TEKS Snapshot - Kindergarten Math
Ready for STAAR

Reporting Category	Readiness Standards	Supporting Standards
1 Numbers, Operations, and Quantitative Reasoning	K.1.A use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects K.1.B use sets of concrete objects to represent quantities given in verbal or written form (through 20) K.1.C use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions K.3.B explain why a given part is half of the whole* K.4 model and create addition and subtraction problems in real situations with concrete objects	K.2.A use language such as before or after to describe relative position in a sequence of events or objects K.2.B name the ordinal positions in a sequence such as first, second, third, etc. K.3.A share a whole by separating it into two equal parts*
2 Patterns, Relationships, Algebraic Reasoning	K.5 identify, extend, and create patterns of sounds, physical movement, and concrete objects* K.6.B count by ones to 100	K.6.A use patterns to predict what comes next, including cause-and-effect relationships
3 Geometry and Spatial Reasoning	K.8.B compare two objects based on their attributes K.8.C sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted	K.7.A describe one object in relation to another using informal language such as over, under, above, and below K.7.B place an object in a specified position K.8.A describe and identify an object by its attributes using informal language K.9.A describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures* K.9.B recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures* K.9.C describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle)*
4 Measurement	K.10.A compare and order two or three concrete objects according to length (longer/shorter than, or the same)*	K.10.B compare the areas of two flat surfaces of two-dimensional figures (covers more, covers less, or covers the same) K.10.C compare two containers according to capacity (holds more, holds less, or holds the same) K.10.D compare two objects according to weight/mass (heavier than, lighter than or equal to) K.10.E compare situations or objects according to relative temperature (hotter/colder than, or the same as) K.11.A compare events according to duration such as more time than or less time than K.11.B sequence events (up to three) K.11.C read a calendar using days, weeks, and months
5 Probability Statistics	K.12.B use information from a graph of real objects or pictures in order to answer questions*	K.12.A construct graphs using real objects or pictures in order to answer questions*

Process Standards	
Underlying Processes and Mathematical Tools	K.13.A identify mathematics in everyday situations K.13.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 K.13.C select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem K.13.D use tools such as real objects, manipulatives, and technology to solve problems K.14.A communicate mathematical ideas using objects, words, pictures, numbers, and technology K.14.B relate everyday language to mathematical language and symbols K.15 justify his or her thinking using objects, words, pictures, numbers, and technology

* 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