



Assumptions in the TEKS Correlations
TouchMath Standards-Based Edition
June, 2017

Introduction: The following assumptions were applied in correlating the Program to the Texas Educational Knowledge and Skills, b, in the revised 2015 publication. The CRA sequence of concept development was implemented throughout the Program. The concrete and representational activities are specifically referenced below. The abstract forms include the standard forms of numbers with no visual representations.

PreK Program Introduction: The Program is designed to provide multisensory experiences with skills that are expected in kindergarten. A thematic approach is used. Scout, a gender-neutral character, shares adventures by module: space, zoo, kitchen, transportation, the arts, and community. Suggestions for introduction of skills in circle time (using modeling, movement, and music) are followed by transitions, interactive guided practice (in small groups at developmental levels), and centers. Activity mats are provided for the interactive guided practice. Many of the experiences are direct and guided; others are free exploration with little or no direction. The TouchMath approach of seeing, saying, and touching is the core of the program.

Mathematics Domain A: Counting Skills

- V.A.1–6: Included throughout the Program, in teacher-guided interactive practice, transitions, centers, music, and movement.
- V.A.3–5: Focused in Module 2 with association of quantities and numerals with Pictorial TouchPoints. Counting TouchPoints on body (e.g., eyes [1-2], ears [3-4], nose [5]). Significant practice with showing the quantity using the number of fingers.
- V.A.8: Recognizes patterns of dots on dice and dominoes.
- V.A.9: Tracing numerals included in the appendix.

Mathematics Domain B: Adding To/Taking Away Skills

- V.B.1–2: Introduced with shapes in modules 5 and 6. Five frames and ten frames are used. Verbal problems shared throughout instruction and guide practice related to pictures on the activity mats.

Mathematics Domain C: Geometry and Spatial Sense

- V.C.1: Also includes rhombuses and trapezoids as shapes with four sides. Shapes are mixed for identification in pictures.
- V.C.2: Included with various building materials: boxes of different sizes, 3-D models, modeling clay and sticks. Identifies attributes (e.g., 4 sides and 4 corners).
- V.C.3: Relative position is practiced with music and movement as well as with activity mats.

PreK (continued)

V.C.4: Practices with shapes of different sizes and orientations for matching.

Mathematics Domain D: Measurement Skills

V.D.2 Fills shapes of different kinds and sizes with beans to determine which holds more.
Incorporates activities at the water table.

V.D.4 Included in module 4 with meals throughout the day.
Incorporated in the circle time activities.

Mathematics Domain E: Classification and Patterns Skills

V.E.1: Many sorting activities by different attributes throughout the activities and at centers.

V.E.2: Uses paper plates divided into two categories as readiness for graphs.

V.E. 2 (cont.): Uses horizontal and vertical templates to sort, classify, count, and compare the number in each quantity.

V.E.3: Finds patterns of shapes in the environment, describes the pattern, and identifies the next object in the patterns.

Uses the patterns on TouchPoints, in five and ten frames, on dice and dominoes, and in centers.

Primary Program (grades K–2)

1. Mathematical Process Standards (all grade levels)

- A. Examples of application in everyday life are illustrated in word problems on the activity sheets and/or throughout instruction. They are also included in the Real World Applications or Home-School Connections at the conclusion of each module.
- C. Specific problem solving strategies, e.g. word backwards, are introduced, modeled, and guided throughout practice.
- D. All graphic organizers, TouchPoints, cues, and symbols are included as correlations.
- G. Solving and creating word problems and applying skills with examples relevant to the learners are incorporated throughout instruction and with the extended activities with partners.

Kindergarten: 112.2.b...

2. Number and operations (whole numbers)

- B. Activities with sequences, patterns, dot-to-dots, mazes, and number lines are correlated. Association of objects, picture, Pictorial TouchPoints, and TouchPoints are scaffolded.
- D. Representing numbers with fingers is modeled and practiced.
- E. Number sequences and number lines are used.

Kindergarten (continued)

- F. Reviews include selecting one more to match pictures. Matching and counting strategies are reinforced.
- H. Activities include true/false, multiple choice, comparisons, and puzzles.

3. Number and operations (addition and subtraction)

- B. Objects and pictures in addition and subtraction models are the focus. Word problems are used throughout instruction related to pictorial representations.
- C. Strategies include counting on and counting backward, addition and subtraction workmats, number lines, patterns, number families, number sentences, pairs of numbers that compose 10, whole/part relationships, and the relationship of addition and subtraction modeled and guided. Simple rebus word problems are introduced with basic sight vocabulary. Unknowns are included in the equations.

5. Algebraic reasoning (patterns)

Patterns on dice, dominoes, hundred charts, and number lines are used.

6. Geometry and measurement (2-D and 3-D shapes)

- A. Rhombus and hexagon are also included.
- D. Identification of defining attributes is guided.
- E. Guided practice sorting and classifying objects by both defining and non-defining attributes is correlated.
- F. Geoboards and puzzle pieces of the various shapes are included for creating new shapes.
- * Relative position is identified to reinforce the relationships of shapes in pictures.

7. Geometry and measurement (measurable attributes)

- A. Sink and float are introduced to distinguish weight. Two attributes of an object are identified.

8. Data analysis (graphs)

- B. Objects, shapes, and pictures are used to represent and analyze data in horizontal and vertical graphs.

First Grade: 111.3.b...

2. Number and operations (whole numbers and place value)

- A. Activities with concrete objects and representations (TouchPoints, graphic organizers, drawings, base ten blocks, ten frames, calendars, charts, graphs, arrays, visual cues, etc.) are correlated.
- B. The following forms are representations of concept development of number sense: base ten blocks, beads on strings, bundles of straws, and linking cubes; place value forms (1 hundred + 1 ten + 5 ones) and $(1h + 1t + 5o)$; expanded forms $(100 + 10 + 5)$; and place value charts:

h	t	o
1	1	5

- C–G. Significant practice with number lines is correlated to identify greater than and less than.

3. Number and operations (addition and subtraction)

- E. Using TouchPoints to count on and count backward is correlated as a strategy.
- F. Word problems given in instruction and for partner activities are included.

4. Number and operations (coins)

- C. Skip counting by twos, fives, and tens is included.

5. Algebraic reasoning (patterns and relationships)

- A. Counting forward and backward on TouchPoints and number lines are emphasized. Numbers out of order, sequences starting with any number, and mazes are included.
- E. All activities with comparisons and equality are correlated. Activities with matching, true/false, multiple choice, and patterns are included.
- F. Unknowns are consistently reinforced and correlated in the relationship of addition and subtraction, number families, counting on and counting backward, place value, properties, and mental math.

6. Geometry and measurement (2-D and 3-D shapes and fractions)

- A. Types of lines are introduced to use as defining attributes in shapes.
- C. Using parts of shapes to make a shape (similar to completing a puzzle) is the focus.
- G. Halves, thirds, fourths, and fifths are included. Relationships on number lines are reinforced.

7. Geometry and measurement (length and time)

- A–C. Various tools and units are used to demonstrate non-standard vs. standard units and the relationship of the size of the unit to the number needed.

First Grade (continued)

8. Data analysis (graphs)

- B. Cutting, sorting, classifying, and pasting pictures on vertical and horizontal graphs are followed by shading bars on graphs for analysis.

Second Grade: 111.4.b...

2. Number and operations (whole numbers and place value)

- A. Activities with concrete objects and representations (TouchPoints, graphic organizers, drawings, base ten blocks, ten frames, calendars, charts, graphs, arrays, visual cues, etc.) are correlated. Graph paper is often recommended for displaying relationships.
- B. The following forms are representations of concept development of number sense: (1) standard or compact numbers, (2) words or names of the numbers, (3) expanded forms, e.g. $500 + 30 + 1$, (4) place value forms, e.g. 5 hundreds + 3 tens, + 1 one, (5) and place value charts, e.g.

h	t	o
5	3	1

- C. All activities with patterns, true/false, matching, and multiple choice are considered comparisons and are correlated.
- E. and F. Open number lines are modeled and used by the students throughout the instruction and guided practice to reinforce greater than, equal to, and less than. Number ladders are included.

3. Number and operations (fractions)

- A. Many activities with equal parts of shapes include fractional parts of halves, thirds, fourths, sixths, eighths, ninths, tenths, and twelfths. The activities are related to multiplication.

4. Number and operations (computation)

- A. Significant practice with addition and subtraction of two- and three-digit numbers on activity sheets in Module 3 contribute to fluency and have been correlated to this skill.
- B. The strategies and flexible methods include (but are not limited to) TouchPoints, skip counting, counting on, relationships and properties of operations, place value, mental math, and multiples of 10 and 100.
- D. Number sentences are modeled and used extensively throughout the guided practice.

5. Number and Operations (money)

Also included counting the value of mixed coins and bills, solving simple word problems to find how much more is needed to make a given value, using items in charts to solve multi-step problems, and applying addition and subtraction to money.

6. Number and operations (multiplication)

- A. Whole/part relationships, odd/even numbers, and skip counting precede the direct instruction with multiplication as repeated addition. Objects, pictures, dots, and arrays are used.

Second Grade (continued)

- B. Division is presented informally as its relationship to multiplication (as the parallel of subtraction to addition) in instruction.

7. Algebraic reasoning

- A. The activities include identifying odd and even numbers to 100. The concrete activities of pairing objects are scaffolded to include pictorial representations of the objects, then patterns with numbers in sequences, followed by generalizations of odd and even numbers, and concluding with application in hundred charts.
- B. Multiples of 10 and 100 are structured for meaningful practice.
- C. In addition to unknowns in all positions in equations, they are imbedded in sequences, patterns, strategies, and activities with mystery numbers.

8. Geometry and measurement (two-dimensional shapes and the three-dimensional solids)

- A. Suggestions for activities with three-dimensional solids are incorporated. Samples of the solids are shown pictorially. A table identifying the number of vertices, edges, and faces is developed with the students. Comparisons are discussed.

9. Geometry and measurement (length, area, time)

- D. Activities to the one-half inch are included in instruction. The activity sheet directions are modified to include measurement to this level of precision.
- G. Distinguishing between a.m. and p.m. is included in instruction, guided practice, and activities with partners.

11. Personal financial literacy

- A–F: The application of the mathematical process standards to one’s effective management of financial resources is addressed in instruction in Unit 4 (Measurement, Data, and Geometry), Module 2 (money) and throughout the Program where it is appropriate. No activity sheets are included for practice.

TouchMath Texas Essential Knowledge and Skills (TEKS) for Mathematics

Correlations by Standard

Referencing correlated pages within TouchMath's Unit Module Guides

PreK

V.A Prekindergarten-aged children show basic counting readiness and counting by using nonverbal and verbal means.

V.A.1 Child knows that objects, or parts of an object, can be counted.

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V.A.2 Child uses words to rote count from 1 to 30.

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V.A.3 Child counts 1–10 items, with one count per item.

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TouchMath Texas Essential Knowledge and Skills (TEKS) for Mathematics

Correlations by Standard

Referencing correlated pages within TouchMath's Unit Module Guides

PreK

V.A Prekindergarten-aged children show basic counting readiness and counting by using nonverbal and verbal means.

V.A.4 Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

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V.A.5 Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.

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V.A.6 Child demonstrates understanding that when counting, the items can be chosen in any order.

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PreK

V.A Prekindergarten-aged children show basic counting readiness and counting by using nonverbal and verbal means.

V.A.7 Child uses the verbal ordinal terms.

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V.A.8 Child verbally identifies, without counting, the number of objects from 1 to 5.

Unit / Module Page Number

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Unit 1, Module 6: 145, 146

V.A.9 Child recognizes one-digit numerals, 0–9.

Unit / Module Page Number

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PreK

V.B Prekindergarten children use informal and formal strategies to make a collection larger or smaller. This includes teacher showing (modeling) children a mathematical behavior and asking the children to do the same.

V.B.1 Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.

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V.B.2 Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.

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V.B.3 Child uses informal strategies to separate up to 10 items into equal groups.

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PreK

V.C Prekindergarten children recognize, describe, and name attributes of shapes.

V.C.1 Child names common shapes.

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V.C.2 Child creates shapes.

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V.C.3 Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).

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V.C.4 Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

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PreK

V.D Prekindergarten children verbally describe or demonstrate attributes of persons or objects, such as length, area, capacity, or weight.

V.D.1 Child recognizes and compares heights or lengths of people or objects.

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V.D.2 Child recognizes how much can be placed within an object.

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V.D.3 Child informally recognizes and compares weights of objects or people.

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V.D.4 Child uses language to describe concepts associated with the passing of time.

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PreK

V.E Prekindergarten children sort and classify objects using one or more attributes. They begin to use attributes of objects to duplicate and create patterns (typically referred to as algebraic thinking such as described in NCTM focal points.) With formal instruction, they will participate in creating and using real/pictorial graphs.

V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

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V.E.2 Child collects data and organizes it in a graphic representation.

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V.E.3 Child recognizes and creates patterns.

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Kindergarten

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2.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

2.B.1.E Create and use representations to organize, record, and communicate mathematical ideas;

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2.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

2.B.1.F Analyze mathematical relationships to connect and communicate mathematical ideas; and

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2.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

2.B.1.F Analyze mathematical relationships to connect and communicate mathematical ideas; and

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2.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

2.B.1.G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

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Kindergarten

2.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

2.B.1.G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

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2.B.2 Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

2.B.2.A Count forward and backward to at least 20 with and without objects;

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2.B.2 Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

2.B.2.B Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures;

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2.B.2 Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

2.B.2.C 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;

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Kindergarten

2.B.2 Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

2.B.2.D Recognize instantly the quantity of a small group of objects in organized and random arrangements;

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2.B.2 Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

2.B.2.E 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;

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2.B.2 Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

2.B.2.F Generate a number that is one more than or one less than another number up to at least 20;

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2.B.2 Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

2.B.2.G Compare sets of objects up to at least 20 in each set using comparative language;

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2.B.2 Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

2.B.2.H Use comparative language to describe two numbers up to 20 presented as written numerals; and

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2.B.2 Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

2.B.2.I Compose and decompose numbers up to 10 with objects and pictures.

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2.B.3 Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:

2.B.3.A Model the action of joining to represent addition and the action of separating to represent subtraction;

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2.B.3 Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:

2.B.3.B Solve word problems using objects and drawings to find sums up to 10 and differences within 10; and

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2.B.3 Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:

2.B.3.C Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.

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2.B.4 Number and operations. The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to identify U.S. coins by name, including pennies, nickels, dimes, and quarters.

2.B.4

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2.B.5 Algebraic reasoning. The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to recite numbers up to at least 100 by ones and tens beginning with any given number.

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2.B.6 Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

2.B.6.A Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles;

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2.B.6.B Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world;

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2.B.6 Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

2.B.6.C Identify two-dimensional components of three-dimensional objects;

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2.B.6.D Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably;

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2.B.6.E Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size; and

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2.B.6.F Create two-dimensional shapes using a variety of materials and drawings.

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2.B.7 Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:

2.B.7.A Give an example of a measurable attribute of a given object, including length, capacity, and weight; and

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2.B.7.B Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.

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2.B.8 Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to:

2.B.8.A Collect, sort, and organize data into two or three categories;

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2.B.8.B Use data to create real-object and picture graphs; and

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2.B.8.C Draw conclusions from real-object and picture graphs.

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1st Grade

3.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

3.B.1.A Apply mathematics to problems arising in everyday life, society, and the workplace;

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1st Grade

3.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

3.B.1.B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;

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1st Grade

3.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

3.B.1.B

Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;

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1st Grade

3.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

3.B.1.C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

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1st Grade

3.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

3.B.1.C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

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1st Grade

3.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

3.B.1.D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

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1st Grade

3.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

3.B.1.D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

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1st Grade

3.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

3.B.1.E Create and use representations to organize, record, and communicate mathematical ideas;

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1st Grade

3.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

3.B.1.E Create and use representations to organize, record, and communicate mathematical ideas;

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1st Grade

3.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

3.B.1.F Analyze mathematical relationships to connect and communicate mathematical ideas; and

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1st Grade

3.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

3.B.1.F Analyze mathematical relationships to connect and communicate mathematical ideas; and

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1st Grade

3.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

3.B.1.G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

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1st Grade

3.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

3.B.1.G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

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1st Grade

3.B.2 Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

3.B.2.A Recognize instantly the quantity of structured arrangements;

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1st Grade

3.B.2 Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

3.B.2.B Use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;

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1st Grade

3.B.2 Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

3.B.2.C Use objects, pictures, and expanded and standard forms to represent numbers up to 120;

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1st Grade

3.B.2 Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

3.B.2.D Generate a number that is greater than or less than a given whole number up to 120;

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3.B.2.E Use place value to compare whole numbers up to 120 using comparative language;

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1st Grade

3.B.2 Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

3.B.2.F Order whole numbers up to 120 using place value and open number lines; and

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1st Grade

3.B.2 Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

3.B.2.G represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$.

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1st Grade

3.B.3 Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

3.B.3.A use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99;

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1st Grade

3.B.3 Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

3.B.3.B 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 $5 = [] - 3$; and $18 - 9 = 9$).

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3.B.3.C compose 10 with two or more addends with and without concrete objects;

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1st Grade

3.B.3 Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

3.B.3.D apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;

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1st Grade

3.B.3 Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

3.B.3.E explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences; and

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1st Grade

3.B.3 Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

3.B.3.F generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.

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1st Grade

3.B.4 Number and operations. The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions. The student is expected to:

3.B.4.A identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them;

Unit / Module Page Number

Unit 4, Module 1: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23

3.B.4.B write a number with the cent symbol to describe the value of a coin; and

Unit / Module Page Number

Unit 4, Module 1: 23, 25

Unit 4, Module 2: 27, 29, 30, 32, 33

3.B.4.C use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.

Unit / Module Page Number

Unit 4, Module 1: 25

Unit 4, Module 2: 27, 29

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1st Grade

3.B.5 Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

3.B.5.A recite numbers forward and backward from any given number between 1 and 120;

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3.B.5.B skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set;

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1st Grade

3.B.5 Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

3.B.5.C use relationships to determine the number that is 10 more and 10 less than a given number up to 120;

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3.B.5.D represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences;

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1st Grade

3.B.5 Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

3.B.5.E understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s);

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1st Grade

3.B.5 Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

3.B.5.F 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; and

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1st Grade

3.B.5 Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

3.B.5.G apply properties of operations to add and subtract two or three numbers.

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1st Grade

3.B.6 Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

3.B.6.A classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language;

Unit / Module Page Number

Unit 4, Module 4: 97, 99

3.B.6.B distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape;

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Unit 4, Module 4: 87, 92, 93, 94, 95, 96, 97, 98, 99

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3.B.6.C create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons;

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3.B.6.D identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language;

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1st Grade

3.B.6 Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

3.B.6.E identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language;

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3.B.6.F compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible;

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Unit 4, Module 4: 100

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3.B.6.G partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words; and

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3.B.6.H identify examples and non-examples of halves and fourths.

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1st Grade

3.B.7 Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:

3.B.7.A use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement;

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Unit 4, Module 6: 165, 169

3.B.7.B 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;

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Unit 4, Module 6: 165, 169

3.B.7.C measure the same object/distance with units of two different lengths and describe how and why the measurements differ;

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Unit 4, Module 2: 35, 37, 38, 45, 46

Unit 4, Module 3: 53, 54, 55, 56, 57, 58, 59, 60

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3.B.7.D describe a length to the nearest whole unit using a number and a unit; and

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1st Grade

3.B.7 Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:

3.B.7.E tell time to the hour and half hour using analog and digital clocks.

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Unit 4, Module 1: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21

Unit 4, Module 6: 165, 169

3.B.8 Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:

3.B.8.A collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts;

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3.B.8.B use data to create picture and bar-type graphs; and

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3.B.8.C draw conclusions and generate and answer questions using information from picture and bar-type graphs.

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1st Grade

3.B.9 Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

3.B.9.A define money earned as income;

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2nd Grade

4.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

4.B.1.A apply mathematics to problems arising in everyday life, society, and the workplace;

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2nd Grade

4.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

4.B.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;

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2nd Grade

4.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

4.B.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;

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2nd Grade

4.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

4.B.1.C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

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2nd Grade

4.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

4.B.1.C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

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2nd Grade

4.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

4.B.1.D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

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2nd Grade

4.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

4.B.1.E create and use representations to organize, record, and communicate mathematical ideas;

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2nd Grade

4.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

4.B.1.F analyze mathematical relationships to connect and communicate mathematical ideas; and

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2nd Grade

4.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

4.B.1.F analyze mathematical relationships to connect and communicate mathematical ideas; and

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2nd Grade

4.B.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

4.B.1.G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

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2nd Grade

4.B.2 Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

4.B.2.A use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones;

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4.B.2 Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

4.B.2.B use standard, word, and expanded forms to represent numbers up to 1,200;

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2nd Grade

4.B.2 Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

4.B.2.C generate a number that is greater than or less than a given whole number up to 1,200;

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4.B.2 Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

4.B.2.D use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols ($>$, $<$, or $=$);

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2nd Grade

4.B.2 Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

4.B.2.E locate the position of a given whole number on an open number line; and

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4.B.2.F name the whole number that corresponds to a specific point on a number line.

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2nd Grade

4.B.3 Number and operations. The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. The student is expected to:

4.B.3.A partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words;

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4.B.3.B explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part;

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4.B.3.C use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole; and

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4.B.3.D identify examples and non-examples of halves, fourths, and eighths.

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2nd Grade

4.B.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 addition and subtraction problems with efficiency and accuracy. The student is expected to:

4.B.4.A recall basic facts to add and subtract within 20 with automaticity;

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2nd Grade

4.B.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 addition and subtraction problems with efficiency and accuracy. The student is expected to:

4.B.4.B 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;

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2nd Grade

4.B.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 addition and subtraction problems with efficiency and accuracy. The student is expected to:

4.B.4.C 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; and

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4.B.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 addition and subtraction problems with efficiency and accuracy. The student is expected to:

4.B.4.D generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000.

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4.B.5 Number and operations. The student applies mathematical process standards to determine the value of coins in order to solve monetary transactions. The student is expected to:

4.B.5.A determine the value of a collection of coins up to one dollar; and

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4.B.5.B use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.

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4.B.6 Number and operations. The student applies mathematical process standards to connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares. The student is expected to:

4.B.6.A model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined; and

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4.B.6.B model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets.

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4.B.7 Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

4.B.7.A determine whether a number up to 40 is even or odd using pairings of objects to represent the number;

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4.B.7.B 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; and

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4.B.7 Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

4.B.7.C represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.

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4.B.8 Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

4.B.8.A create two-dimensional shapes based on given attributes, including number of sides and vertices;

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4.B.8.C classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices;

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4.B.8.D compose two-dimensional shapes and three-dimensional solids with given properties or attributes; and

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4.B.8.E 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.

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4.B.9 Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time. The student is expected to:

4.B.9.A find the length of objects using concrete models for standard units of length;

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4.B.9.B describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object;

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4.B.9.C represent whole numbers as distances from any given location on a number line;

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4.B.9.D determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes;

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2nd Grade

4.B.9 Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time. The student is expected to:

4.B.9.E determine a solution to a problem involving length, including estimating lengths;

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4.B.9.F use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit; and

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4.B.9.G read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.

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4.B.10 Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:

4.B.10.A explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category;

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4.B.10.B organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more;

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4.B.10.C write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one; and

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4.B.10 Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:

4.B.10.D draw conclusions and make predictions from information in a graph.

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2nd Grade

4.B.11 Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

4.B.11.B explain that saving is an alternative to spending;

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4.B.11.C distinguish between a deposit and a withdrawal;

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4.B.11.D identify examples of borrowing and distinguish between responsible and irresponsible borrowing;

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4.B.11.E identify examples of lending and use concepts of benefits and costs to evaluate lending decisions; and

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4.B.11.F differentiate between producers and consumers and calculate the cost to produce a simple item.

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