendar and clock.																

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 operation, and/or the relationship between addition and subtraction; relay 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.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	3.NBT.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Student Friendly Language:
I can show, draw, or explain the strategies I use to solve addition and subtraction problems.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● basic addition facts ● basic subtraction facts ● place value (ones, tens, hundreds) ● relationship between addition and subtraction ● associative and commutative properties of addition ● addition and subtraction fact family relationships 	<p>Strategies help us solve problems efficiently.</p> <p>The value of a digit in our number system is determined by its place value position.</p> <p>Knowledge of fact families will help solve related addition and subtraction problems.</p> <p>Knowledge of addition properties will help solve addition problems.</p>	<p>Apply strategies to solve problems.</p> <p>Show or draw the strategy used to solve an addition or subtraction problem.</p> <p>Apply place value and the properties of operations to solve addition and subtraction problems.</p>

Key Vocabulary:

strategies	place value	properties of addition (commutative/associative)
addition	subtraction	fact family

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 use mental math in everyday life (for example, student can explain why he thinks he received the wrong amount of change back)

To verbalize to someone how an answer was found (counting back change or explaining how an unknown was found)

To develop flexible math thinking (for example, students can understand there is more than one way to solve a problem, divide up teams, etc.)