# Mathematical Process Standards

<table>
<thead>
<tr>
<th>K.1</th>
<th>Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tools to Know</strong></td>
<td><strong>Ways to Show</strong></td>
</tr>
<tr>
<td>K.1(A)</td>
<td>K.1(B)</td>
</tr>
<tr>
<td>apply mathematics to problems arising in everyday life, society, and the workplace</td>
<td>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</td>
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</tbody>
</table>

## Knowledge and Skills Statements

<table>
<thead>
<tr>
<th>Rptg Cat</th>
<th>Readiness Standards</th>
<th>Supporting Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>K.2(B)* read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures</td>
<td>K.2(A) count forward and backward to at least 20 with and without objects</td>
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<tr>
<td></td>
<td>K.2(H)* use comparative language to describe two numbers up to 20 presented as written numerals</td>
<td>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</td>
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<tr>
<td></td>
<td>K.2(I) compose and decompose numbers up to 10 with objects and pictures</td>
<td>K.2(D) recognize instantly the quantity of a small group of objects in organized and random arrangements</td>
</tr>
</tbody>
</table>

### Notes
- The classification of standards on this snapshot represents the reviewed and synthesized input of a sample of Texas Kindergarten – Grade 2 teachers. This snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications.
- = Aligned with STAAR™ Assessed Curriculum
- Source: Texas Education Agency
- v. 9.20.17
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| 2        | Computations and Algebraic Relationships | 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 |
|          |                     | 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(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  
K.7(A) give an example of a measurable attribute of a given object, including length, capacity, and weight |
| 3        | Geometry and Measurement | K.6(E)* classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size  
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.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(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  
K.7(A) give an example of a measurable attribute of a given object, including length, capacity, and weight |
| 4        | Data Analysis and Personal Financial Literacy | K.8(B)* use data to create real-object and picture graphs  
K.8(C)* draw conclusions from real-object and picture graphs |
|          |                     | K.4(A) identify U.S. coins by name, including pennies, nickels, dimes, and quarters  
K.8(A) collect, sort, and organize data into two or three categories  
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 |

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