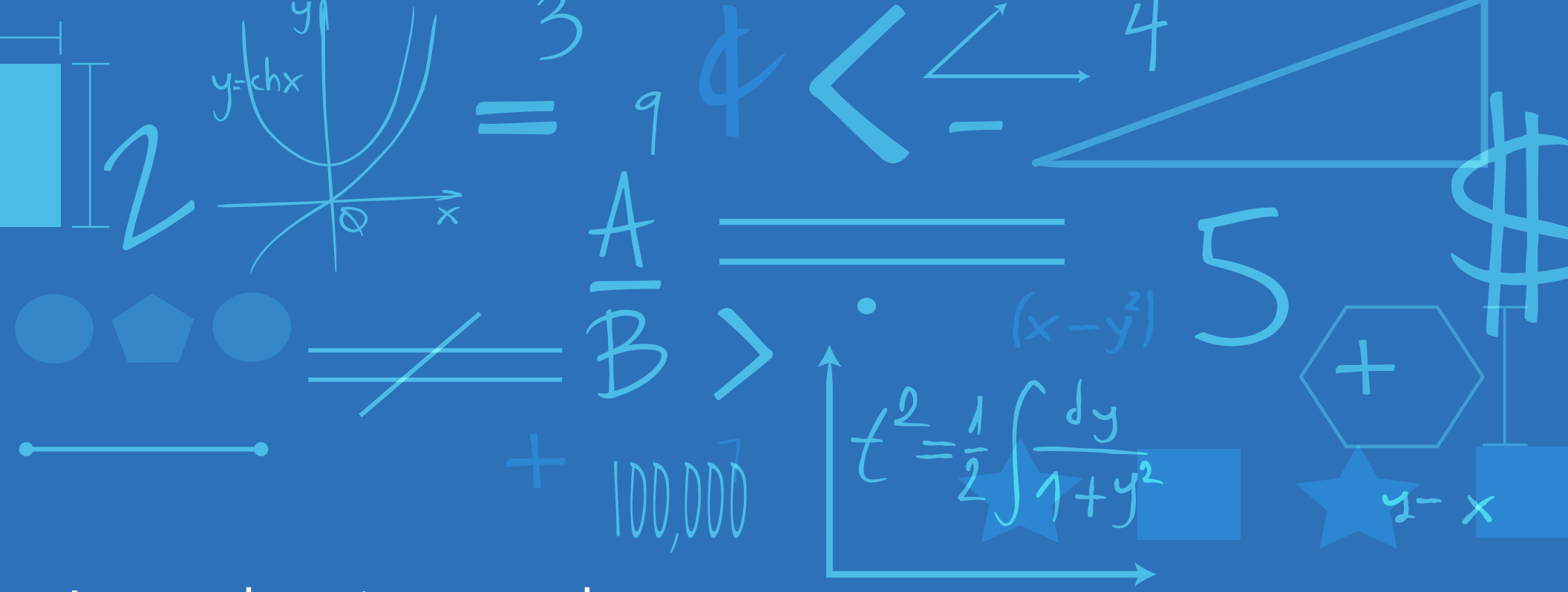

Introduction to the

Revised Mathematics TEKS

A VERTICAL LOOK AT KEY CONCEPTS AND PROCEDURES

KINDERGARTEN

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Revised Mathematics TEKS (2012): Building to Kindergarten Number and Operations – A Vertical Look at Key Concepts and Procedures

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Key concepts and procedures for the identified grade level are in the shaded column.

Grade levels for the concepts and procedures are identified in column headings for each set of key concepts and procedures.

Grade 3	Grade 2	Grade 1	Kinder
			Count conne numb forwa
		Recognize instantly the quantity of structured arrangements.	Recog group arrangements.
Compose and decompose numbers up to 100,000 using concrete and pictorial models, and numbers.	Compose and decompose numbers up to 1,200 using concrete and pictorial models.	Compose and decompose numbers up to 120 using concrete and pictorial models.	Compose and decompose within 10 with concrete and pictorial models.
Represent whole numbers up to 100,000.	Represent, whole numbers up to 1,200 using standard, word, and expanded form.	Represent whole numbers up to 120 using concrete and pictorial objects and expanded form	Read, write, and represent whole numbers to at least 20 with or without objects.
Compare and order n using symbols.	rs to 1,200 using mbols.	Compare two numbers up to 100 using language and symbols.	Compare sets of objects to at least 20 and describe using comparative language.
	greater than or less .	Generate a number that is greater than or less than a number up to 120.	Generate a number that is one more than or one less than another number up to 20
Represent a number on a number line between two consecutive multiples of 10, 100, 1,000, or 10,000.	Locate and name the whole number identified by a specific point on a number line.	Order whole numbers up to 120 using place value and open number lines.	

Grade 3	Grade 2	Grade 1	Kindergarten
Recall facts to multiply up to 10 by 10 with automaticity.	Recall basic facts to add and subtract within 20 with automaticity	Apply basic fact strategies to add and subtract within 20.	Compose and de concrete and pict

Grade 3	Grade 2	Grade 1	Kindergarten
	Add up to four two-digit numbers and subtract two-digit numbers.	Determine the sum of a multiple of ten and a one-digit number up to 99 using concrete and pictorial models.	Generate a number that is one more than or one less than another number up to 20.
		Compose 10 with two or more addends.	
Solve with fluency problems with addition and subtraction within 1,000.	Solve problems involving addition and subtraction within 1,00 computation with thre	Solve addition and subtraction problem ng, separating, and and unknowns as any oncrete and pictorial ences. Explain one's	Model and solve addition and subtraction word problems within 10 using objects and drawings. Explain one's solution process.

Grade 3	Grade 2		Kindergarten
		s among pennies, nickels, dimes, and quarters	Identify pennies, nickels, dimes, and quarters.
Determine the value of a collection of coins and bills.	Determine the value of a collection of coins up to one dollar.	Count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.	

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Revised Mathematics TEKS (2012): Building to Kindergarten Number and Operations – A Vertical Look at Key Concepts and Procedures

Grade 3	Grade 2	Grade 1	Kindergarten
			Count a set of objects up to 20 and connect the last number stated to the number of objects in the set. Count forward and backward to at least 20.
		Recognize instantly the quantity of structured arrangements.	Recognize instantly the quantity of a small group of objects in organized and random arrangements.
Compose and decompose numbers up to 100,000 using concrete and pictorial models, and numbers.	Compose and decompose numbers up to 1,200 using concrete and pictorial models.	Compose and decompose numbers up to 120 using concrete and pictorial models.	Compose and decompose within 10 with concrete and pictorial models.
Represent whole numbers up to 100,000.	Represent, whole numbers up to 1,200 using standard, word, and expanded form.	Represent whole numbers up to 120 using concrete and pictorial objects and expanded form	Read, write, and represent whole numbers to at least 20 with or without objects.
Compare and order numbers to 100,000 using symbols.	Compare and order numbers to 1,200 using language, numbers, and symbols.	Compare two numbers up to 100 using language and symbols.	Compare sets of objects to at least 20 and describe using comparative language.
	Generate a number that is greater than or less than a number up to 1,200.	Generate a number that is greater than or less than a number up to 120.	Generate a number that is one more than or one less than another number up to 20.
Represent a number on a number line between two consecutive multiples of 10, 100, 1,000, or 10,000.	Locate and name the whole number identified by a specific point on a number line.	Order whole numbers up to 120 using place value and open number lines.	

Grade 3	Grade 2	Grade 1	Kindergarten
Recall facts to multiply up to 10 by 10 with automaticity.	Recall basic facts to add and subtract within 20 with automaticity.	Apply basic fact strategies to add and subtract within 20.	Compose and decompose within 10 with concrete and pictorial models.

Grade 3	Grade 2	Grade 1	Kindergarten
Solve with fluency problems with addition and subtraction within 1,000.	Solve problems involving addition and subtraction within 1,000. This includes computation with three-digit numbers.	Solve addition and subtraction problem situations involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms using concrete and pictorial models and number sentences. Explain one's solution process.	Generate a number that is one more than or one less than another number up to 20. Model and solve addition and subtraction word problems within 10 using objects and drawings. Explain one's solution process.

Grade 3	Grade 2	Grade 1	Kindergarten
		Describe the relationships among pennies, nickels, dimes, and quarters.	Identify pennies, nickels, dimes, and quarters.
Determine the value of a collection of coins and bills.	Determine the value of a collection of coins up to one dollar.	Count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.	

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Revised Mathematics TEKS (2012): Building to Kindergarten Algebraic Reasoning – A Vertical Look at Key Concepts and Procedures

	Grade 2	Grade 1	Kindergarten
		Recite numbers forward and backwards between 1 and 120.	Recite numbers up to 100 by ones and tens beginning with any number.
	Determine whether a number up to 40 is even or odd.	Determine total number of objects in a set by skip counting by two, fives, and tens up to 120.	

	Grade 2	Grade 1	Kindergarten
	Determine a number that is 10 or 100 more than a given number up to 1,200.	Determine a number that is 10 more and 10 less than a given number up to 120.	See the Number and Operations strand for a similar student expectation for determining a number that is 1 more and 1 less than a given number.

Grade 3	Grade 2	Grade 1	Kindergarten
Represent and solve one-and two-step problems using pictorial models, number lines, and equations.	Represent and solve addition and subtraction problems where unknowns may be any one of the terms in a problem.	Represent addition and subtraction problems up to 20 using concrete and pictorial models and number sentences. Determine the unknown whole number in and addition or subtraction equation when the unknown may be any one of the three or four terms in the equation. Apply properties of operations to add and subtract two or three numbers.	See the Number and Operations strand for related student expectations for representing joining and separating.

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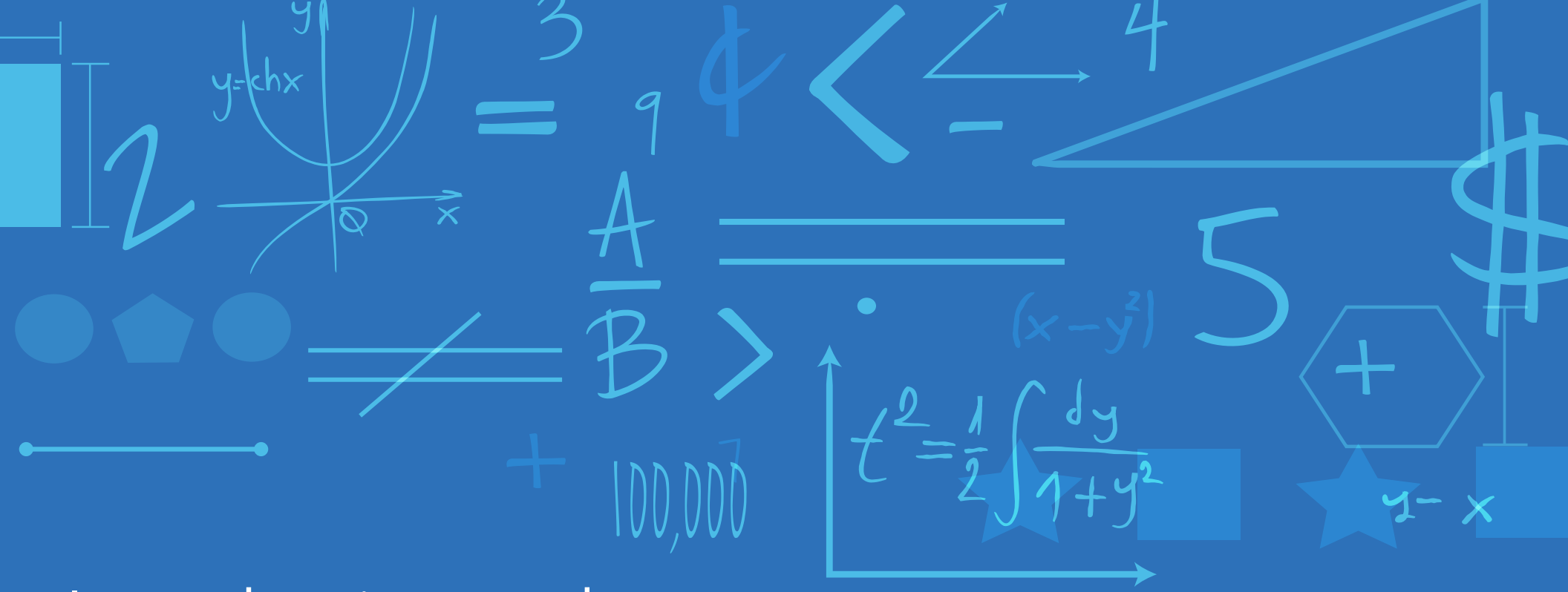
Revised Mathematics TEKS (2012): Building to Kindergarten Geometry and Measurement – A Vertical Look at Key Concepts and Procedures

Grade 3	Grade 2	Grade 1	Kindergarten
Classify and sort 2-d and 3-d figures based on attributes using formal geometric language.	Classify and sort specified 3-d figures and polygons with fewer than 12 sides based on attributes. Use language of sides and vertices. Compose 2-d and 3-d figures with given properties. Decompose 2-d figures.	Identify, classify, sort, and create specified 2-d and 3-d figures based on attributes using informal and formal language. Distinguish defining attributes from attributes that do not define a shape. Compose 2-d shapes (using up to four figures) and partition (using two or four fair shares) 2-d figures. Identify examples and non-examples of halves and fourths.	Identify, classify, sort and create specified 2-d and 3-d figures. Identify attributes using informal and formal geometric language.
Grade 3	Grade 2	Grade 1	Kindergarten
Solve problems with measures of time, liquid volume, and weight.	Measure length to the nearest marked unit using tools, including concrete models for standard units of length, rulers, yardsticks, meter sticks, or measuring tape. Describe the relationship between the size of a unit of length and the number of units required to measure a length. Solve problems involving length.	Illustrate the meaning of length and its measure. Use measuring tools to measure the length of objects to the nearest whole unit. Compare the measures of length when using two different units of length.	Give an example of a measureable attribute, including length, capacity, and weight. Compare two measureable attributes to determine more or less.

Revised Mathematics TEKS (2012): Building to Kindergarten Data Analysis – A Vertical Look at Key Concepts and Procedures

Grade 3	Grade 2	Grade 1	Kindergarten
Represent and solve problems with: Frequency Tables Bar graphs Dot plots Note: Representations may have scaled intervals.	*Represent, solve problems, draw conclusions and make predictions with:* Bar graphs Pictographs Note: Representations may have intervals of one.	*Represent and draw conclusions with:* Tally marks or t-charts Bar-type graphs Picture graphs	*Represent data and draw conclusions with:* Picture graphs Real object graphs



Introduction to the **Revised Mathematics TEKS**

A VERTICAL LOOK AT KEY CONCEPTS AND PROCEDURES

GRADE 1

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Revised TEKS (2012): Building to Grade 1 Number and Operations – A Vertical Look at Key Concepts and Procedures

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Grade 3	Grade 2	Grade 1	Kindergarten
		Recognize instantly the quantity of structured arrangements.	Reco… group… arran…
Compose and decompose nu… 100,000 using concrete and… models, and numbers.	…bers up to …orial models.	Compose and decompose numbers up to 120 using concrete and pictorial models.	Comp… concr…
Represent whole numbers up to 100,000.	Represent, whole numbers up to 1,200 using standard, word, and expanded form.	Represent whole numbers up to 120 using concrete and… …ded form	Read, write, and represent whole numbers to at least 20 with or without objects.
Compare and order numbers to 100,000 using symbols.	Compare and order numbers to 1,200 using language, numbers, and symbols.	Compare tw… language a…	Compare sets of objects to at least 20 and describe using comparative language.
	Generate a number that is greater than or less than a number up to 1,200.	Generate a… …or less than a…	Generate sets of concrete objects that are more than, less then, or equal to a given number.
Represent a number on a number line between two consecutive multiples of 10, 100, 1,000, or 10,000.	Locate and name the whole number identified by a specific point on a number line.	Order whole numbers up to 120 using place value and open number lines.	

Grade 3	Grade 2	Grade 1
Decompose a/b (proper fractions only) as a sum of fractions 1/b.	Partition and explain fractional parts, including halves, fourths, eighths, one whole, and fractional parts beyond one whole.	See the Geometry and Measurement strand for connections to fair shares of a whole.
Represent proper fractions with denominators of 2, 3, 4, 6, and 8.	Identify examples and non-examples of halves, fourths, and…	

Grade 3	Grade 2	Grade 1
Recall facts to multiply up to 10 by 10 with automaticity.	Recall basic facts to… 20 with automaticit…	…s to add and

Grade 3	Grade 2	Grade 1	Kindergarten
	Add up to four two-digit numbers and …t numbers.	Determine the sum of a multiple of ten and a one-digit number up to 99 using concrete and pictorial models.	Generate a number that is one more than or one less than another number up to 20.
		Compose 10 with two or more addends.	
Solve with fl… and subtract…	…volving addition and … 1,000. This includes … three-digit numbers.	Generate and solve addition and subtraction problem situations involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms using concrete and pictorial models and number sentences. Explain one's solution process.	Solve addition and subtraction word problems within 10 using objects and drawings. Explain one's solution process.

Grade 2	Grade 1	Kindergarten
Determine the value of a collection of coins up to one dollar.	Count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.	Identify pennies, nickels, dimes, and quarters.

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Revised TEKS (2012): Building to Grade 1 Number and Operations – A Vertical Look at Key Concepts and Procedures

Grade 3	Grade 2	Grade 1	Kindergarten
		Recognize instantly the quantity of structured arrangements.	Recognize instantly the quantity of a small group of objects in organized and random arrangements.
Compose and decompose numbers up to 100,000 using concrete and pictorial models, and numbers.	Compose and decompose numbers up to 1,200 using concrete and pictorial models.	Compose and decompose numbers up to 120 using concrete and pictorial models.	Compose and decompose within 10 with concrete and pictorial models.
Represent whole numbers up to 100,000.	Represent, whole numbers up to 1,200 using standard, word, and expanded form.	Represent whole numbers up to 120 using concrete and pictorial objects and expanded form.	Read, write, and represent whole numbers to at least 20 with or without objects.
Compare and order numbers to 100,000 using symbols.	Compare and order numbers to 1,200 using language, numbers, and symbols.	Compare two numbers up to 100 using language and symbols.	Compare sets of objects to at least 20 and describe using comparative language.
	Generate a number that is greater than or less than a number up to 1,200.	Generate a number that is greater than or less than a number up to 120.	Generate sets of concrete objects that are more than, less then, or equal to a given number.
Represent a number on a number line between two consecutive multiples of 10, 100, 1,000, or 10,000.	Locate and name the whole number identified by a specific point on a number line.	Order whole numbers up to 120 using place value and open number lines.	

Grade 3	Grade 2	Grade 1
Decompose a/b (proper fractions only) as a sum of fractions 1/b.	Partition and explain fractional parts, including halves, fourths, eighths, one whole, and fractional parts beyond one whole.	See the Geometry and Measurement strand for connections to fair shares of a whole.
Represent proper fractions with denominators of 2, 3, 4, 6, and 8.	Identify examples and non-examples of halves, fourths, and eighths.	

Grade 3	Grade 2	Grade 1
Recall facts to multiply up to 10 by 10 with automaticity.	Recall basic facts to add and subtract within 20 with automaticity.	Apply basic fact strategies to add and subtract within 20.

Grade 3	Grade 2	Grade 1	Kindergarten
	Add up to four two-digit numbers and subtract two-digit numbers.	Determine the sum of a multiple of ten and a one-digit number up to 99 using concrete and pictorial models.	Generate a number that is one more than or one less than another number up to 20.
		Compose 10 with two or more addends.	Solve addition and subtraction word problems within 10 using objects and drawings. Explain one's solution process.
Solve with fluency problems with addition and subtraction within 1,000.	Generate and solve problems involving addition and subtraction within 1,000. This includes computation with three-digit numbers.	Generate and solve addition and subtraction problem situations involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms using concrete and pictorial models and number sentences. Explain one's solution process.	

Grade 3	Grade 2	Grade 1	Kindergarten
		Describe the relationships among pennies, nickels, dimes, and quarters	Identify pennies, nickels, dimes, and quarters.
Determine the value of a collection of coins and bills.	Determine the value of a collection of coins up to one dollar.	Count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.	

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Revised TEKS (2012): Building to Grade 1 for Algebraic Reasoning – A Vertical Look at Key Concepts and Procedures

	Grade 2	Grade 1	Kindergarten
		Recite numbers forward and backwards between 1 and 120. Determine total number of objects in a set by skip counting by two, fives, and tens up to 120.	Recite numbers up to 100 by ones and tens beginning with any number.
	Determine whether a number up to 40 is even or odd.		
	Grade 2	Grade 1	Kindergarten
	Determine a number that is 10 or 100 more than a given number up to 1,200.	Determine a number that is 10 more and 10 less than a given number up to 120.	See the Number and Operations strand for a similar student expectation for determining a number that is 1 more and 1 less than a given number.
Grade 3	Grade 2	Grade 1	Kindergarten
Represent and solve one-and two-step problems using pictorial models, number lines, and equations.	Represent and solve addition and subtraction problems where unknowns may be any one of the terms in a problem.	Represent addition and subtraction problems up to 20 using concrete and pictorial models and number sentences. Determine the unknown whole number in and addition or subtraction equation when the unknown may be any one of the three or four terms in the equation. Apply properties of operations to add and subtract two or three numbers.	See the Number and Operations strand for related student expectations for representing joining and separating.

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Revised TEKS (2012): Building to Grade 1 Geometry and Measurement – A Vertical Look at Key Concepts and Procedures

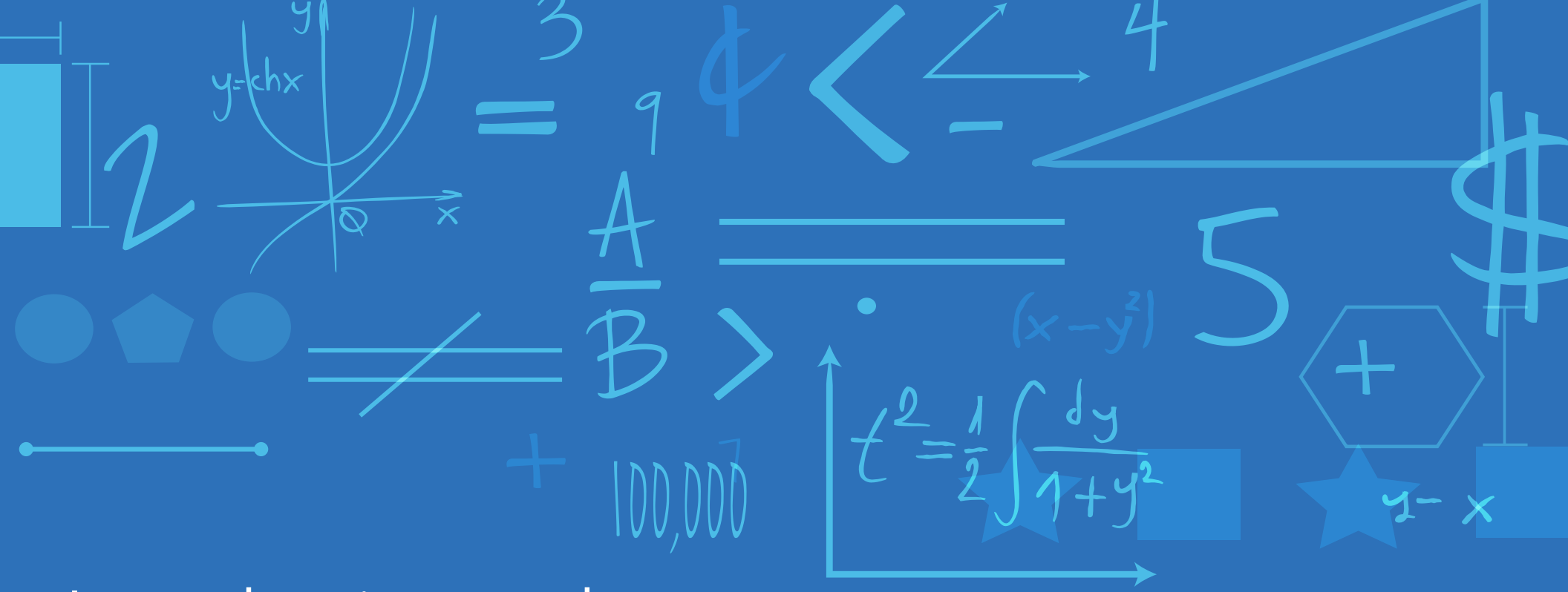
Grade 3	Grade 2	Grade 1	Kindergarten
Classify and sort 2-d and 3-d figures based on attributes using formal geometric language.	Classify and sort specified 3-d figures and polygons with fewer than 12 sides based on attributes. Use language of sides and vertices. Compose 2-d and 3-d figures with given properties. Decompose 2-d figures.	Identify, classify, sort, and create specified 2-d and 3-d figures based on attributes using informal and formal language. Distinguish defining attributes from attributes that do not define a shape. Compose 2-d shapes (using up to four figures) and partition (using two or four fair shares) 2-d figures. Identify examples and non-examples of halves and fourths.	Identify, classify, and create specified 2-d and 3-d figures. Identify attributes using informal and formal geometric language.

Grade 3	Grade 2	Grade 1	Kindergarten
Solve problems with measures of time, liquid volume, and weight.	Measure length to the nearest marked unit using tools, including concrete models for standard units of length, rulers, yardsticks, meter sticks, or measuring tape. Describe the relationship between the size of a unit of length and the number of units required to measure a length. Solve problems involving length.	Illustrate the meaning of length and its measure. Use measuring tools to measure the length of objects to the nearest whole unit. Compare the measures of length when using two different units of length.	Give an example of a measureable attribute, including length, capacity, and weight. Compare two measureable attributes to determine more or less.

Grade 2	Grade 1
Read and write time to the nearest 1-minute increment.	Tell time to the nearest hour and half hour.

Revised TEKS (2012): Building to Grade 1 Data Analysis – A Vertical Look at Key Concepts and Procedures

Grade 3	Grade 2	Grade 1	Kindergarten
Represent and solve problems with: Frequency Tables Bar graphs Dot plots Note: Representations may have scaled intervals.	*Represent, solve problems, draw conclusions and make predictions with:* Bar graphs Pictographs Note: Representations may have intervals of one.	*Represent and draw conclusions with:* Tally marks or t-charts Bar-type graphs Picture graphs	*Represent data and draw conclusions with:* Picture graphs Real object graphs



Introduction to the **Revised Mathematics TEKS**

A VERTICAL LOOK AT KEY CONCEPTS AND PROCEDURES

GRADE 2

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Revised TEKS (2012): Building to Grade 2 Number and Operations – A Vertical Look at Key Concepts and Procedures

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Grade 3	Grade 2	Grade 1	Kindergarten
Represent, compare and order wh	whole numbers up to 100,000.	Represent, compare, and order whole numbers up to 120.	Represent and compare sets of objects up to 20.
Represent a number on a numbe	ied by a specific open number two consecutive multiples of 10, 10,000.	Represent the comparisons of two numbers to 100.	Generat one less
		Order whole numbers up to 120 using open number lines.	
Grade 3		Grade 1	
Represent proper fractions with denominators of 2, 3, 4, 6, and 8.	Represent and explain fractional parts, including halves, fourths, eighths, one whole, and fractional parts beyond one whole.		
	Identify rths, and eighths		
Locate fractions between 0 and 1 with specified denominators on a number line.			
Decompose a/b (proper fractions only) as a sum of fractions 1/b.			
Grade 3	Grade 2	Grade 1	
Recall facts to multiply up to 10 by 10 with automaticity.	Recall basic facts to add and subtract within 20 with automaticity	Apply basic fact strategies to add and subtract within 20.	
Grade 3	Grade 2	Grade 1	Kindergarten
Solve with fluency problems with addition and subtraction within 1,000.	Add up to four two-digit numbers and subtract two-digit numbers.	Compose 10 with two or more addends.	Compose and decompose within 10 with objects and pictures.
	Solve problems involving addition and subtraction within 1,000. This includes computation with three-di	Solve addition and subtraction problem situations within 20.	Solve addition and subtraction word problems within 10 using objects and drawings.
Grade 3	Grade 2		Kindergarten
	Determine the value of to one dollar.	tens to determine the nnies, nickels, and/or	Identify pennies, nickels, dimes, and quarters.
Grade 3	Grade 2		
Multiply a 2-digit by a 1-digit number.	Model, create, and desc	ing strand for	
Solve problems involving multiplication and division within 100.	division situations with equivalent sets using concrete objects.	connections to skip counting by twos, fives, and tens up to 120.	

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Revised TEKS (2012): Building to Grade 2 Number and Operations – A Vertical Look at Key Concepts and Procedures

Grade 3	Grade 2	Grade 1	Kindergarten
Represent, compare and order whole numbers up to 100,000.	Represent, compare, and order whole numbers up to 1,200 using standard, word, and expanded form.	Represent, compare, and order whole numbers up to 120 using concrete and pictorial models.	Represent and compare sets of objects up to 20.
		Represent the comparisons of two numbers to 100.	Generate sets of concrete objects that are more than, less then, or equal to a given number.
Represent a number on a number line between two consecutive multiples of 10, 100, 1,000, or 10,000.	Locate and name the whole number identified by a specific point on a number line and an open number line.	Order whole numbers up to 120 using open number lines.	

Grade 3	Grade 2	Grade 1
Represent proper fractions with denominators of 2, 3, 4, 6, and 8 using objects and pictorial models, strip diagrams, and number lines.	Represent and explain fractional parts, including halves, fourths, and eighths,	See the Geometry and Measurement strand for related student expectations for identifying examples and non-examples of halves and fourths.
	Identify non-examples of halves, fourths, and eighths.	
Decompose a/b (proper fractions only) as a sum of fractions 1/b.	Count fractional parts beyond one whole using words and recognize the number of parts needed to make a whole.	

Grade 3	Grade 2	Grade 1
Recall facts to multiply up to 10 by 10 with automaticity.	Recall basic facts to add and subtract within 20 with automaticity	Apply basic fact strategies to add and subtract within 20.

Grade 3	Grade 2	Grade 1	Kindergarten
Solve with fluency problems with addition and subtraction within 1,000.	Add up to four two-digit numbers and subtract two-digit numbers.	Determine the sum of a multiple of ten and a one-digit number up to 99 using concrete and pictorial models.	
		Compose 10 with two or more addends.	
	Generate and solve problems involving addition and subtraction within 1,000. This includes computation with three-digit numbers.	Generate and solve addition and subtraction problem situations within 20.	Solve addition and subtraction word problems within 10 using objects and drawings.

Grade 3	Grade 2	Grade 1	Kindergarten
Determine the value of a collection of coins and bills.	Determine the value of a collection of coins up to one dollar.	Count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.	Identify pennies, nickels, dimes, and quarters.

Grade 3	Grade 2	Grade 1
Multiply a 2-digit by a 1-digit number.	Model, create, and describe multiplication and division situations with equivalent sets using concrete objects.	See the Algebraic Reasoning strand for connections to skip counting by twos, fives, and tens up to 120.
Solve problems involving multiplication and division within 100.		

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Revised TEKS (2012): Building to Grade 2 Algebraic Reasoning – A Vertical Look at Key Concepts and Procedures

	Grade 2	Grade 1	Kindergarten
	Determine a number that is 10 or 100 more than a given number up to 1,200.	Determine a number that is 10 more and 10 less than a given number up to 120.	See the Number and Operations strand for a similar student expectation for determining a number that is 1 more and 1 less than a given number up to 20.
Grade 3	**Grade 2**	**Grade 1**	**Kindergarten**
Represent and solve one-and two-step problems with equations.	Represent and solve addition and subtraction problems where unknowns may be any one of the terms in a problem.	Represent addition and subtraction problems up to 20 using concrete and pictorial models and number sentences.	See the Number and Operations strand for a similar student expectation for representing joining and separating problems.

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Grade 3	Grade 2	Grade 1	Kindergarten
Classify and sort 2-d and 3-d figures based on attributes using formal geometric language.	Classify and sort specified 3-d figures and polygons with fewer than 12 sides based on attributes.	Identify, classify, sort, and create specified 2-d and 3-d figures based on attributes using informal and formal language.	Identify, classify, and sort specified 2-d and 3-d figures.
	Use language of sides and vertices.	Distinguish defining attributes from attributes that do not define a figure.	Identify attributes using informal and formal geometric language.
	Compose 2-d and 3-d figures with given properties.	Create 2-d figures.	Create 2-d figures.
	Decompose 2-d figures.	Compose 2-d figures, using up to four figures.	
Grade 3	**Grade 2**	**Grade 1**	**Kindergarten**
Solve problems with measures of length, liquid volume, and weight.	Describe the relationship between the size of a unit of length and the number of units required to measure a length.	Illustrate the meaning of length and its measure.	Give an example of a measureable attribute, including length, capacity, and weight.
	Measure length to the nearest marked unit using tools, including concrete models for standard units of length, rulers, yardsticks, meter sticks, or measuring tape.	Use measuring tools to measure the length of objects to the nearest whole unit.	
	Solve problems involving length.	Compare the measures of length when using two different units of length.	Compare two measureable attributes to determine more or less.
Grade 3	**Grade 2**		
Represent halves, fourths, and eights as distances from zero on a number line.	Represent whole numbers as distances from any given location on a number line.		
Grade 3	**Grade 2**		
Determine the area of rectangle with layering of unit squares by multiplying the number of rows and columns of square units.	Determine the area of a rectangle using concrete models of square units.		
Grade 3	**Grade 2**	**Grade 1**	
Solve problems involving addition and subtraction of time intervals using pictorial models or tools.	Read and write time to the nearest 1-minute increment.	Tell time to the nearest hour and half hour.	

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Grade 3	Grade 2	Grade 1	Kindergarten
Represent and solve problems with: Frequency Tables Bar graphs Dot plots Note: Representations may have scaled intervals.	*Represent, solve problems, draw conclusions and make predictions with:* Bar graphs Pictographs Note: Representations may have intervals of one.	*Represent and draw conclusions with:* Tally marks or t-charts Bar-type graphs Picture graphs	*Represent and draw conclusions with:* Picture graphs Real object graphs

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