| 3.2 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

- compose and decompose numbers up to 10 with objects and pictures (K)
- begin to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity (PK4.V.A.7)

Identifying Points and Distances on Number Lines

- represent whole numbers as distances from any given location on a number line (2)
- name the whole number that corresponds to a specific point on a number line (2)
- locate the position of a given whole number on an open number line (2)
- demonstrate use of position words (PK4.V.C.3)
- begin to use language to describe position of objects (PK3.V.C.3)

Comparing, Ordering, and Rounding Numbers Using Place Value

- use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200 (2)
- use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =) (2)
- use relationships to determine the number that is 10 more and 10 less than a given number up to 120 (1)
- represent the comparison of two numbers to 100 using the symbols >, <, or = (1)
- order whole numbers up to 120 using place value and open number lines (1)
- use place value to compare whole numbers up to 120 using comparative language (1)
- use comparative language to describe two numbers up to 20 presented as written numerals (K)
- compare sets of objects up to at least 20 in each set using comparative language (K)
- compare sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of) (PK4.V.A.8)
- compare sets of objects up to 5 using comparative language (e.g., more than, less than, same number of) (PK3.V.A.8)

Recognizing Numbers and Counting

- determine whether a number up to 40 is even or odd using pairings of objects to represent the number (2)
- generate a number that is greater than or less than a given whole number up to 1,200 (2)
- skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set (1)
- recite numbers forward and backward from any given number between 1 and 120 (1)

| 3.2 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | <ul><li>generate a number that is greater than or less than a given whole number up to 120 (1)</li><li>recognize instantly the quantity of structured arrangements (1)</li><li>recite numbers up to at least 100 by ones and tens beginning with any given number (K)</li><li>generate a number that is one more than or one less than another number up to at least 20 (K)</li><li>generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20 (K)</li><li>recognize instantly the quantity of a small group of objects in organized and random arrangements (K)</li><li>count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order (K)</li><li>read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures (K)</li><li>count fat leiTl4mbers frolrate ate Í•y <<</li></ul> |

| STAAR Reporting Category 1 – Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions. | |
| --- | --- |
| TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations | STAAR Alternate 2 Essence Statement |
| (3.3) Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to: <br><br> (A)  represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines; Supporting Standard <br><br> (B) | |

| 3.3 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

**Representing and Using Fractions, Decimals, Percents and Probability**

- identify examples and non-examples of halves, fourths, and eighths (2)
- use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole (2)
- explain that the more fractional parts used to make a whole, the smaller the part: the fewer the fractional parts, the larger the part (2)
- partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words (2)
- identify examples and non-examples of halves and fourths (1)
- partition two-dimensional  gures into two and four fair shares or equal parts and describe the parts using words (1)

**Identifying Points and Distances on Number Lines**

- represent whole numbers as distances from any given location on a number line (2)
- name the whole number that corresponds to a speci c point on a number line (2)
- locate the position of a given whole number on an open number line (2)
- demonstrate use of position words (PK4.V.C.3)
- begin to use language to describe position of objects (PK3.V.C.3)

**Recognizing Numbers and Counting**

- determine whether a number up to 40 is even or odd using pairings of objects to represent the number (2)
- generate a number that is greater than or less than a given whole number up to 1,200 (2)
- skip count by twos,  ves, and tens to determine the total number of objects up to 120 in a set (1)
- recite numbers forward and backward from any given number between 1 and 120 (1)
- generate a number that is greater than or less than a given whole number up to 120 (1)
- recognize instantly the quantity of structured arrangements (1)
- recite numbers up to at least 100 by ones and tens beginning with any given number (K)
- generate a number that is one more than or one less than another number up to at least 20 (K)
- generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20 (K)
- recognize instantly the quantity of a small group of objects in organized and random arrangements (K)

Continued

| 3.3 | Prerequisite Skills/Links to TEKS Vertical Alignment | 3.3 |
|---|---|---|
| | • count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order (K)<br>• read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures (K)<br>• count forward and backward to at least 20 with and without objects (K)<br>• represent quantities up to 10 (PK4.V.A.6)<br>• recognize numerals 0-10 (PK4.V.A.5)<br>• instantly recognize the quantity of up to 6 objects without counting (subitizes) (PK4.V.A.4)<br>• count up to 10 items and demonstrate cardinality by communicating that the last number indicates how many items are in the set (PK4.V.A.3)<br>• | |

| STAAR Reporting Category 1 – Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions. | |
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| TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations | STAAR Alternate 2 Essence Statement |
| (3.4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with ef ciency and accuracy. The student is expected to:<br><br>(I)    determine if a number is even or odd using divisibility rules. Supporting Standard | Identi es even or odd numbers. |

| 3.4 | Prerequisite Skills/Links to TEKS Vertical Alignment |
| --- | --- |
| | Recognizing Numbers and Counting<br><br>• determine whether a number up to 40 is even or odd using pairings of objects to represent the number (2)<br>• generate a number that is greater than or less than a given whole number up to 1,200 (2)<br>• skip count by twos,  ves, and tens to determine the total number of objects up to 120 in a set (1)<br>• |

| 3.4 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • instantly recognize the quantity of up to 6 objects without counting (subitizes) (PK4.V.A.4)<br>• count up to 10 items and demonstrate cardinality by communicating that the last number indicates how many items are in the set (PK4.V.A.3)<br>• count up to 10 objects with one-to-one correspondence (PK4.V.A.2)<br>• rote count from 1 to 30 (PK4.V.A.1)<br>• represent quantities up to 5 (PK3.V.A.6)<br>• recognize numerals 0-5 (PK3.V.A.5)<br>• instantly recognize the quantity of up to 3 objects without counting (subitizes) (PK3.V.A.4)<br>• count up to 5 items and demonstrate cardinality by communicating that the last number indicates how many items are in the set (PK3.V.A.3)<br>• count up to 5 objects with one-to-one correspondence (PK3.V.A.2)<br>• rote count from 1 to 10 (PK3.V.A.1) |

| STAAR Reporting Category 1 – Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions. | |
|---|---|
| TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations | STAAR Alternate 2 Essence Statement |
| (3.7) Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to:<br><br>(A)   represent fractions of halves, fourths, and eighths as distances from zero on a number line. Supporting Standard | Uses number lines to show fractions as distances from zero. |

| 3.7 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

Identifying Points and Distances on Number Lines
- represent whole numbers as distances from any given location on a number line (2)
- name the whole number that corresponds to a speci c point on a number line (2)
- locate the position of a given whole number on an open number line (2)
- demonstrate use of position words (PK4.V.C.3)
- begin to use language to describe position of objects (PK3.V.C.3)

Recognizing Numbers and Counting
- determine whether a number up to 40 is even or odd using pairings of objects to represent the number (2)
- generate a number that is greater than or less than a given whole number up to 1,200 (2)
- skip count by twos,  ves, and tens to determine the total number of objects up to 120 in a set (1)
- recite numbers forward and backward from any given number between 1 and 120 (1)
- generate a number that is greater than or less than a given whole number up to 120 (1)
- recognize instantly the quantity of structured arrangements (1)
- recite numbers up to at least 100 by ones and tens beginning with any given number (K)
- generate a number that is one more than or one less than another number up to at least 20 (K)
- generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20 (K)
- recognize instantly the quantity of a small group of objects in organized and random arrangements (K)

Continued

| 3.7 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

- count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order (K)
- read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures (K)
- count forward and backward to at least 20 with and without objects (K)
- represent quantities up to 10 (PK4.V.A.6)
- recognize numerals 0-10 (PK4.V.A.5)
- instantly recognize the quantity of up to 6 objects without counting (subitizes) (PK4.V.A.4)
- count up to 10 items and demonstrate cardinality by communicating that the last number indicates how many items are in the set (PK4.V.A.3)
- count up to 10 objects with one-to-one correspondence (PK4.V.A.2)
- rote count from 1 to 30 (PK4.V.A.1)
- represent quantities up to 5 (PK3.V.A.6)
- recognize numerals 0-5 (PK3.V.A.5)
- instantly recognize the quantity of up to 3 objects without counting (subitizes) (PK3.V.A.4)
- count up to 5 items and demonstrate cardinality by communicating that the last number indicates how many items are in the set (PK3.V.A.3)
- count up to 5 objects with one-to-one correspondence (PK3.V.A.2)
- rote count from 1 to 10 (PK3.V.A.1)

Comparing, Ordering, and Rounding Numbers Using Place Value
- use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200 (2)
- use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =) (2)
- use relationships to determine the number that is 10 more and 10 less than a given number up to 120 (1)
- represent the comparison of two numbers to 100 using the symbols >, <, or = (1)
- order whole numbers up to 120 using place value and open number lines (1)
- use place value to compare whole numbers up to 120 using comparative language (1)
- use comparative language to describe two numbers up to 20 presented as written numerals (K)

Continued

| 3.7 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | <ul><li>compare sets of objects up to at least 20 in each set using comparative language (K)</li><li>compare sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of) (PK4.V.A.8)</li><li>compare sets of objects up to 5 using comparative language (e.g., more than, less than, same number of) (PK3.V.A.8)</li></ul> |

| STAAR Reporting Category 2 – Computations and Algebraic Relationships: |
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| 3.4 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

**Adding and Subtracting Whole Numbers, Fractions, and Decimals**

- solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms (2)
- add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations (2)
- recall basic facts to add and subtract within 20 with automaticity (2)
- explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences (1)
- apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10 (1)
- compose 10 with two or more addends with and without concrete objects (1)
- use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] − 3 (1)
- use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99 (1)
- explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences (K)
- solve word problems using objects and drawings to  nd sums up to 10 and differences within 10 (K)
- model the action of joining to represent addition and the action of separating to represent subtraction (K)
- use objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5 (PK4.V.B.2)
- use objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects (PK4.V.B.1)
- use objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set (PK3.V.B.2)
- use objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set (PK3.V.B.1)

**Multiplying Whole Numbers, Fractions, and Decimals**

- model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined (2)

**Dividing Whole Numbers, Fractions, and Decimals**

- model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets (2)

Continued

| 3.4 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • count up to 5 items and demonstrate cardinality by communicating that the last number indicates how many items are in the set (PK3.V.A.3)<br>• count up to 5 objects with one-to-one correspondence (PK3.V.A.2)<br>• rote count from 1 to 10 (PK3.V.A.1) |

| TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations | STAAR Alternate 2 Essence Statement |
|---|---|
| **STAAR Reporting Category 2 – Computations and Algebraic Relationships:** The student will demonstrate an understanding of how to perform operations and represent algebraic relationships. | |
| (3.5) Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to: | Models or solves problems involving whole number relationships. |

(A)  represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations; Readiness Standard

(B)  represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations; Readiness Standard

(C)  describe a multiplication expression as a comparison such as 3 × 24 represents 3 times as much as 24; Supporting Standard

(D)  determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product; Supporting Standard

(E)  represent real-world relationships using number pairs in a table and verbal descriptions. Readiness Standard

| 3.5 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

Representing and Solving Algebraic Relationships

- represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem (2)
- generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000 (2)
- determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation (1)
- understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s) (1)

| 3.5 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

- represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences (1)
- generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20 (1)
- recognize, duplicate, extend, and create patterns (PK4.V.E.3)
- recognize and duplicate patterns (PK3.V.E.3)

Adding and Subtracting Whole Numbers, Fractions, and Decimals

- solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms (2)
- add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations (2)
- recall basic facts to add and subtract within 20 with automaticity (2)
- explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences (1)
- apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10 (1)
- compose 10 with two or more addends with and without concrete objects (1)
- use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] − 3 (1)
- use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99 (1)
- explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences (K)
- solve word problems using objects and drawings to nd sums up to 10 and differences within 10 (K)
- model the action of joining to represent addition and the action of separating to represent subtraction (K)
- use objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5 (PK4.V.B.2)
- use objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects (PK4.V.B.1)
- use objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set (PK3.V.B.2)

| 3.5 | Prerequisite Skills/Links to TEKS Vertical Alignment | 3.5 |
|---|---|---|
| | • use objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set (PK3.V.B.1)<br><br>Multiplying Whole Numbers, Fractions, and Decimals<br>• model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined (2)<br><br>Dividing Whole Numbers, Fractions, and Decimals<br>• model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets (2) | |

| STAAR Reporting Category 3 – Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts. | |
|---|---|
| TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations | STAAR Alternate 2 Essence Statement |
| (3.6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. The student is expected to:<br><br>(A) classify and sort two-dimensional and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language; Readiness Standard<br><br>(B) use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories; Supporting Standard<br><br>(C) determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row; Readiness Standard<br><br>(D) decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area; Supporting Standard<br><br>(E) decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape. Supporting Standard | Identifies geometric figures using attributes. |
| 3.6 | Prerequisite Skills/Links to TEKS Vertical Alignment |
| | Identifying and Using Attributes of Geometric Figures<br>• decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts (2)<br>• compose two-dimensional shapes and three-dimensional solids with given properties or attributes (2) |

| 3.6 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

- classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices (2)
- classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language (2)
- create two-dimensional shapes based on given attributes, including number of sides and vertices (2)
- compose two-dimensional shapes by joining two, three, or four  gures to produce a target shape in more than one way if possible (1)
- identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language (1)
- identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons, and describe their attributes using formal geometric language (1)
- create two-dimensional  gures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons (1)
- distinguish between attributes that de ne a two-dimensional or three-dimensional  gure and attributes that do not de ne the shape (1)
- classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language (1)
- create two-dimensional shapes using a variety of materials and drawings (K)
- classify and sort a variety of regular and irregular two- and three-dimensional  gures regardless of orientation or size (K)
- identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably (K)
- identify two-dimensional components of three-dimensional objects (K)
- identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world (K)
- identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles (K)
- create shapes using materials and/or manipulatives (PK4.V.C.2)
- name and describe common 2D shapes and name at least 1 solid 3D shape (PK4.V.C.1)
- attempt to create shapes using materials and/or manipulatives (PK3.V.C.2)
- name and describe common 2D shapes (PK3.V.C.1)

Using Similarity and Transformational Geometry
- recognize common shapes, regardless of orientation and size (PK4.V.C.4)
- recognize common shapes, regardless of size (PK3.V.C.4)

Continued

| 3.6 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

Identifying Points and Distances on Number Lines
- demonstrate use of position words (PK4.V.C.3)
- begin to use language to describe position of objects (PK3.V.C.3)

Measuring Length, Area, Volume, and Weight/Mass
- use concrete models of square units to  nd the area of a rectangle by covering it with no gaps or overlaps, counting to  nd the total number of square units, and describing the measurement using a number and the unit (2)
- determine a solution to a problem involving length, including estimating lengths (2)
- determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes (2)
- describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object (2)
-  nd the length of objects using concrete models for standard units of length (2)
- describe a length to the nearest whole unit using a number and a unit (1)
- measure the same object/distance with units of two different lengths and describe how and why the measurements differ (1)
- illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other (1)
- use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement (1)
- compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference (K)
- give an example of a measurable attribute of a given object, including length, capacity, and weight (K)
- recognize and compare weights of objects (PK4.V.D.3)
- recognize and compare capacity based on how much space exists within an object (PK4.V.D.2)
- recognize and compare heights or lengths of people or objects (PK4.V.D.1)
- understand that weights of objects can vary and be compared (PK3.V.D.3)
- begin to recognize capacity based on how much space exists within an object (PK3.V.D.2)
- understand that lengths of objects can vary and be compared (PK3.V.D.1)

| STAAR Reporting Category 3 – Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts. | |
|---|---|
| TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations | STAAR Alternate 2 Essence Statement |
| (3.7) Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to:<br><br>(B) determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems; Readiness Standard<br><br>(C) determine the solutions to problems involving addition and suf1-.2t94, | |

| 3.4 | Prerequisite Skills/Links to TEKS Vertical Alignment |
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- generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20 (K)
- recognize instantly the quantity of a small group of objects in organized and random arrangements (K)
- count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order (K)
- read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures (K)
- count forward and backward to at least 20 with and without objects (K)
- represent quantities up to 10 (PK4.V.A.6)
- recognize numerals 0-10 (PK4.V.A.5)
- instantly recognize the quantity of up to 6 objects without counting (subitizes) (PK4.V.A.4)
- count up to 10 items and demonstrate cardinality by communicating that the last number indicates how many items are in the set (PK4.V.A.3)
- count up to 10 objects with one-to-one correspondence (PK4.V.A.2)
- rote count from 1 to 30 (PK4.V.A.1)
- represent quantities up to 5 (PK3.V.A.6)
- recognize numerals 0-5 (PK3.V.A.5)
- instantly recognize the quantity of up to 3 objects without counting (subitizes) (PK3.V.A.4)
- count up to 5 items and demonstrate cardinality by communicating that the last number indicates how many items are in the set (PK3.V.A.3)
- count up to 5 objects with one-to-one correspondence (PK3.V.A.2)
- rote count from 1 to 10 (PK3.V.A.1)

Comparing, Ordering, and Rounding Numbers Using Place Value
- use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200 (2)
- use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =) (2)
- use relationships to determine the number that is 10 more and 10 less than a given number up to 120 (1)
- represent the comparison of two numbers to 100 using the symbols >, <, or = (1)

Continued

| 3.4 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | order whole numbers up to 120 using place value and open number lines (1) |

| 3.4 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | use objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set (PK3.V.B.1) |
| | Multiplying Whole Numbers, Fractions, and Decimals |
| | model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined (2) |
| | Dividing Whole Numbers, Fractions, and Decimals |
| | model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets (2) |

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| 3.8 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | Using Data<br><br>draw conclusions and make predictions from information in a graph (2)<br><br>write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one (2)<br><br>draw conclusions and generate and answer questions using information from picture and bar-type graphs (1)<br><br>draw conclusions from real-object and picture graphs (K) |

| STAAR Reporting Category 4 – Data Analysis and Personal Financial Literacy:<br>The student will demonstrate an understanding of how to represent and analyze data and how to describe<br>and apply personal financial concepts. | |
|---|---|
| TEKS Knowledge and Skills Statement/<br>STAAR-Tested Student Expectations | STAAR Alternate 2<br>Essence Statement |
| **(3.9) Personal financial literacy.** The student applies mathematical process standards to manage one s nancial resources effectively for lifetime nancial security. The student is expected to:<br><br>(A) explain the connection between human capital/labor and income; Supporting Standard<br><br>(B) describe the relationship between the availability or scarcity of resources and how that impacts cost; Supporting Standard<br><br>(D) explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower s responsibility to pay it back to the lender, usually with interest; Supporting Standard<br><br>(E) list reasons to save and explain the bene t of a savings plan, including for college. Supporting Standard | Recognizes how money can be earned, spent, and saved. |

| 3.9 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | Understanding the Connections Among Income, Expenses, and Careers<br><br>    identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs (1)<br><br>    de ne money earned as income (1)<br><br>    distinguish between wants and needs and identify income as a source to meet one s wants and needs (K)<br><br>    list simple skills required for jobs (K)<br><br>    differentiate between money received as income and money received as gifts (K)<br><br>    identify ways to earn income (K)<br><br>Managing Finances<br><br>    lisat isBDC it b >>BTo S.25g FiceptBDC to sawer.eEMCr1diffBD3 /2MFt ir nee1 Tlisat isBDC ility to0 Tdw >>BTo SEMC /LBody |