

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.							
	(Introduce) Identify ordinal positions (first through fifth) and use language such as before or after to describe relative position in a sequence of events or objects. (TEKS 2A-B)						
	Communicate about mathematics using informal language. (TEKS 14A-B) •Explain and record observations using objects, words, pictures and read/use information from a graph						
	Use one-to-one correspondence to identify verbally whether one set of objects is more than, less than, or equal to (0-5). (TEKS 1A)						
	Identify equal parts of a whole and identify halves as two equal parts. (TEKS 3A-B).						
	Identify/create sets of objects and use numbers to describe how many objects are in a set (0-10). (TEKS 1C)						
	Compare sets of objects to determine which has more than or less than. (TEKS 1A)						

Kindergarten TAKS - TEKS Alignment

	Identify the number of objects in a set and create sets to 20. (TEKS 1C)						
	Use two sets of objects to form one set to illustrate the meaning of addition (0-6). (TEKS 4)						
	Order sets of objects (least to greatest and greatest to least). (TEKS 10A)						
	Identify ordinal positions first through tenth. (TEKS 2B)						
	Name and identify the value of coins (penny, nickel, dime, and quarter). (Grade 1 TEKS 1C)						
	Use manipulatives, pictures, and strategies to solve addition problems. (TEKS 4, 13 A-D)						
	Use symbols for addition (+, =). (TEKS 4)						
	Solve addition problems. (TEKS 4)						
	Show addition in vertical and horizontal form (TEKS 4)						
	Model and create subtraction problems in real situations with concrete objects (removing parts of the set). (TEKS 4)						
	Use symbols for subtraction (-, =). (TEKS 4)						
	Show subtraction in vertical and horizontal form (TEKS 4)						
Objective 2 The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.							

Kindergarten TAKS - TEKS Alignment

	Copy and extend AB patterns. (TEKS 5)						
	Identify, extend, and create AB, AAB, ABB, and ABC patterns. (TEKS 5)						
	Use a number line to find missing numbers (0-10). TEKS 6B						
	Locate numbers (0-100) on a number chart. (TEKS 6B)						
	(Introduce) Use non-standard units to estimate length. (Grade 1 TEKS 7A)						
	Skip count by twos to 20 and by fives and tens to 100. (TEKS 6A)						
	Skip count by fives and tens to 100. (TEKS 6A)						
	Rote count by ones to twenty (0-20). (TEKS 6B)						
	Rote count by ones to forty (0-40). (TEKS 1B)						
	Rote count by ones to sixty (0-60). (TEKS 1B)						
	Rote count by ones to eighty (0-80). (TEKS 6B)						
	Rote count by ones to 100 (0-100) (TEKS 6B)						
	Review rote counting to 100. (TEKS 6B)						
Objective 3 The student will demonstrate an understanding of geometry and spatial reasoning							
	Sort objects according to their attributes and describe how those groups are formed. (TEKS 8C)						

Kindergarten TAKS - TEKS Alignment

	Describe positional words: up, down, top, middle, bottom, left, right, over, under, in out beside, above below, between. (TEKS 7A)						
	Identify 8 basic colors and sort objects according to those colors. (TEKS 8C)						
	Identify attributes of shapes (circle, rectangle, square, oval and triangle). (TEKS 9C)						
	Identify shapes (circle, square, rectangle, triangle, and oval (ellipse)). (TEKS 9C)						
	Compare circles, triangles, and rectangles (including squares). (TEKS 9C)						
	Compare and identify objects as same/different (size, shape, and colors). (TEKS 9C)						
	Name, describe, and compare real life objects or models of solids (three-dimensional shapes: cube, cylinder, sphere, cone). (TEKS 9A-B)						
	Describe positional words: up, down, top, middle, bottom, left, right, over, under, in, out, beside, above below, and between. (TEKS 7A)						
Objective 4 The student will demonstrate an understanding of the concepts and uses of measurement.							
	Sort and compare concrete objects according to length (shorter or longer). (TEKS 10A)						

Kindergarten TAKS - TEKS Alignment

	Order three or more objects by length to determine longest to shortest. (TEKS 10A)						
	(Introduce) Use non-standard units to measure length. (Grade 1 TEKS 7A)						
	Identify the order of three events as first, next, and last. (TEKS 11C)						
	Compare and order two or three objects according to capacity (holds more or holds less) and weight (lighter or heavier). (TEKS 10A-B)						
	Compare situations or objects according to temperature (hooter/colder). (TEKS 11A)						
	Compare events according to durations (more time than/less time than). (TEKS 11B)						
	Tell time to the hour and half hour. (Grade 1 TEKS 8B)						
	Read a calendar (days, weeks and months). (TEKS 11D)						

Kindergarten TAKS - TEKS Alignment

<p>Objective 5 The student will demonstrate and understanding of probability and statistics.</p>							
	<p>(Introduce) Create graphs using real objects or pictures and read/use information from a graph of real objects or pictures to answer questions (identify least, greatest, fewer, and more). (TEKS 12AB)</p>						
<p>Objective 6 The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.</p>							
	<p>Solve problems connected to everyday experiences in and outside of school. (TEKS 13A-D)</p> <ul style="list-style-type: none"> • Identify the mathematics in everyday situations. • Use a problem-solving model that incorporates understanding of the problem, making a plan, carrying out the plan, and looking back to evaluate the solution. • 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. <ul style="list-style-type: none"> • Use tools such as real objects, manipulatives, and technology to solve problems. 						

Kindergarten TAKS - TEKS Alignment

	<p>Communicate about mathematics using informal language. (TEKS 14A-B)</p> <ul style="list-style-type: none"> • Explain and record observations using objects, words, pictures, numbers, and technology. • Relate informal language to mathematical language and symbols. 						
	<p>Reason and support thinking using real objects, words, pictures and read/use information from a graph of real objects or pictures to answer questions (identify least, greatest, fewer, and more). (TEKS 15)</p>						
	<p>Solve problems connected to everyday experiences in and outside of school. (TEKS 13A-D)</p> <ul style="list-style-type: none"> • Identify the mathematics in everyday experiences in and outside of school. (TEKS 13A-D) • Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and looking back to evaluate the solution. • 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. 						
	<p>Reason and support thinking using objects, words, pictures, numbers, and technology. (TEKS 15)</p>						

Kindergarten TAKS - TEKS Alignment

	Use manipulatives, pictures, and strategies to solve addition problems. (TEKS 4, 13 A-D)						
	Use problem solving skills to solve problems using real life situations (including money). (TEKS 13 A-D)						
Other							
	Copy numbers 0-10						
	Identify, recognize, and write numbers (0-10).						
	Compare an analog clock and a digital clock.						
	Order numbers (0-10)						
	Order numbers (0 to 20).						
	Count backwards from 10 to 0.						
	Count backwards from 20 to 0.						
	Identify measuring tools and when to use them (clock, ruler, scale, and thermometer).						
	Determine the value of a group of coins (up to 10¢).						
	Identify coins needed to purchase an item for a given amount (up to 10¢).						
	Internalize and recall basic addition facts (sums to six).						

Kindergarten TAKS - TEKS Alignment

	Internalize and recall basic subtraction facts through fives.						
--	---	--	--	--	--	--	--