1st Grade Curriculum Alignment Checklist

TAKS	TEKS	1	2	3	4	5	6
Objective 1 Number, operation, and quantitative reasoning.							
	Respresent three- and four-digit numbers with base ten blocks and write the numeral for objects grouped in thousands, hundreds tens, and ones to 9,999. (TEKS 1A)						
	Round two and three digit humbers to the nearest ten or hundred. (TEKS 5A)						
	Compare and order whole numbers from least to greatest and greatest to least (up to 4 digits). (TEKS 1B)						
	Use place value to read, write (in symbols, words, and expanded form), identify, describe, and match the value of whole numbers through 999,999 to describe real-life situations. (TEKS 1A)						
	Use objects to demonstrate the meaning of addition and match illustrations to appropriate addition sentences. (TEKS 3A)						
	Demonstrate addition of two and three digit numbers with and without regrouping. (TEKS 3A)						
	Estimate sums by first rounding to the nearest ten or hundred.)TEKS 5A, 5B)						

	Use two- and three-digit numbers with and without regrouping. (TEKS 3A)						
	Use objects to demonstrate subtraction sentences. (TEKS 3A)						
	Demonstrate subtraction of two and three digit numbers with and without regrouping. (TEKS 3A)						
	Subtract across zeros with three- and four-digit numbers. (TEKS 3A)						
	Estimate differences by first rounding to the nearest ten or hundred. (TEKS 5A)						
	Use two- and three-digit numbers to solve subtraction word problems. Include take away subtraction, comparative subtraction, and missing subtrahend formats. (TEKS 3B)						
	Determine the value of a collection of coins and bills, decide which coins and bills are needed to pay a given amount, and solve problems involving money and making change. (TEKS 1C)						
	Add pairs of four-digit numbers with and without regrouping (including money values). (TEKS 3A)						

	Add columns of three- and four-digit numbers (including money values). (TEKS 3A, 3B)						
	Change repeated addition sentences to multiplication sentences and change multiplication sentences to repeated addition sentences. (TEKS 3A, 4A)						
	Identify and arrange objects in array patterns to demonstrate the meaning of multiplication (concrete, pictorial, and technology) (TEKS 4A, TEKS 6B)						
	Use modeling to learn and apply multiplication facts through the twelves. (TEKS 4A)						
	Multiply two- and three-digit numbers by one-digit numbers. (TEKS 4B)						
	Solve word problems involving multiplication problem using fact families. (TEKS 4B)						
	Separate a set of objects into equivalent sets without remainders to demonstrate the meaning of division (using real situations). (TEKS 4C)						
	Use concrete objects to separate a set of objects into equivalent sets with a remainder. (TEKS 4C)						

	For a division problem, recognize the appropriate model/ picture for the problem. (TEKS 4C)						
	When given a model/picture of the total number of objects for a division word problem, be able to manipulate the picture (by circling groups, etc.) to find and record the solution sentence and answer to the given division word problem. (TEKS 4C)						
	Construct concrete models of fractions and use fraction names and symbols to describe parts of a whole and parts of a set (denominators of 12 or less, shaded and not shaded). (TEKS 2A, 2C)						
	Use concrete and pictorial models to compare (<,>,=), match, name, and construct equivalent gractions and add fractional parts of whole objects (denominators of 12 or less). (TEKS 2B, 2D)						
	Match, name, and write mixed numbers to name parts of regions (using models). (TEKS 2B, 2C)						
	Identify and write decimals containing tenths and hundredths using models and pictures (include decimals greater than one). Add and subtract decimals. (TEKS 2C)						
	Internalize and recognize all division facts, recognize the appropriate model/picture for the problem when given picture choices (facts to fives). (TEKS 4C)						

	When given a picture of the total number of objects for a division word problem, be able to manipulate the picture by circling groups to get the answer to the given division word problem (one-digit divisors). (TEKS 4C)						
	Estimate answers and solve word problems. (TEKS 5B)						
	Use objects to demonstrate the relationship between multiplication and division (inverse operations). (TEKS 4A, 4C, 6C)						
	Solve word problems involving division with or without remainders, multiplication, addition, and/or subtraction. (TEKS 3B, 4B, 4C, 15A-D)						
Objective 2 Patterns, relationships, and algebraic thinking.							
	Review and extend patterns to identify missing numbers using addition; multiples of 2, 3, 4, 5, 10; even and odd numbers; basic skip counting (using a number line). (TEKS 6A)						
	Identify, name and use inverse operations (family or facts) to solve problems. (TEKS 6C)						
	Identify patterns in a table of related number pairs based on a real life situation and extend the table. (TEKS 7B)						

	Collect, organize, record, and disiplay data on the frequency of events to generate pictographs, bar graphs, tally charts, and tables. (TEKS 7A, 14A)						
Objective 3 Geometry and spatial reasoning.							
	Use a calendar to find information and identify missing days and months in a sequence. (TEKS 13, 15A, 15D)						
	Locate and name points on a number line sing whole numbers and fractions such as halves, thirds, and fourths. (TEKS 10)						
	Recognize/name, describe, and compare (number of sides, vertices/corners) 2-dimensional/plane figures: square, rectangle, circle, triangle, pentagon, hexagon, octagon, quadrilateral, polygon, trapezoid, rhombus, and parallelogram. (TEKS 8)						
	Identify congruence, non-congruence, symmetry, and non-symmetry using modles, paper folding, drawings, and computer graphics where appropriate. (TEKS 9 A-C)						
	Recognize/name, describe, and compare (number of sides, vertices/corners) 3-dimensional figures: cube, sphere, cone, cylinder, rectangular prism, triangular prism, and pyramid. (TEKS 8)						

	Classify objects/pictures of objects as 2-dimensional or 3-dimensional. (TEKS 8)						
Objective 4 Measurement							
	Read and write time to the hour, half hour, quarter hour and five minute intervals. (TEKS 12A)						
	Tell and write time to the nearest minute and match a pictorial representation of a clock (digital or analog) with a given time. (TEKS 12A)						
	Identify/select a time or a pictorial representation of a time that fits within a given range of time. (TEKS 12A)						
	Determine elapsed time (with or without a picture of a clock) acress the hour and convert hours to minutes/minutes to hours. (TEKS 12A)						
	Identify and choose the appropriate unit (inch, foot, yard, or mile) for measuring the perimeter, length, height, or width of a given object/person. (TEKS 11A, 11B, 15D)						
	Determine length of an object placed in the middle of a ruler. (TEKS 11A, 15D)						

	Convert measurements from inches to feet and measurements from feet to inches.						
	Use degrees Fahrenheit and Celsius to measure and solve problems involving temperature. (TEKS 12B, TEKS 13)						
	Solve word problems involving customary units for length, temperature, and time. (TEKS 13)						
	Estimate answers and solve word problems involving measurement terminology (length, distance, temperature, and time). (TEKS 13)						
	Use linear measure to find the perimeter of a shape (include finding the perimeter of a square when given the length of one side and the perimeter of a rectangle when fiven the length of one side and the width of one side). (TEKS 11B)						
	Use standard units (milliliters, liters, cups, pints, quarts, and gallons) to measure capacity. (Grade 4 TEKS 11B)						
	Determine the area of shapes by using concrete models of square units. (TEKS 11C)						

Objective 5 Probability and Statistics							
	Use information from pictographs (where the key indicates that the symbol represents more than one piece of data) to solve problems involving multiplication, addition, and subtraction. (TEKS 3B, 4B, 14B)						
	Use information from charts and graphs (where the key indicates that the symbol represents more than one ppiece of data) to solve problems involvng division, multiplication, addition, and subtraction. (TEKS 14B, 15A-D)						
	Collect, organize, record, and display data in picture graphs and abr-type graphs where each picture or cell might represent more than one piece of data. (TEKS 14A-B, 16A-B)						
	Use information in picture graphs, bar-type graphs, tally charts, and tables to predict outcomes and to describe events as more likely, less likely, or equally likely. (TEKS 14B)						
	Use data to predict outcomes and describe events as more likely, less likely or equally likely (spinners, tree diagrams, marbles, colored chips, colored cubes, coin toss, etc.) (TEKS 14C)						
	Use information from picture graphs (where the key indicates that each symbol represents more than one piece of data) to solve problems involving division, multiplication, addition, and subtraction (TEKS 14A, 14B)						

Objective 6 Underlying processes and mathematical tools.							
	Solve problems connected to everyday experiences in and outsid eof school. (TEKS 15A-D)						
	Communicate about mathematics using informal language. (TEKS 16A-B)						
	Use logical reasoning, make generalizations from patterns or sets of examples and nonexamples, and justify why an answer is reasonable and explain the solution process. (TEKS 17A-B)						
	Estimate and measure the length of an object using standard (inch, foot, yard, mile, centimeter, decimeter, meter, and kilometer) and non-standard (bricks, paper clips, etc.) units and measure the perimeter of a shape using linear measurement. (TEKS 11A, 11B, 15D)						
	Add, subtract, multiply, and divide to solve word problems. (TEKS 3B, 4B-C, 15A-D)						
	Use information from charts and graphs to solve problems involving division, multiplication, addition, and subtraction. (TEKS 14B, 15A-D)						