Kindergarten TAKS - TEKS Alignment

TAKS	TEKS	1st	2nd	3rd	4th	5th	6th
Objective 1 The student will demonstrate an understanding of numbers, operation, and quantitative reasoning.							
	Use objects to demonstrate the meaning of addition/subtraction and show different facts for the same sum/difference (sums to 18). (TEKS 3A)						
Obj 1,2	Demonstrate knowledge of the commutative/associative property of addition. (TEKS 3A, 5C)						
Obj 1, 2	Demonstrate knowledge of basic addition facts through eighteen using basic fact strategies such as counting on, doubles, and number lines (sums to 18). TEKS 3A, 5C						
	Write number sentences to solve addition problems. (TEKS 3A, 5C)						
Obj 1, 2, 6	Formulate sums using a ten frame and patterns. (TEKS 3A, 5C, 12D)						
	Add two and three one-digit numbers with sums less than 18 using strategies including the associative property. (TEKS 3A)						

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Obj 1, 6	Demonstrate knowledge of addition by supplying missing addends and identifying solultion sentences. (TEKS 3A,12C)						
	Use objects and basic fact strategies such as counting back, doubles, missing addend, and number lines to demonstrate the meaning of subtraction. (TEKS 3A)						
Obj 1, 2, 6	Model, create, and write fact families. (TEKS 3A, 5D, 14)						
Obj 1, 2, 6	Model, write, and use inverse relationship between addition and subtraction to complete equations and find missing addends. (TEKS 3A, 5D, 14)						
Obj 1, 2	Identify and write different equations for the same number. (TEKS 3A, 5D)						
	Regroup ones as tens. Group objects into tens and ones and write the appropriate numeral (1-99). (TEKS 1)						
	Use base ten blocks to represent three-digit numbers and **introduce** four-digit numbers using base ten blocks. (TEKS 1)						
Obj 1, 6	Identify and write three-digit numbers as words and use concrete models to represent three-digit numbers. (TEKS 1, 13A)						
	Identify the place value of each digit of a three-digit number (TEKS 1)						

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	(**Introduce**) Use place value to read the value of whole numbers through 9,999.						
	Regroup tens and ones including pennies and dimes. (TEKS 1, 3C)						
	Find patterns by using a 100s chart including recognizing numaber patterns and identifying missing numbers in a sequence of multiples (skip counting by twos, threes, fours, fives, and tens (TEKS 5A-B, 6C)						
	Use ordinal numbers (first through twentieth) to identify position. (TEKS 1)						
Obj 1, 6	Choose the appropriate operation to solve a word problem (addition or subtraction). TEKS 3B, 12 A-C)						
	Internalize and recall basic addtiion and subtraction facts to 18 (oral/written - 40 facts withig 3 minutes at 85% mastery). (TEKS 3A)						
Obj 1, 6	Solve and indentify/eliminate extraneous information in addition and subtraction word problems. (TEKS 3B, 12A-C)						

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Obj 1, 6	Create or identify a word problem to match a given addition or subtraction sentence involving basic facts. (TEKS 3A-B, 12A-C) contain extraneous information. (TEKS 3B, 12)						
Obj 1, 6	Choose the correct strategy or solution sentence to solve word problems that may or may not contain extraneous information. (TEKS 3B, 12)						
Obj 1, 6	Solve addition and subtraction word problems that may or may not contain extraneous information, including take away subtraction, compartive subtraction, and missing addend formats. (TEKS 3B, 12A-D)						
	Use ordinal numbers (21st through 50;th) to identify position. (TEKS 1)						
	Determine the value of a collection of coins to one dollar. (TEKS 3C)						
	Compare the values of sets of coins. (TEKS 3C)						
Obj 1, 6	Show the same amount of money in different ways. (TEKS 3C, 12A-D						
Obj 1, 6	Determine if the value of a given set of coins is enough to pay for an item with a given price. (TEKS 3C, 12A-D)						

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Obj 1, 6	Solve problems involving making change. (TEKS 3C, 12A-D)						
Obj 1, 2	Use basic facts, counting by tens, and 100s chart to add two-digit numbers with base ten blocks and exchange ones for tens. (TEKS 3B, 5A)						
Obj 1, 6	Use manipulatives and visuals to estimate sums by first rounding numbers to the nearest ten. (TEKS 1, 12A-D)						
Obj 1, 6	Add two-digit numbers with models (base ten blocks, chip trading, money, etc.) or pictures and exchange ones for tens. (TEKS 3B, 12D)						
	Add two-digit numbers without models (with and without regrouping - sums less than 100). (TEKS 3B)						
	Add three addends with sums less than 100. (TEKS 3A-B)						
	Compare and order numbers (through 999) using <, >, or =. (TEKS 1)						
	Add and subtract values of coins under one dollar. (Mix addition and subtraction)(TEKS 3B-C)						

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Obj 1, 6	Subtract two-digit numbers with models (ex. Base ten blocks, chip trading, money) or pictures and exchange tens for ones. (TEKS 3B, 12D)						
	Subtract two-digit nubmers without models (with and without regrouping). (TEKS 3B)						
Obj 1, 2	Check subtraction with addition. (TEKS 3B, 5C-D)						
Obj 1, 6	Determine the correct operation to solve real-life problems involving addition or subtraction. (Mix addition and subtraction) TEKS 3B, 12A-D)						
Obj 1, 6	Write and identify a word problem to match a given addition or subtraction sentence. (TEKS 3B, 12B-C)						
Obj 1, 6	Round numbers to the nearest hundred and estimate sums by first rounding numbers to the nearest hundred. (TEKS 1, 12A-D)						
	Recognize and name fractional parts of a whole object (not to exceed twelfths) when given a concrete representation. (TEKS 2A)						
	Construct a whole (using models) when given a fractional part representing one half, one third, and one fourth (one quarter). (TEKS 2A)						

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	Identify and name fractional parts of a set of objects (not to exceed twelfths) when given a concrete representation. (TEKS 2B)						
Obj 1, 2	Compare and order three-digit whole numbers. (TEKS 1, 5B)						
Obj 1, 2	Order sets of two and three digit numbers from least to greatest and greatest to least. (TEKS1, 5B)						
Obj 1, 2	Count on and back using hundreds, tens, and ones (0-999). (TEKS 1, 5B)						
Obj 1, 6	Use manipulatives and pictures to demonstrate addition of two three-digit numbers with regrouping. (TEKS 12D, 13A-B)						
Obj 1, 6	Add three-dight numbers with and without the aid of base ten blocks (with and without regrouping). TEKS 12D, 13A-B						
Obj 1, 6	Subtract pairs of three-digit numbers using madels and pictures (with and without regrouping). Include take away subtraction, comparative subtraction, and missing subtrahend subtraction formats. (TEKS 12D, 13A-B)						

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	Model, create and describe multiplication situations where equivalent sets are joined. (TEKS 4A)						
	Relate multiplication to repeated addition. (TEKS 4A)						
	Recognize and use arrays to desribe multiplication. (TEKS 4A)						
	Use the commutative property and other strategies to solve multiplication problems. (TEKS 4A)						
	Match multiplication equations with the appropriate pictures showing the joining of equivalent sets of objects. (TEKS 4A)						
	Describe multiplication situations in which equivalent sets are joined. (TEKS 4A)						
	Model, create, and describe division situations where a set of objects is separated into equivalent sets. (TEKS 4B)						
	Match division equations with the appropriate pictures representing the separation of a set of objects into equivalent sets. (TEKS 4B)						

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	Identify and match number sentences with appropriate multiplication or division pictures (joining or separation of sets). (TEKS 4A-B)						
Objective 2 The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.							
	Find patterns by using a 100s chart including recognizing numaber patterns and identifying missing numbers in a sequence of multiples (skip counting by twos, threes, fours, fives, and tens (TEKS 5A-B, 6C)						
	Identify the missing numbers in a sequence of numbers to 100 (including on a number line). TEKS 5A, 6C						
	Generate a list of paired numbers, identify patterns in a list of related numbers, and extend the pattern in a list of related numbers based on a real-life situation. (TEKS 6A, B)						
	Identify, extend, and determine missing elements in patterns of objects and symbols. (TEKS 6C)						

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Objective 3 The student will demonstrate an understanding of geometry and spatial reasoning							
	Identify, name, and locate whole numbers as points on a number line. (TEKS 8)						
	Recognize, describe, and compare two-dimensional figures (plane shapes): circle, square, rectangle, triangle, hexagon, pentagon and octagon. (Identify the number of sides and the number of corners (vertices)). (TEKS 7A-B)						
	Recognize, describe, and compare three-dimensional figures (space shapes): cube, sphere, cone, cylider, rectangular prism, triangular prism, and square based pyramid. (Identify the number of faces, the number of edges, and the number of corners (vertices)) (TEKS 7A-B)						
	Classify objects/pictures of objects as two-dimensional (plane shapes) or three-dimensional (space shapes) and relate space shapes to plane shapes. (TEKS 7A-B)						

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	Identify attributes of any shape or solid and use attributes to describe how two shapes or solids are alike or different. (TEKS 7A-B)						
	Use geometric shapes that have been cut apart to make new shapes and identify the new shapes made. (TEKS 7C)						
	Given models, drawings and computer graphics, understand the concepts of congruency, and recognize congruent figures. (TEKS 7B)						
	Create and identify lines of symmetry in shapes. (**Grade 3 TEKS 9C**)						
Objective 4 The student will demonstrate an understanding of the concepts and uses of measurement.							
	Read and write time to the hour, half hour, quarter hour, and five minute intervals. (TEKS 10B)						

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	Explore the concept of time and describe activities that take approximately one second, one minute and one hour. (TEKS 9C)						
Obj 4, 6	Determine and write elapsed time (hour and half-hour intervals). (TEKS 9C, 10B, 12A-D)						
Obj 4, 6	Determine and write elapsed time to the minute. (TEKS 9C, 10B, 12A-D)						
Obj 4, 6	Read and use information in a schedule to solve problems. (TEKS 10B, 12A-D, 13A-B)						
Obj 4, 6	Estimate and use standard and nonstandard measuring instruments to measure the length, width, and height of objects (inch, foot, and yard). (TEKS 9A-B, 12A-C, 13A-B)						
Obj 4, 6	Estimate and use metric measuring instruments to measure the length, width, and height of objects (centimeter, decimeter, and meter). (TEKS 9A-B, 12A-C, 13A-B)						
Obj 4, 6	Estimate and measure the wieght of objects using standard (ounces and pound) and nonstandard units of measure. Find objects that weigh the same as, more than, or less than one pound. (TEKS 9A-B, 12A-C, 13A-B						
Obj 4, 6	Estimate and measure the wieght of objects using metric units (grams and kilograms). (TEKS 9A-B, 12A-C, 13A-B)						

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Obj 4, 6	Esitmate and measure capacity using standard units (cup, pint, quart, gallon). (TEKS 9A-B, 12A-C, 13A-B)						
Obj 4, 6	Estimate and measure capacity using metric units (milliliter, liter). (TEKS 9A-B, 12A-C, 13A-B)						
	Esitmate and measure temperature using Fahrenheit and Celsisu degrees. (TEKS 10A)						
Obj 4, 6	Choose the appropriate tool for measuring and the appropriate unit of measure (length, weight, capacity, temperature) using customary and metric systems. (TEKS 9A, 10A, 12A-C, 13A-B)						
	Use linear measure to find perimeter of different shapes. (Grade 3 TEKS 11B)						
Objective 5 The student will deomonstrate and understanding of probability and statistics.							
	Collect data and construct, read, and interpret picture graphs, bar-type graphs, tally charts, and tables. Use data from tables to solve problems. (TEKS 11A-B)						

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	Describe events as more likely or less likely, and predict the outcome of a simple experiment. (TEKS 11C)						
	Collect data to make, read, and interpret picture graphs, bar-type graphs, circle graphs, tally charts, and tables. (TEKS 11A-B)						
	Use data from graphs, charts, and tables to solve problems. (TEKS 11B)						
Objective 6 The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.							

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	Solve problems connected to everyday experiences in and outside of school. (TEKS 12A-D) • Identify the mathematics in everyday situations. • Use problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and looking back to evaluate the solultion. • 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 problems. • Use tools such as real objects, manipulatives, and technology to solve problems.						
	For a given word problem, select from a set of four given solutions strategies the one that could be used to solve the word problem. (Solution strategies may be written in number sentence format or word sentence format.) (TEKS 12A)						
	Communicate about mathematics using informal language. (TEKS 13A-B) • Explain and record observations using objects, words, pictures, numbers, and technology. • Relate informal language to mathematical language and symbols.						
	Reason and support thinking using objects, words, pictures, numbers, and technolgy. (TEKS 14)						

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	Read and complete a calendar. (TEKS 12A, D)						
	Solve word problems involving measurement. (TEKS 12A-C)						
	Count and write dollars and cents using a dollar sign and decimal point. (TEKS 12A, 13B)						
Other							
	Determine whether a number is even or odd.						
	Use three-digit addition and subtraction (with and without regrouping).						
	Determine the correct operation to solve real-life problems involving multiplication and division multi-step word problems that may or may not contain extraneous information.						
	Add and subtract money written with a dollar sign and decimal point.						
	Identify the place value of digits in a four-digit number.						
	Internalize and recall basic multiplication facts for ones, twos, fives, and tens (oral and written -- 40 facts in three minutes at 85% mastery).						