

Reporting Category	Readiness Standards	Supporting Standards
1 Numbers, Operations, Quantitative Reasoning	<p>1.1.D read and write numbers to 99 to describe sets of concrete objects</p> <p>1.2.B use appropriate language to describe part of a set such as three out of the eight crayons are red*</p> <p>1.3.B use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$)</p>	<p>1.1.A compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models</p> <p>1.1.B create sets of tens and ones using concrete objects to describe, compare, and order whole numbers</p> <p>1.1.C identify individual coins by name and value and describe relationships among them</p> <p>1.2.A separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts</p> <p>1.3.A model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences*</p>
2 Patterns, Relationships, Algebraic Reasoning	<p>1.5.A use patterns to skip count by twos, fives, and tens*</p> <p>1.5.C compare and order whole numbers using place value</p> <p>1.5.E identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as $2 + 3 = 5$, $3 + 2 = 5$, $5 - 2 = 3$, and $5 - 3 = 2$</p>	<p>1.4 identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems</p> <p>1.5.B find patterns in numbers, including odd and even*</p> <p>1.5.D use patterns to develop strategies to solve basic addition and basic subtraction problems</p>
3 Geometry and Spatial Reasoning	<p>1.6.A describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle)*</p> <p>1.6.B describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones*</p>	<p>1.6.C describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language</p> <p>1.6.D use concrete models to combine two-dimensional geometric figures to make new geometric figures</p>
4 Measurement	<p>1.7.A estimate and measure length using nonstandard units such as paper clips or sides of color tiles</p>	<p>1.7.B compare and order two or more concrete objects according to length (from longest to shortest)*</p> <p>1.7.C describe the relationship between the size of the unit and the number of units needed to measure the length of an object*</p> <p>1.7.D compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the least)</p> <p>1.7.E compare and order two or more containers according to capacity (from holds the most to holds the least)</p> <p>1.7.F compare and order two or more objects according to weight/mass (from heaviest to lightest)</p> <p>1.7.G compare and order two or more objects according to relative temperature (from hottest to coldest)</p> <p>1.8.A order three or more events according to duration</p> <p>1.8.B read time to the hour and half-hour using analog and digital clocks</p>
5 Probability Statistics	<p>1.9.B use organized data to construct real-object graphs, picture graphs, and bar-type graphs</p> <p>1.10.A draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs*</p>	<p>1.10.B identify events as certain or impossible such as drawing a red crayon from a bag of green crayons</p> <p>1.9.A collect and sort data</p>

Process Standards

Underlying Processes and Mathematical Tools	<p>1.11.A identify mathematics in everyday situations</p> <p>1.11.B solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness</p> <p>1.11.C select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem</p> <p>1.11.D use tools such as real objects, manipulatives, and technology to solve problems</p> <p>1.12.A explain and record observations using objects, words, pictures, numbers, and technology</p> <p>1.12.B relate informal language to mathematical language and symbols</p> <p>1.13 justify his or her thinking using objects, words, pictures, numbers, and technology</p>
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* Aligned with STAAR Assessed Curriculum

NOTE: The classification of standards on this snapshot represent the reviewed and synthesized input of a sample Texas Kindergarten – Grade 2 teachers. This snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications. Revised March 2012