

## Mathematical Process Standards

**K.1 Mathematical process standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding.

## Tools to Know

- K.1(A) apply mathematics to problems arising in everyday life, society, and the workplace  
 K.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  
 K.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

## Representation and Comparison of Whole Numbers

Connected Knowledge and Skills K.5

**K.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.

## Readiness Standards

- K.2(B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures  
 K.2(H) use comparative language to describe two numbers up to 20 presented as written numerals  
 K.2(I) compose and decompose numbers up to 10 with objects and pictures

## Supporting Standards

- K.2(A) count forward and backward to at least 20 with and without objects  
 K.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  
 K.2(D) recognize instantly the quantity of a small group of objects in organized and random arrangements  
 K.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  
 K.2(F) generate a number that is one more than or one less than another number up to at least 20  
 K.2(G) compare sets of objects up to at least 20 in each set using comparative language  
 K.5(A) recite numbers up to at least 100 by ones and tens beginning with any given number

## Addition and Subtraction of Whole Numbers

**K.3 Number and operations.** The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems.

- K.3(B) solve word problems using objects and drawings to find sums up to 10 and differences within 10  
 K.3(A) model the action of joining to represent addition and the action of separating to represent subtraction  
 K.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

## Geometry

**K.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.

- K.6(E) classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size  
 K.6(A) identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles  
 K.6(B) identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world  
 K.6(C) identify two-dimensional components of three-dimensional objects  
 K.6(D) identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably  
 K.6(F) create two-dimensional shapes using a variety of materials and drawings

Measurement	
<b>K.7 Geometry and measurement.</b> The student applies mathematical process standards to directly compare measurable attributes.	
Readiness Standards	Supporting Standards
K.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	K.7(A) give an example of a measurable attribute of a given object, including length, capacity, and weight

Data Analysis	
<b>K.8 Data analysis.</b> The student applies mathematical process standards to organize data to make it useful for interpreting information.	
K.8(B) use data to create real-object and picture graphs K.8(C) draw conclusions from real-object and picture graphs	K.8(A) collect, sort, and organize data into two or three categories

Personal Financial Literacy	
<b>K.4 Number and operations.</b> The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions.	
<b>K.9 Personal financial literacy.</b> The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.	
	K.4(A) identify U.S. coins by name, including pennies, nickels, dimes, and quarters K.9(A) identify ways to earn income K.9(B) differentiate between money received as income and money received as gifts K.9(C) list simple skills required for jobs K.9(D) distinguish between wants and needs and identify income as a source to meet one's wants and needs

Mathematical Process Standards	
<b>K.1 Mathematical process standards.</b> The student uses mathematical processes to acquire and demonstrate mathematical understanding.	
Ways to Show	
K.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate K.1(E) create and use representations to organize, record, and communicate mathematical ideas K.1(F) analyze mathematical relationships to connect and communicate mathematical ideas K.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	

NOTE: The classification of standards on this Snapshot represents the reviewed and synthesized input of a sample of Texas Math teachers. This Snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications.