

Reporting Category	Readiness Standards	Supporting Standards
1 Numbers, Operations, Quantitative Reasoning	<p>2.1.B use place value to read, write, and describe the value of whole numbers to 999</p> <p>2.1.C use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >)</p> <p>2.3.A recall and apply basic addition and subtraction facts (to 18)</p> <p>2.3.C select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary*</p> <p>2.3.D determine the value of a collection of coins up to one dollar</p>	<p>2.1.A use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways</p> <p>2.2.A use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less)*</p> <p>2.2.B use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less)*</p> <p>2.2.C use concrete models to determine if a fractional part of a whole is closer to 0, $\frac{1}{2}$, or 1</p> <p>2.3.B model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers</p> <p>2.3.E describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins</p> <p>2.4.A model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined*</p> <p>2.4.B model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets*</p>
2 Patterns, Relationships, Algebraic Reasoning	<p>2.5.C use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, and $17 - 9 = 8$</p> <p>2.6.C identify, describe, and extend repeating and additive patterns to make predictions and solve problems</p>	<p>2.5.A find patterns in numbers such as in a 100s chart*</p> <p>2.5.B use patterns in place value to compare and order whole numbers through 999</p> <p>2.6.A generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels</p> <p>2.6.B identify patterns in a list of related number pairs based on a real-life situation and extend the list*</p>
3 Geometry and Spatial Reasoning	<p>2.7.A describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc.*</p> <p>2.7.B use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different*</p>	<p>2.7.C cut two-dimensional geometric figures apart and identify the new geometric figures formed</p> <p>2.8 use whole numbers to locate and name points on a number line*</p>
4 Measurement	<p>2.9.A identify concrete models that approximate standard units of length and use them to measure length*</p> <p>2.10.B read and write times shown on analog and digital clocks using five-minute increments</p>	<p>2.9.B select a non-standard unit of measure such as square tiles to determine the area of a two-dimensional surface</p> <p>2.9.C select a non-standard unit of measure such as a bathroom cup or a jar to determine the capacity of a given container</p> <p>2.9.D select a non-standard unit of measure such as beans or marbles to determine the weight/mass of a given object</p> <p>2.10.A read a thermometer to gather data</p> <p>2.10.C describe activities that take approximately one second, one minute, and one hour</p>
5 Probability Statistics	<p>2.11.B draw conclusions and answer questions based on picture graphs and bar-type graphs*</p>	<p>2.11.A construct picture graphs and bar-type graphs*</p> <p>2.11.C use data to describe events as more likely or less likely such as drawing a certain color crayon from a bag of seven red crayons and three green crayons.</p>

Process Standards

Underlying Processes and Mathematical Tools	<p>2.12.A identify the mathematics in everyday situations</p> <p>2.12.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>2.12.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>2.12.D use tools such as real objects, manipulatives, and technology to solve problems</p> <p>2.13.A explain and record observations using objects, words, pictures, numbers, and technology</p> <p>2.13.B relate informal language to mathematical language and symbols</p> <p>2.14 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.