TOUCHMATH®

Texas Essential Knowledge and Skills (TEKS)

Subject: Mathematics

Grade: K - Adopted: 2012		
STANDARD	**NAME**	**TOUCHMATH UNITS AND MODULES**
111.2.		
111.2.b.1.	**Mathematical process standards. The student uses mathematical processes to acquire and demonstrate**	**Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:**
111.2.b.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	Unit 1: Numbers & Operations Level 1 | Module 4: Addition Unit 1: Numbers & Operations Level 1 | Module 5: Subtraction Unit 1: Numbers & Operations Level 1 | Module 6: Addition & Subtraction

		Unit 2: Number & Operations Level 2 | Module 3: Addition Unit 2: Number & Operations Level 2 | Module 4: Subtraction Unit 2: Number & Operations Level 2 | Module 5: Addition & Subtraction Unit 2: Number & Operations Level 2 | Module 6: Composing & Decomposing Unit 3: Number & Operations Level 3 | Module 1: Composing & Decomposing 10 Unit 3: Number & Operations Level 3 | Module 2: Numbers 10-15 Unit 3: Number & Operations Level 3 | Module 3: Numbers 16-20 Unit 3: Number & Operations Level 3 | Module 5: Word Problems
111.2.b.1.C.	Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math,	Unit 1: Numbers & Operations Level 1 | Module 4: Addition Unit 1: Numbers & Operations Level 1 | Module 5: Subtraction Unit 1: Numbers & Operations Level 1 | Module 6: Addition & Subtraction Unit 2: Number & Operations Level 2 | Module 3: Addition Unit 2: Number & Operations Level 2 | Module 4: Subtraction Unit 2: Number & Operations Level 2 | Module 5: Addition & Subtraction

		Unit 2: Number & Operations Level 2 | Module 6: Composing & Decomposing Unit 3: Number & Operations Level 3 | Module 1: Composing & Decomposing 10 Unit 3: Number & Operations Level 3 | Module 2: Numbers 10-15 Unit 3: Number & Operations Level 3 | Module 3: Numbers 16-20 Unit 3: Number & Operations Level 3 | Module 5: Word Problems
111.2.b.1.D.	Communicate mathematical ideas, reasoning, and their implications using multiple representations, including	Unit 1: Numbers & Operations Level 1 | Module 1: Representing 0-3 Unit 1: Numbers & Operations Level 1 | Module 2: Representing 4-5 Unit 1: Numbers & Operations Level 1 | Module 4: Addition Unit 1: Numbers & Operations Level 1 | Module 5: Subtraction Unit 2: Number & Operations Level 2 | Module 3: Addition Unit 2: Number & Operations Level 2 | Module 4: Subtraction Unit 2: Number & Operations Level 2 | Module 5: Addition & Subtraction Unit 2: Number & Operations Level 2 | Module 6: Composing & Decomposing Unit 3: Number & Operations Level 3 | Module 1: Composing & Decomposing 10

		Unit 3: Number & Operations Level 3 | Module 2: Numbers 10-15 Unit 3: Number & Operations Level 3 | Module 3: Numbers 16-20 Unit 3: Number & Operations Level 3 | Module 6: Counting
111.2.b.1.E.	Create and use representations to organize,	Unit 1: Numbers & Operations Level 1 | Module 1: Representing 0-3 Unit 1: Numbers & Operations Level 1 | Module 2: Representing 4-5 Unit 1: Numbers & Operations Level 1 | Module 4: Addition Unit 1: Numbers & Operations Level 1 | Module 5: Subtraction Unit 2: Number & Operations Level 2 | Module 3: Addition Unit 2: Number & Operations Level 2 | Module 4: Subtraction Unit 2: Number & Operations Level 2 | Module 5: Addition & Subtraction Unit 2: Number & Operations Level 2 | Module 6: Composing & Decomposing Unit 3: Number & Operations Level 3 | Module 1: Composing & Decomposing 10 Unit 3: Number & Operations Level 3 | Module 2: Numbers 10-15 Unit 3: Number & Operations Level 3 | Module 3: Numbers 16-20 Unit 3: Number & Operations Level 3 | Module 6: Counting
111.2.	**Kindergarten, Adopted 2012**	**Kindergarten, Adopted 2012**

111.2.b.2.	**Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers,**	**Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:**
111.2.b.2.A.	Count forward and backward to at least 20 with and without	Unit 1: Numbers & Operations Level 1 | Module 1: Representing 0-3 Unit 1: Numbers & Operations Level 1 | Module 2: Representing 4-5 Unit 1: Numbers & Operations Level 1 | Module 3: Comparing Unit 1: Numbers & Operations Level 1 | Module 6: Addition & Subtraction Unit 2: Number & Operations Level 2 | Module 1: Representing 6-7 Unit 2: Number & Operations Level 2 | Module 2: Representing 8-9 Unit 2: Number & Operations Level 2 | Module 5: Addition & Subtraction Unit 2: Number & Operations Level 2 | Module 6: Composing & Decomposing Unit 3: Number & Operations Level 3 | Module 1: Composing & Decomposing 10 Unit 3: Number & Operations Level 3 | Module 2: Numbers 10-15 Unit 3: Number & Operations Level 3 | Module 3: Numbers 16-20 Unit 3: Number & Operations Level 3 | Module 5: Word Problems

		Unit 3: Number & Operations Level 3 | Module 6: Counting Unit 4: Measurement, Geometry, & Data | Module 2: Sorting & Classifying
111.2.b.2.B.	Read, write, and represent whole numbers from 0 to at least 20 with and without	Unit 3: Number & Operations Level 3 | Module 2: Numbers 10-15 Unit 3: Number & Operations Level 3 | Module 3: Numbers 16-20 Unit 3: Number & Operations Level 3 | Module 4: Place Value Unit 3: Number & Operations Level 3 | Module 6: Counting
111.2.b.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	Unit 1: Numbers & Operations Level 1 | Module 1: Representing 0-3 Unit 1: Numbers & Operations Level 1 | Module 2: Representing 4-5 Unit 1: Numbers & Operations Level 1 | Module 3: Comparing Unit 2: Number & Operations Level 2 | Module 1: Representing 6-7 Unit 2: Number & Operations Level 2 | Module 2: Representing 8-9 Unit 2: Number & Operations Level 2 | Module 5: Addition & Subtraction

		Unit 2: Number & Operations Level 2 | Module 6: Composing & Decomposing Unit 3: Number & Operations Level 3 | Module 1: Composing & Decomposing 10 Unit 3: Number & Operations Level 3 | Module 2: Numbers 10-15 Unit 3: Number & Operations Level 3 | Module 3: Numbers 16-20 Unit 3: Number & Operations Level 3 | Module 4: Place Value Unit 3: Number & Operations Level 3 | Module 5: Word Problems Unit 4: Measurement, Geometry, & Data | Module 2: Sorting & Classifying
111.2.b.2.G.	Compare sets of objects up to at least 20 in each set using	Unit 1: Numbers & Operations Level 1 | Module 3: Comparing Unit 2: Number & Operations Level 2 | Module 1: Representing 6-7 Unit 2: Number & Operations Level 2 | Module 2: Representing 8-9 Unit 3: Number & Operations Level 3 | Module 2: Numbers 10-15 Unit 3: Number & Operations Level 3 | Module 3: Numbers 16-20 Unit 4: Measurement, Geometry, & Data | Module 3: Data
111.2.b.2.H.	Use comparative language to describe two numbers up to 20 presented as written	

		Unit 1: Numbers & Operations Level 1 | Module 3: Comparing Unit 1: Numbers & Operations Level 1 | Module 6: Addition & Subtraction Unit 2: Number & Operations Level 2 | Module 1: Representing 6-7 Unit 2: Number & Operations Level 2 | Module 3: Addition Unit 2: Number & Operations Level 2 | Module 4: Subtraction Unit 2: Number & Operations Level 2 | Module 5: Addition & Subtraction Unit 3: Number & Operations Level 3 | Module 1: Composing & Decomposing 10 Unit 3: Number & Operations Level 3 | Module 2: Numbers 10-15 Unit 3: Number & Operations Level 3 | Module 3: Numbers 16-20
111.2.b.2.I.	Compose and decompose numbers up to 10 with objects	Unit 1: Numbers & Operations Level 1 | Module 4: Addition Unit 1: Numbers & Operations Level 1 | Module 5: Subtraction Unit 1: Numbers & Operations Level 1 | Module 6: Addition & Subtraction Unit 2: Number & Operations Level 2 | Module 4: Subtraction Unit 2: Number & Operations Level 2 | Module 5: Addition & Subtraction Unit 2: Number & Operations Level 2 | Module 6: Composing & Decomposing

		Unit 3: Number & Operations Level 3 | Module 1: Composing & Decomposing 10 Unit 3: Number & Operations Level 3 | Module 2: Numbers 10-15 Unit 3: Number & Operations Level 3 | Module 3: Numbers 16-20 Unit 3: Number & Operations Level 3 | Module 4: Place Value
111.2.	**Kindergarten, Adopted 2012**	**Kindergarten, Adopted 2012**
111.2.b.3.	**Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in**	**Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:**
111.2.b.3.A.	Model the action of joining to represent addition and the action of separating to	Unit 1: Numbers & Operations Level 1 | Module 4: Addition Unit 1: Numbers & Operations Level 1 | Module 5: Subtraction Unit 1: Numbers & Operations Level 1 | Module 6: Addition & Subtraction Unit 2: Number & Operations Level 2 | Module 3: Addition Unit 2: Number & Operations Level 2 | Module 4: Subtraction Unit 2: Number & Operations Level 2 | Module 5: Addition & Subtraction Unit 2: Number & Operations Level 2 | Module 6: Composing & Decomposing Unit 3: Number & Operations Level 3 | Module 1: Composing & Decomposing 10

		Unit 3: Number & Operations Level 3 | Module 2: Numbers 10-15 Unit 3: Number & Operations Level 3 | Module 3: Numbers 16-20 Unit 3: Number & Operations Level 3 | Module 4: Place Value Unit 3: Number & Operations Level 3 | Module 5: Word Problems
111.2.b.3.B.	Solve word problems using objects and drawings to find sums up to 10 and differences	Unit 1: Numbers & Operations Level 1 | Module 4: Addition Unit 1: Numbers & Operations Level 1 | Module 5: Subtraction Unit 1: Numbers & Operations Level 1 | Module 6: Addition & Subtraction Unit 2: Number & Operations Level 2 | Module 3: Addition Unit 2: Number & Operations Level 2 | Module 4: Subtraction Unit 2: Number & Operations Level 2 | Module 5: Addition & Subtraction Unit 3: Number & Operations Level 3 | Module 5: Word Problems
111.2.b.3.C.	Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words,	Unit 2: Number & Operations Level 2 | Module 5: Addition & Subtraction

111.2.b.4.	Number and operations. The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is	Unit 4: Measurement, Geometry, & Data | Module 5: 3-D Shapes
111.2.b.5.	Algebraic reasoning. The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to recite numbers up to at least	Unit 3: Number & Operations Level 3 | Module 3: Numbers 16-20 Unit 3: Number & Operations Level 3 | Module 4: Place Value Unit 3: Number & Operations Level 3 | Module 6: Counting
111.2.	**Kindergarten, Adopted 2012**	**Kindergarten, Adopted 2012**
111.2.b.6.	**Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional**	**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. The student is expected to:**
111.2.b.6.A.	Identify two-dimensional shapes, including circles, triangles, rectangles, and	

		Unit 4: Measurement, Geometry, & Data | Module 4: 2-D Shapes
111.2.b.6.B.	Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in	Unit 4: Measurement, Geometry, & Data | Module 5: 3-D Shapes
111.2.b.6.C.	Identify two-dimensional components of three-	Unit 4: Measurement, Geometry, & Data | Module 6: Shapes in the Environment
111.2.b.6.D.	Identify attributes of two-dimensional shapes using informal and formal geometric	Unit 4: Measurement, Geometry, & Data | Module 3: Data Unit 4: Measurement, Geometry, & Data | Module 4: 2-D Shapes
111.2.b.6.E.	Classify and sort a variety of regular and irregular two- and three-dimensional figures	Unit 4: Measurement, Geometry, & Data | Module 2: Sorting & Classifying Unit 4: Measurement, Geometry, & Data | Module 3: Data

		Unit 4: Measurement, Geometry, & Data | Module 4: 2-D Shapes Unit 4: Measurement, Geometry, & Data | Module 5: 3-D Shapes
111.2.b.6.F.	Create two-dimensional shapes using a variety of	Unit 4: Measurement, Geometry, & Data | Module 4: 2-D Shapes
111.2.	**Kindergarten, Adopted 2012**	**Kindergarten, Adopted 2012**
111.2.b.7.	**Geometry and measurement. The student applies mathematical process standards to directly compare**	**Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:**
111.2.b.7.A.	Give an example of a measurable attribute of a given object, including length,	Unit 4: Measurement, Geometry, & Data | Module 1: Describing Length Unit 4: Measurement, Geometry, & Data | Module 2: Sorting & Classifying Unit 4: Measurement, Geometry, & Data | Module 3: Data
111.2.b.7.B.	Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and	Unit 4: Measurement, Geometry, & Data | Module 1: Describing Length

		Unit 4: Measurement, Geometry, & Data | Module 2: Sorting & Classifying
111.2.	**Kindergarten, Adopted 2012**	**Kindergarten, Adopted 2012**
111.2.b.8.	**Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting**	**Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to:**
111.2.b.8.A.	Collect, sort, and organize data into two or three categories.	Unit 4: Measurement, Geometry, & Data | Module 3: Data Unit 4: Measurement, Geometry, & Data | Module 5: 3-D Shapes
Grade: **1** - Adopted: **2012**		
111.3.	**Grade 1, Adopted 2012**	**Grade 1, Adopted 2012**
111.3.b.1.	**Mathematical process standards. The student uses mathematical processes to acquire and demonstrate**	**Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:**
111.3.b.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	Unit 1: Numbers & Operations Level 1 | Module 3: Within 5 Unit 1: Numbers & Operations Level 1 | Module 4: Addition within 9

		Unit 1: Numbers & Operations Level 1 | Module 5: Subtraction within 9 Unit 1: Numbers & Operations Level 1 | Module 6: Within 9 Unit 2: Numbers & Operations Level 2 | Module 2: Addition within 13 Unit 2: Numbers & Operations Level 2 | Module 3: Addition within 20 Unit 2: Numbers & Operations Level 2 | Module 4: Backward Counting Unit 2: Numbers & Operations Level 2 | Module 5: Subtraction within 20 Unit 2: Numbers & Operations Level 2 | Module 6: Within 20 Unit 3: Numbers & Operations Level 3 | Module 2: Addition within 100 Unit 3: Numbers & Operations Level 3 | Module 3: Mixed Addition Unit 3: Numbers & Operations Level 3 | Module 4: Addition Strategies Unit 3: Numbers & Operations Level 3 | Module 5: Subtraction within 100 Unit 3: Numbers & Operations Level 3 | Module 6: Subtraction Strategies Unit 3: Numbers & Operations Level 3 | Module 7: Within 100 Unit 4: Measurement, Geometry & Data | Module 1: Time & Money Unit 4: Measurement, Geometry & Data | Module 2: Length
111.3.b.1.C.	Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math,	

		Unit 1: Numbers & Operations Level 1 | Module 3: Within 5
		Unit 1: Numbers & Operations Level 1 | Module 4: Addition within 9
		Unit 1: Numbers & Operations Level 1 | Module 5: Subtraction within 9
		Unit 1: Numbers & Operations Level 1 | Module 6: Within 9
		Unit 2: Numbers & Operations Level 2 | Module 2: Addition within 13
		Unit 2: Numbers & Operations Level 2 | Module 3: Addition within 20
		Unit 2: Numbers & Operations Level 2 | Module 4: Backward Counting
		Unit 2: Numbers & Operations Level 2 | Module 5: Subtraction within 20
		Unit 2: Numbers & Operations Level 2 | Module 6: Within 20
		Unit 3: Numbers & Operations Level 3 | Module 2: Addition within 100
		Unit 3: Numbers & Operations Level 3 | Module 3: Mixed Addition
		Unit 3: Numbers & Operations Level 3 | Module 4: Addition Strategies
		Unit 3: Numbers & Operations Level 3 | Module 5: Subtraction within 100
		Unit 3: Numbers & Operations Level 3 | Module 6: Subtraction Strategies
		Unit 3: Numbers & Operations Level 3 | Module 7: Within 100
		Unit 4: Measurement, Geometry & Data | Module 1: Time & Money

		Unit 4: Measurement, Geometry & Data | Module 2: Length
111.3.b.1.D.	Communicate mathematical ideas, reasoning, and their implications using multiple representations, including	Unit 1: Numbers & Operations Level 1 | Module 1: Counting Unit 3: Numbers & Operations Level 3 | Module 1: Place Value
111.3.b.1.E.	Create and use representations to organize,	Unit 1: Numbers & Operations Level 1 | Module 1: Counting Unit 3: Numbers & Operations Level 3 | Module 1: Place Value
111.3.	**Grade 1, Adopted 2012**	**Grade 1, Adopted 2012**
111.3.b.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**	**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 related to place value. The student is expected to:**
111.3.b.2.B.	Use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as	

		Unit 2: Numbers & Operations Level 2 | Module 1: Place Value Unit 3: Numbers & Operations Level 3 | Module 1: Place Value
111.3.b.2.C.	Use objects, pictures, and expanded and standard forms to represent numbers up to	Unit 1: Numbers & Operations Level 1 | Module 2: TouchPoints Unit 2: Numbers & Operations Level 2 | Module 1: Place Value Unit 3: Numbers & Operations Level 3 | Module 1: Place Value
111.3.b.2.E.	Use place value to compare whole numbers up to 120	Unit 1: Numbers & Operations Level 1 | Module 2: TouchPoints Unit 2: Numbers & Operations Level 2 | Module 1: Place Value Unit 2: Numbers & Operations Level 2 | Module 3: Addition within 20 Unit 2: Numbers & Operations Level 2 | Module 4: Backward Counting Unit 2: Numbers & Operations Level 2 | Module 5: Subtraction within 20 Unit 2: Numbers & Operations Level 2 | Module 6: Within 20 Unit 3: Numbers & Operations Level 3 | Module 1: Place Value Unit 3: Numbers & Operations Level 3 | Module 2: Addition within 100

		Unit 3: Numbers & Operations Level 3 | Module 4: Addition Strategies Unit 3: Numbers & Operations Level 3 | Module 5: Subtraction within 100 Unit 3: Numbers & Operations Level 3 | Module 6: Subtraction Strategies Unit 3: Numbers & Operations Level 3 | Module 7: Within 100
111.3.b.2.F.	Order whole numbers up to 120 using place value and	Unit 1: Numbers & Operations Level 1 | Module 2: TouchPoints Unit 2: Numbers & Operations Level 2 | Module 1: Place Value Unit 2: Numbers & Operations Level 2 | Module 3: Addition within 20 Unit 2: Numbers & Operations Level 2 | Module 4: Backward Counting Unit 2: Numbers & Operations Level 2 | Module 5: Subtraction within 20 Unit 2: Numbers & Operations Level 2 | Module 6: Within 20 Unit 3: Numbers & Operations Level 3 | Module 1: Place Value Unit 3: Numbers & Operations Level 3 | Module 2: Addition within 100 Unit 3: Numbers & Operations Level 3 | Module 4: Addition Strategies Unit 3: Numbers & Operations Level 3 | Module 5: Subtraction within 100 Unit 3: Numbers & Operations Level 3 | Module 6: Subtraction Strategies

		Unit 3: Numbers & Operations Level 3 | Module 7: Within 100
111.3.b.2.G.	Represent the comparison of two numbers to 100 using the	Unit 1: Numbers & Operations Level 1 | Module 2: TouchPoints Unit 2: Numbers & Operations Level 2 | Module 1: Place Value Unit 2: Numbers & Operations Level 2 | Module 3: Addition within 20 Unit 2: Numbers & Operations Level 2 | Module 4: Backward Counting Unit 2: Numbers & Operations Level 2 | Module 5: Subtraction within 20 Unit 2: Numbers & Operations Level 2 | Module 6: Within 20 Unit 3: Numbers & Operations Level 3 | Module 1: Place Value Unit 3: Numbers & Operations Level 3 | Module 2: Addition within 100 Unit 3: Numbers & Operations Level 3 | Module 4: Addition Strategies Unit 3: Numbers & Operations Level 3 | Module 5: Subtraction within 100 Unit 3: Numbers & Operations Level 3 | Module 6: Subtraction Strategies Unit 3: Numbers & Operations Level 3 | Module 7: Within 100
111.3.	**Grade 1, Adopted 2012**	**Grade 1, Adopted 2012**

111.3.b.3.	**Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and**	**Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:**
111.3.b.3.A.	Use concrete and pictorial models to determine the sum of a multiple of 10 and a one-	Unit 2: Numbers & Operations Level 2 | Module 5: Subtraction within 20 Unit 3: Numbers & Operations Level 3 | Module 4: Addition Strategies Unit 3: Numbers & Operations Level 3 | Module 6: Subtraction Strategies Unit 3: Numbers & Operations Level 3 | Module 7: Within 100
111.3.b.3.B.	Use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns	Unit 1: Numbers & Operations Level 1 | Module 4: Addition within 9 Unit 1: Numbers & Operations Level 1 | Module 5: Subtraction within 9 Unit 1: Numbers & Operations Level 1 | Module 6: Within 9 Unit 2: Numbers & Operations Level 2 | Module 3: Addition within 20 Unit 2: Numbers & Operations Level 2 | Module 5: Subtraction within 20

		Unit 2: Numbers & Operations Level 2 | Module 6: Within 20 Unit 3: Numbers & Operations Level 3 | Module 2: Addition within 100 Unit 3: Numbers & Operations Level 3 | Module 3: Mixed Addition Unit 3: Numbers & Operations Level 3 | Module 4: Addition Strategies Unit 3: Numbers & Operations Level 3 | Module 5: Subtraction within 100 Unit 3: Numbers & Operations Level 3 | Module 6: Subtraction Strategies Unit 3: Numbers & Operations Level 3 | Module 7: Within 100
111.3.b.3.D.	Apply basic fact strategies to add and subtract within 20, including making 10 and	Unit 1: Numbers & Operations Level 1 | Module 3: Within 5 Unit 1: Numbers & Operations Level 1 | Module 4: Addition within 9 Unit 1: Numbers & Operations Level 1 | Module 5: Subtraction within 9 Unit 1: Numbers & Operations Level 1 | Module 6: Within 9 Unit 2: Numbers & Operations Level 2 | Module 2: Addition within 13 Unit 2: Numbers & Operations Level 2 | Module 3: Addition within 20 Unit 2: Numbers & Operations Level 2 | Module 5: Subtraction within 20 Unit 2: Numbers & Operations Level 2 | Module 6: Within 20

		Unit 3: Numbers & Operations Level 3 | Module 2: Addition within 100 Unit 3: Numbers & Operations Level 3 | Module 4: Addition Strategies Unit 3: Numbers & Operations Level 3 | Module 7: Within 100
111.3.b.3.E.	Explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects,	Unit 1: Numbers & Operations Level 1 | Module 3: Within 5 Unit 1: Numbers & Operations Level 1 | Module 4: Addition within 9 Unit 1: Numbers & Operations Level 1 | Module 5: Subtraction within 9 Unit 1: Numbers & Operations Level 1 | Module 6: Within 9 Unit 2: Numbers & Operations Level 2 | Module 3: Addition within 20 Unit 2: Numbers & Operations Level 2 | Module 5: Subtraction within 20 Unit 2: Numbers & Operations Level 2 | Module 6: Within 20 Unit 3: Numbers & Operations Level 3 | Module 2: Addition within 100 Unit 3: Numbers & Operations Level 3 | Module 4: Addition Strategies Unit 3: Numbers & Operations Level 3 | Module 5: Subtraction within 100 Unit 3: Numbers & Operations Level 3 | Module 6: Subtraction Strategies

		Unit 3: Numbers & Operations Level 3 | Module 7: Within 100
111.3.b.3.F.	Generate and solve problem situations when given a number sentence involving	Unit 1: Numbers & Operations Level 1 | Module 3: Within 5 Unit 1: Numbers & Operations Level 1 | Module 5: Subtraction within 9 Unit 1: Numbers & Operations Level 1 | Module 6: Within 9 Unit 2: Numbers & Operations Level 2 | Module 4: Backward Counting Unit 2: Numbers & Operations Level 2 | Module 5: Subtraction within 20 Unit 3: Numbers & Operations Level 3 | Module 3: Mixed Addition
111.3.	**Grade 1, Adopted 2012**	**Grade 1, Adopted 2012**
111.3.b.4.	**Number and operations. The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need**	**Number and operations. The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions. The student is expected to:**
111.3.b.4.A.	Identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe	**TouchMath** Unit 4: Measurement, Geometry & Data | Module 1: Time & Money
111.3.b.4.B.	Write a number with the cent symbol to describe the value	

		Unit 4: Measurement, Geometry & Data | Module 1: Time & Money
111.3.b.4.C.	Use relationships to count by twos, fives, and tens to determine the value of a **TouchMath** Unit 4: Measurement, Geometry & Data | Module 1:	Use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes. **TouchMath** Unit 4: Measurement, Geometry & Data | Module 1: Time & Money
111.3.	**Grade 1, Adopted 2012**	**Grade 1, Adopted 2012**
111.3.b.5.	**Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to**	**Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:**
111.3.b.5.A.	Recite numbers forward and backward from any given	Unit 1: Numbers & Operations Level 1 | Module 1: Counting Unit 1: Numbers & Operations Level 1 | Module 5: Subtraction within 9 Unit 2: Numbers & Operations Level 2 | Module 4: Backward Counting Unit 2: Numbers & Operations Level 2 | Module 5: Subtraction within 20 Unit 3: Numbers & Operations Level 3 | Module 1: Place Value
111.3.b.5.B.	Skip count by twos, fives, and tens to determine the total number of objects up to 120 in	

		Unit 3: Numbers & Operations Level 3 | Module 4: Addition Strategies
111.3.b.5.C.	Use relationships to determine the number that is 10 more and 10 less than a given	Unit 3: Numbers & Operations Level 3 | Module 4: Addition Strategies
111.3.b.5.D.	Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and	Unit 1: Numbers & Operations Level 1 | Module 4: Addition within 9 Unit 1: Numbers & Operations Level 1 | Module 5: Subtraction within 9 Unit 1: Numbers & Operations Level 1 | Module 6: Within 9 Unit 2: Numbers & Operations Level 2 | Module 3: Addition within 20 Unit 2: Numbers & Operations Level 2 | Module 5: Subtraction within 20 Unit 2: Numbers & Operations Level 2 | Module 6: Within 20 Unit 3: Numbers & Operations Level 3 | Module 2: Addition within 100 Unit 3: Numbers & Operations Level 3 | Module 3: Mixed Addition Unit 3: Numbers & Operations Level 3 | Module 4: Addition Strategies

		Unit 3: Numbers & Operations Level 3 | Module 5: Subtraction within 100 Unit 3: Numbers & Operations Level 3 | Module 6: Subtraction Strategies Unit 3: Numbers & Operations Level 3 | Module 7: Within 100
111.3.b.5.E.	Understand that the equal sign represents a relationship where expressions on each	Unit 1: Numbers & Operations Level 1 | Module 2: TouchPoints Unit 1: Numbers & Operations Level 1 | Module 4: Addition within 9 Unit 1: Numbers & Operations Level 1 | Module 5: Subtraction within 9 Unit 1: Numbers & Operations Level 1 | Module 6: Within 9 Unit 2: Numbers & Operations Level 2 | Module 1: Place Value Unit 2: Numbers & Operations Level 2 | Module 2: Addition within 13 Unit 2: Numbers & Operations Level 2 | Module 3: Addition within 20 Unit 2: Numbers & Operations Level 2 | Module 5: Subtraction within 20 Unit 2: Numbers & Operations Level 2 | Module 6: Within 20 Unit 3: Numbers & Operations Level 3 | Module 1: Place Value Unit 3: Numbers & Operations Level 3 | Module 2: Addition within 100 Unit 3: Numbers & Operations Level 3 | Module 3: Mixed Addition

		Unit 3: Numbers & Operations Level 3 | Module 4: Addition Strategies
111.3.b.5.F.	Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of	Unit 1: Numbers & Operations Level 1 | Module 4: Addition within 9 Unit 1: Numbers & Operations Level 1 | Module 5: Subtraction within 9 Unit 1: Numbers & Operations Level 1 | Module 6: Within 9 Unit 2: Numbers & Operations Level 2 | Module 2: Addition within 13 Unit 2: Numbers & Operations Level 2 | Module 3: Addition within 20 Unit 2: Numbers & Operations Level 2 | Module 5: Subtraction within 20 Unit 2: Numbers & Operations Level 2 | Module 6: Within 20 Unit 3: Numbers & Operations Level 3 | Module 3: Mixed Addition Unit 3: Numbers & Operations Level 3 | Module 4: Addition Strategies Unit 3: Numbers & Operations Level 3 | Module 6: Subtraction Strategies Unit 3: Numbers & Operations Level 3 | Module 7: Within 100
111.3.b.5.G.	Apply properties of operations to add and subtract two or	

		Unit 3: Numbers & Operations Level 3 | Module 3: Mixed Addition
111.3.	**Grade 1, Adopted 2012**	**Grade 1, Adopted 2012**
111.3.b.6.	**Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional**	**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. The student is expected to:**
111.3.b.6.B.	Distinguish between attributes that define a two-dimensional or three-dimensional figure	Unit 4: Measurement, Geometry & Data | Module 4: 2-D Shapes Unit 4: Measurement, Geometry & Data | Module 5: 3-D Shapes
111.3.b.6.D.	Identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and	Unit 4: Measurement, Geometry & Data | Module 4: 2-D Shapes
111.3.b.6.E.	Identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe	

		Unit 4: Measurement, Geometry & Data | Module 5: 3-D Shapes
111.3.b.6.F.	Compose two-dimensional shapes by joining two, three, or four figures to produce a target	Unit 4: Measurement, Geometry & Data | Module 4: 2-D Shapes
111.3.b.6.G.	Partition two-dimensional figures into two and four fair shares or equal parts and	Unit 4: Measurement, Geometry & Data | Module 4: 2-D Shapes Unit 4: Measurement, Geometry & Data | Module 6: Fractional Parts of Shapes
111.3.b.6.H.	Identify examples and non-examples of halves and	Unit 4: Measurement, Geometry & Data | Module 4: 2-D Shapes Unit 4: Measurement, Geometry & Data | Module 6: Fractional Parts of Shapes
111.3.	**Grade 1, Adopted 2012**	**Grade 1, Adopted 2012**
111.3.b.7.	**Geometry and measurement. The student applies mathematical process standards to select and use**	**Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:**
111.3.b.7.A.	Use measuring tools to measure the length of objects to reinforce the continuous	

		Unit 4: Measurement, Geometry & Data | Module 2: Length
111.3.b.7.B.	Illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or	Unit 4: Measurement, Geometry & Data | Module 2: Length
111.3.b.7.C.	Measure the same object/distance with units of two different lengths and	Unit 4: Measurement, Geometry & Data | Module 2: Length
111.3.b.7.D.	Describe a length to the nearest whole unit using a	Unit 4: Measurement, Geometry & Data | Module 2: Length
111.3.b.7.E.	Tell time to the hour and half hour using analog and digital	Unit 4: Measurement, Geometry & Data | Module 1: Time & Money
111.3.	**Grade 1, Adopted 2012**	**Grade 1, Adopted 2012**

111.3.b.8.	**Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving**	**Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:**
111.3.b.8.A.	Collect, sort, and organize data in up to three categories using models/representations such	Unit 4: Measurement, Geometry & Data | Module 3: Data
111.3.b.8.B.	Use data to create picture and	Unit 4: Measurement, Geometry & Data | Module 3: Data
111.3.	**Grade 1, Adopted 2012**	**Grade 1, Adopted 2012**
111.3.b.9.	**Personal financial literacy. The student applies mathematical process standards to manage one's financial resources**	**Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:**
111.3.b.9.B.	Identify income as a means of obtaining goods and services, oftentimes making choices	Unit 4: Measurement, Geometry & Data | Module 1: Time & Money
111.3.b.9.C.	Distinguish between spending	Unit 4: Measurement, Geometry & Data | Module 1: Time & Money

111.3.b.9.D.	Consider charitable giving.	Unit 4: Measurement, Geometry & Data | Module 1: Time & Money
Grade: **2** - Adopted: **2012**		
111.4.	**Grade 2, Adopted 2012.**	**Grade 2, Adopted 2012.**
111.4.b.1.	**Mathematical process standards. The student uses mathematical processes to acquire and demonstrate**	**Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:**
111.4.b.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	Unit 1: Addition & Subtraction Level 1 | Module 2: Addition Unit 1: Addition & Subtraction Level 1 | Module 4: Subtraction Unit 1:Addition& Subtraction Level 1 | Module 1: Within 13 Unit 1:Addition& Subtraction Level 1 | Module 2: Within 20 Unit 1:Addition& Subtraction Level 1 | Module 3: Within 50 Unit 1:Addition& Subtraction Level 1 | Module 4: Addition with Regrouping Unit 1:Addition& Subtraction Level 1 | Module 5: Subtraction with Regrouping

		Unit 1:Addition& Subtraction Level 1 | Module 6: Mixed Regrouping Unit 2: Addition & Subtraction Level 2 | Module 4: Addition within 100 Unit 2: Addition & Subtraction Level 2 | Module 5: Subtraction within 100 Unit 2: Addition & Subtraction Level 2 | Module 6: Within 100 Unit 3: Operations with Multi-Digit Numbers | Module 1: Multiples of 10 & 100 Unit 3: Operations with Multi-Digit Numbers | Module 2: Addition within 1,000 Unit 3: Operations with Multi-Digit Numbers | Module 3: Subtraction within 1,000 Unit 3: Operations with Multi-Digit Numbers | Module 4: Mixed Operations Unit 3: Operations with Multi-Digit Numbers | Module 5: Multiplication 1 Unit 3: Operations with Multi-Digit Numbers | Module 6: Multiplication 2 Unit 4: Measurement, Geometry & Data | Module 1: Time Unit 4: Measurement, Geometry & Data | Module 2: Money Unit 4: Measurement, Geometry & Data | Module 3: Data Unit 4: Measurement, Geometry & Data | Module 4: Measurement Unit 4: Measurement, Geometry & Data | Module 5: Operations with Length
111.4.b.1.C.	Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math,	

		Unit 1: Addition & Subtraction Level 1 | Module 2: Addition
		Unit 1: Addition & Subtraction Level 1 | Module 4: Subtraction
		Unit 1:Addition& Subtraction Level 1 | Module 1: Within 13
		Unit 1:Addition& Subtraction Level 1 | Module 2: Within 20
		Unit 1:Addition& Subtraction Level 1 | Module 3: Within 50
		Unit 1:Addition& Subtraction Level 1 | Module 4: Addition with Regrouping
		Unit 1:Addition& Subtraction Level 1 | Module 5: Subtraction with Regrouping
		Unit 1:Addition& Subtraction Level 1 | Module 6: Mixed Regrouping
		Unit 2: Addition & Subtraction Level 2 | Module 4: Addition within 100
		Unit 2: Addition & Subtraction Level 2 | Module 5: Subtraction within 100
		Unit 2: Addition & Subtraction Level 2 | Module 6: Within 100
		Unit 3: Operations with Multi-Digit Numbers | Module 1: Multiples of 10 & 100
		Unit 3: Operations with Multi-Digit Numbers | Module 2: Addition within 1,000
		Unit 3: Operations with Multi-Digit Numbers | Module 3: Subtraction within 1,000
		Unit 3: Operations with Multi-Digit Numbers | Module 4: Mixed Operations
		Unit 3: Operations with Multi-Digit Numbers | Module 5: Multiplication 1

		Unit 3: Operations with Multi-Digit Numbers | Module 6: Multiplication 2 Unit 4: Measurement, Geometry & Data | Module 1: Time Unit 4: Measurement, Geometry & Data | Module 2: Money Unit 4: Measurement, Geometry & Data | Module 3: Data Unit 4: Measurement, Geometry & Data | Module 4: Measurement Unit 4: Measurement, Geometry & Data | Module 5: Operations with Length
111.4.b.1.D.	Communicate mathematical ideas, reasoning, and their implications using multiple representations, including	Unit 4: Measurement, Geometry & Data | Module 6: Geometry
111.4.b.1.E.	Create and use representations to organize,	Unit 4: Measurement, Geometry & Data | Module 6: Geometry
111.4.	**Grade 2, Adopted 2012.**	**Grade 2, Adopted 2012.**
111.4.b.2.	**Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the**	**Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:**

111.4.b.2.A.	Use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as	Unit 2: Addition & Subtraction Level 2 | Module 1: Place Value Unit 2: Addition & Subtraction Level 2 | Module 2: Counting & Reading Unit 3: Operations with Multi-Digit Numbers | Module 2: Addition within 1,000
111.4.b.2.B.	Use standard, word, and expanded forms to represent	Unit 1: Addition & Subtraction Level 1 | Module 1: Forward Counting Unit 2: Addition & Subtraction Level 2 | Module 1: Place Value Unit 2: Addition & Subtraction Level 2 | Module 3: Reading & Writing Unit 2: Addition & Subtraction Level 2 | Module 6: Within 100
111.4.b.2.D.	Use place value to compare and order whole numbers up to 1,200 using comparative	Unit 1: Addition & Subtraction Level 1 | Module 1: Forward Counting Unit 1: Addition & Subtraction Level 1 | Module 2: Addition Unit 1: Addition & Subtraction Level 1 | Module 3: Backward Counting

		Unit 1: Addition & Subtraction Level 1 | Module 4: Subtraction Unit 2: Addition & Subtraction Level 2 | Module 1: Place Value Unit 2: Addition & Subtraction Level 2 | Module 2: Counting & Reading Unit 3: Operations with Multi-Digit Numbers | Module 1: Multiples of 10 & 100 Unit 3: Operations with Multi-Digit Numbers | Module 2: Addition within 1,000 Unit 3: Operations with Multi-Digit Numbers | Module 3: Subtraction within 1,000 Unit 3: Operations with Multi-Digit Numbers | Module 4: Mixed Operations
111.4.b.2.E.	Locate the position of a given whole number on an open	Unit 2: Addition & Subtraction Level 2 | Module 1: Place Value
111.4.b.2.F.	Name the whole number that corresponds to a specific point	Unit 2: Addition & Subtraction Level 2 | Module 1: Place Value
111.4.	**Grade 2, Adopted 2012.**	**Grade 2, Adopted 2012.**
111.4.b.3.	**Number and operations. The student applies mathematical process standards to recognize and represent fractional units and**	**Number and operations. The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. The student is expected to:**
111.4.b.3.A.	Partition objects into equal parts and name the parts, including halves, fourths, and	

		Unit 4: Measurement, Geometry & Data | Module 6: Geometry
111.4.b.3.D.	Identify examples and non-examples of halves, fourths,	Unit 4: Measurement, Geometry & Data | Module 6: Geometry
111.4.	**Grade 2, Adopted 2012.**	**Grade 2, Adopted 2012.**
111.4.b.4.	**Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction**	**Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. The student is expected to:**
111.4.b.4.A.	Recall basic facts to add and subtract within 20 with	Unit 1: Addition & Subtraction Level 1 | Module 2: Addition Unit 1: Addition & Subtraction Level 1 | Module 4: Subtraction Unit 1:Addition& Subtraction Level 1 | Module 1: Within 13 Unit 1:Addition& Subtraction Level 1 | Module 2: Within 20 Unit 1:Addition& Subtraction Level 1 | Module 3: Within 50 Unit 1:Addition& Subtraction Level 1 | Module 4: Addition with Regrouping

		Unit 1:Addition& Subtraction Level 1 | Module 5: Subtraction with Regrouping Unit 1:Addition& Subtraction Level 1 | Module 6: Mixed Regrouping Unit 2: Addition & Subtraction Level 2 | Module 4: Addition within 100 Unit 2: Addition & Subtraction Level 2 | Module 5: Subtraction within 100 Unit 2: Addition & Subtraction Level 2 | Module 6: Within 100 Unit 3: Operations with Multi-Digit Numbers | Module 2: Addition within 1,000 Unit 3: Operations with Multi-Digit Numbers | Module 3: Subtraction within 1,000 Unit 3: Operations with Multi-Digit Numbers | Module 4: Mixed Operations
111.4.b.4.B.	Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms	Unit 1:Addition& Subtraction Level 1 | Module 3: Within 50 Unit 1:Addition& Subtraction Level 1 | Module 4: Addition with Regrouping Unit 1:Addition& Subtraction Level 1 | Module 5: Subtraction with Regrouping Unit 1:Addition& Subtraction Level 1 | Module 6: Mixed Regrouping Unit 2: Addition & Subtraction Level 2 | Module 4: Addition within 100 Unit 2: Addition & Subtraction Level 2 | Module 5: Subtraction within 100

		Unit 2: Addition & Subtraction Level 2 | Module 6: Within 100 Unit 3: Operations with Multi-Digit Numbers | Module 1: Multiples of 10 & 100 Unit 3: Operations with Multi-Digit Numbers | Module 2: Addition within 1,000 Unit 3: Operations with Multi-Digit Numbers | Module 4: Mixed Operations
111.4.b.4.C.	Solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of	Unit 1: Addition & Subtraction Level 1 | Module 2: Addition Unit 1: Addition & Subtraction Level 1 | Module 4: Subtraction Unit 1:Addition& Subtraction Level 1 | Module 1: Within 13 Unit 1:Addition& Subtraction Level 1 | Module 2: Within 20 Unit 1:Addition& Subtraction Level 1 | Module 3: Within 50 Unit 1:Addition& Subtraction Level 1 | Module 4: Addition with Regrouping Unit 1:Addition& Subtraction Level 1 | Module 5: Subtraction with Regrouping Unit 1:Addition& Subtraction Level 1 | Module 6: Mixed Regrouping Unit 2: Addition & Subtraction Level 2 | Module 4: Addition within 100 Unit 2: Addition & Subtraction Level 2 | Module 5: Subtraction within 100

		Unit 2: Addition & Subtraction Level 2 | Module 6: Within 100 Unit 3: Operations with Multi-Digit Numbers | Module 1: Multiples of 10 & 100 Unit 3: Operations with Multi-Digit Numbers | Module 2: Addition within 1,000 Unit 3: Operations with Multi-Digit Numbers | Module 3: Subtraction within 1,000 Unit 3: Operations with Multi-Digit Numbers | Module 4: Mixed Operations
111.4.	**Grade 2, Adopted 2012.**	**Grade 2, Adopted 2012.**
111.4.b.5.	**Number and operations. The student applies mathematical process standards to determine the value of coins**	**Number and operations. The student applies mathematical process standards to determine the value of coins in order to solve monetary transactions. The student is expected to:**
111.4.b.5.A.	Determine the value of a collection of coins up to one	Unit 4: Measurement, Geometry & Data | Module 2: Money
111.4.b.5.B.	Use the cent symbol, dollar sign, and the decimal point to name the value of a collection	Unit 4: Measurement, Geometry & Data | Module 2: Money
111.4.	**Grade 2, Adopted 2012.**	**Grade 2, Adopted 2012.**
111.4.b.6.	**Number and operations. The student applies mathematical process standards to connect repeated addition and subtraction to multiplication and division situations that**	**Number and operations. The student applies mathematical process standards to connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares. The student is expected to:**

111.4.b.6.A.	Model, create, and describe contextual multiplication situations in which equivalent	Unit 3: Operations with Multi-Digit Numbers | Module 6: Multiplication 2
111.4.	**Grade 2, Adopted 2012.**	**Grade 2, Adopted 2012.**
111.4.b.7.	**Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to**	**Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:**
111.4.b.7.A.	Determine whether a number up to 40 is even or odd using pairings of objects to	Unit 3: Operations with Multi-Digit Numbers | Module 5: Multiplication 1
111.4.b.7.B.	Use an understanding of place value to determine the number that is 10 or 100 more or less	Unit 2: Addition & Subtraction Level 2 | Module 2: Counting & Reading Unit 2: Addition & Subtraction Level 2 | Module 3: Reading & Writing Unit 3: Operations with Multi-Digit Numbers | Module 1: Multiples of 10 & 100 Unit 4: Measurement, Geometry & Data | Module 2: Money

111.4.b.7.C.	Represent and solve addition and subtraction word problems where unknowns	Unit 1: Addition & Subtraction Level 1 | Module 2: Addition Unit 1: Addition & Subtraction Level 1 | Module 4: Subtraction Unit 1:Addition& Subtraction Level 1 | Module 1: Within 13 Unit 1:Addition& Subtraction Level 1 | Module 2: Within 20 Unit 1:Addition& Subtraction Level 1 | Module 3: Within 50 Unit 1:Addition& Subtraction Level 1 | Module 4: Addition with Regrouping Unit 1:Addition& Subtraction Level 1 | Module 5: Subtraction with Regrouping Unit 1:Addition& Subtraction Level 1 | Module 6: Mixed Regrouping Unit 2: Addition & Subtraction Level 2 | Module 4: Addition within 100 Unit 2: Addition & Subtraction Level 2 | Module 5: Subtraction within 100 Unit 2: Addition & Subtraction Level 2 | Module 6: Within 100 Unit 3: Operations with Multi-Digit Numbers | Module 1: Multiples of 10 & 100 Unit 3: Operations with Multi-Digit Numbers | Module 2: Addition within 1,000 Unit 3: Operations with Multi-Digit Numbers | Module 3: Subtraction within 1,000 Unit 3: Operations with Multi-Digit Numbers | Module 4: Mixed Operations

111.4.	**Grade 2, Adopted 2012.**	**Grade 2, Adopted 2012.**
111.4.b.8.	**Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional**	**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. The student is expected to:**
111.4.b.8.A.	Create two-dimensional shapes based on given attributes, including number of	Unit 4: Measurement, Geometry & Data | Module 6: Geometry
111.4.b.8.B.	Classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular	Unit 4: Measurement, Geometry & Data | Module 6: Geometry
111.4.b.8.C.	Classify and sort polygons with 12 or fewer sides according to attributes, including identifying the	Unit 4: Measurement, Geometry & Data | Module 6: Geometry
111.4.b.8.D.	Compose two-dimensional shapes and three-dimensional solids with given properties or	Compose two-dimensional shapes and three-dimensional solids with given properties or attributes.

	Unit 4: Measurement, Geometry & Data | Module 6:	Unit 4: Measurement, Geometry & Data | Module 6: Geometry
111.4.	**Grade 2, Adopted 2012.**	**Grade 2, Adopted 2012.**
111.4.b.9.	**Geometry and measurement. The student applies mathematical process standards to select and use**	**Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time. The student is expected to:**
111.4.b.9.B.	Describe the inverse relationship between the size of the unit and the number of	Unit 4: Measurement, Geometry & Data | Module 4: Measurement
111.4.b.9.C.	Represent whole numbers as distances from any given Unit 2: Addition & Subtraction Level 2 | Module 1: Place Value	Represent whole numbers as distances from any given location on a number line. Unit 2: Addition & Subtraction Level 2 | Module 1: Place Value
111.4.b.9.D.	Determine the length of an object to the nearest marked unit using rulers, yardsticks,	Unit 4: Measurement, Geometry & Data | Module 3: Data Unit 4: Measurement, Geometry & Data | Module 4: Measurement Unit 4: Measurement, Geometry & Data | Module 5: Operations with Length
111.4.b.9.E.	Determine a solution to a problem involving length,	

		Unit 4: Measurement, Geometry & Data | Module 4: Measurement Unit 4: Measurement, Geometry & Data | Module 5: Operations with Length
111.4.b.9.G.	Read and write time to the nearest one-minute increment using analog and digital clocks	Unit 4: Measurement, Geometry & Data | Module 1: Time
111.4.	**Grade 2, Adopted 2012.**	**Grade 2, Adopted 2012.**
111.4.b.10.	**Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving**	**Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:**
111.4.b.10.A.	Explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data	Unit 4: Measurement, Geometry & Data | Module 3: Data
111.4.b.10.B.	Organize a collection of data with up to four categories using pictographs and bar	Unit 4: Measurement, Geometry & Data | Module 3: Data

111.4.b.10.C.	Write and solve one-step word problems involving addition or subtraction using data represented within	Unit 4: Measurement, Geometry & Data | Module 3: Data
111.4.b.10.D.	Draw conclusions and make predictions from information in	Draw conclusions and make predictions from information in a graph. Unit 4: Measurement, Geometry & Data | Module 3: Data
111.4.	**Grade 2, Adopted 2012.**	**Grade 2, Adopted 2012.**
111.4.b.11.	**Personal financial literacy. The student applies mathematical process standards to manage one's financial resources**	**Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:**
111.4.b.11.B.	Explain that saving is an alternative to spending.	Unit 4: Measurement, Geometry & Data | Module 2: Money
Grade: **3** - Adopted: **2012**		
111.5.	**Grade 3, Adopted 2012.**	**Grade 3, Adopted 2012.**
111.5.b.1.	**Mathematical process standards. The student uses mathematical processes to acquire and demonstrate**	**Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:**

111.5.b.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	Unit 1: Addition & Subtraction Level 1 | Module 2: Addition Unit 1: Addition & Subtraction Level 1 | Module 4: Subtraction Unit 1: Addition & Subtraction Level 1 | Module 5: Fact Families Unit 1: Addition & Subtraction Level 1 | Module 6: Place Value Unit 1: Addition & Subtraction Level 1 | Module 7: Strategies Unit 1: Addition & Subtraction Level 1 | Module 8: Mixed Addition & Subtraction Unit 2: Addition & Subtraction Level 2 | Module 1: Counting to 1,000 Unit 2: Addition & Subtraction Level 2 | Module 2: Within 20 Unit 2: Addition & Subtraction Level 2 | Module 4: Within 100 Unit 2: Addition & Subtraction Level 2 | Module 5: Strategies Unit 2: Addition & Subtraction Level 2 | Module 6: Three-Digit Numbers Unit 3: Skip Counting | Module 1: Skip Counting by 2 Unit 3: Skip Counting | Module 2: Skip Counting by 3 Unit 3: Skip Counting | Module 3: Skip Counting by 4 Unit 3: Skip Counting | Module 4: Skip Counting by 5 Unit 3: Skip Counting | Module 5: Skip Counting by 6

		Unit 3: Skip Counting | Module 6: Skip Counting by 7 Unit 3: Skip Counting | Module 7: Skip Counting by 8 Unit 3: Skip Counting | Module 8: Skip Counting by 9 Unit 4: Multiplication & Division Level 1 | Module 1: Skip Counting Review Unit 4: Multiplication & Division Level 1 | Module 2: Multiplication Unit 5: Multiplication & Division Level 2 | Module 1: Multiplication by One Digit Unit 5: Multiplication & Division Level 2 | Module 2: Division by One Digit Unit 6: Mixed Operations with Whole Numbers | Module 1: Relationships of Operations Unit 6: Mixed Operations with Whole Numbers | Module 2: Two–Four Digits by One Digit Unit 6: Mixed Operations with Whole Numbers | Module 3: Two–Four Digits by Two Digits Unit 6: Mixed Operations with Whole Numbers | Module 4: Three–Four Digits by Three Digits
111.5.b.1.C.	Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math,	Unit 1: Addition & Subtraction Level 1 | Module 2: Addition Unit 1: Addition & Subtraction Level 1 | Module 4: Subtraction Unit 1: Addition & Subtraction Level 1 | Module 5: Fact Families Unit 1: Addition & Subtraction Level 1 | Module 6: Place Value

Unit 1: Addition & Subtraction Level 1 | Module 7: Strategies

Unit 1: Addition & Subtraction Level 1 | Module 8: Mixed Addition & Subtraction

Unit 2: Addition & Subtraction Level 2 | Module 1: Counting to 1,000

Unit 2: Addition & Subtraction Level 2 | Module 2: Within 20

Unit 2: Addition & Subtraction Level 2 | Module 4: Within 100

Unit 2: Addition & Subtraction Level 2 | Module 5: Strategies

Unit 2: Addition & Subtraction Level 2 | Module 6: Three-Digit Numbers

Unit 3: Skip Counting | Module 1: Skip Counting by 2
Unit 3: Skip Counting | Module 2: Skip Counting by 3
Unit 3: Skip Counting | Module 3: Skip Counting by 4
Unit 3: Skip Counting | Module 4: Skip Counting by 5
Unit 3: Skip Counting | Module 5: Skip Counting by 6
Unit 3: Skip Counting | Module 6: Skip Counting by 7
Unit 3: Skip Counting | Module 7: Skip Counting by 8
Unit 3: Skip Counting | Module 8: Skip Counting by 9
Unit 4: Multiplication & Division Level 1 | Module 1: Skip Counting Review

Unit 4: Multiplication & Division Level 1 | Module 2: Multiplication

Unit 5: Multiplication & Division Level 2 | Module 1: Multiplication by One Digit

Unit 5: Multiplication & Division Level 2 | Module 2: Division by One Digit

Unit 6: Mixed Operations with Whole Numbers | Module 1: Relationships of Operations
Unit 6: Mixed Operations with Whole Numbers | Module 2: Two–Four Digits by One Digit

		Unit 6: Mixed Operations with Whole Numbers | Module 3: Two–Four Digits by Two Digits Unit 6: Mixed Operations with Whole Numbers | Module 4: Three–Four Digits by Three Digits
111.5.b.1.D.	Communicate mathematical ideas, reasoning, and their implications using multiple representations, including	Unit 7: Fractions, Decimals & Percents Level 1 | Module 1: Understanding Fractions Unit 7: Fractions, Decimals & Percents Level 1 | Module 2: Application of Concepts
111.5.b.1.E.	Create and use representations to organize,	Unit 7: Fractions, Decimals & Percents Level 1 | Module 1: Understanding Fractions Unit 7: Fractions, Decimals & Percents Level 1 | Module 2: Application of Concepts
111.5.	**Grade 3, Adopted 2012.**	**Grade 3, Adopted 2012.**
111.5.b.2.	**Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand**	**Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to:**
111.5.b.2.A.	Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many	

		Unit 2: Addition & Subtraction Level 2 | Module 3: Place Value
111.5.b.2.C.	Represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative	Unit 2: Addition & Subtraction Level 2 | Module 3: Place Value Unit 6: Mixed Operations with Whole Numbers | Module 3: Two–Four Digits by Two Digits Unit 6: Mixed Operations with Whole Numbers | Module 4: Three–Four Digits by Three Digits
111.5.b.2.D.	Compare and order whole numbers up to 100,000 and represent comparisons using	Unit 1: Addition & Subtraction Level 1 | Module 1: Forward Counting Unit 1: Addition & Subtraction Level 1 | Module 2: Addition Unit 1: Addition & Subtraction Level 1 | Module 3: Backward Counting Unit 1: Addition & Subtraction Level 1 | Module 4: Subtraction Unit 1: Addition & Subtraction Level 1 | Module 5: Fact Families Unit 1: Addition & Subtraction Level 1 | Module 6: Place Value Unit 1: Addition & Subtraction Level 1 | Module 7: Strategies

		Unit 1: Addition & Subtraction Level 1 | Module 8: Mixed Addition & Subtraction Unit 2: Addition & Subtraction Level 2 | Module 1: Counting to 1,000 Unit 2: Addition & Subtraction Level 2 | Module 3: Place Value Unit 2: Addition & Subtraction Level 2 | Module 4: Within 100 Unit 2: Addition & Subtraction Level 2 | Module 5: Strategies Unit 2: Addition & Subtraction Level 2 | Module 6: Three-Digit Numbers Unit 6: Mixed Operations with Whole Numbers | Module 3: Two–Four Digits by Two Digits Unit 6: Mixed Operations with Whole Numbers | Module 4: Three–Four Digits by Three Digits
111.5.	**Grade 3, Adopted 2012.**	**Grade 3, Adopted 2012.**
111.5.b.3.	**Number and operations. The student applies mathematical process standards to represent and explain**	**Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to:**
111.5.b.3.A.	Represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and	Unit 7: Fractions, Decimals & Percents Level 1 | Module 1: Understanding Fractions Unit 7: Fractions, Decimals & Percents Level 1 | Module 2: Application of Concepts

111.5.b.3.C.	Explain that the unit fraction 1/b represents the quantity formed by one part of a whole that has been partitioned into b	Unit 7: Fractions, Decimals & Percents Level 1 | Module 1: Understanding Fractions Unit 7: Fractions, Decimals & Percents Level 1 | Module 2: Application of Concepts Unit 9: Measurement, Geometry & Data | Module 1: 2-D Shapes
111.5.b.3.E.	Solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial	Unit 5: Multiplication & Division Level 2 | Module 2: Division by One Digit Unit 6: Mixed Operations with Whole Numbers | Module 1: Relationships of Operations Unit 6: Mixed Operations with Whole Numbers | Module 2: Two–Four Digits by One Digit
111.5.b.3.F.	Represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including	Unit 7: Fractions, Decimals & Percents Level 1 | Module 1: Understanding Fractions Unit 7: Fractions, Decimals & Percents Level 1 | Module 2: Application of Concepts

111.5.b.3.G.	Explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion	Unit 7: Fractions, Decimals & Percents Level 1 | Module 1: Understanding Fractions Unit 7: Fractions, Decimals & Percents Level 1 | Module 2: Application of Concepts
111.5.b.3.H.	Compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion	Unit 7: Fractions, Decimals & Percents Level 1 | Module 1: Understanding Fractions Unit 7: Fractions, Decimals & Percents Level 1 | Module 2: Application of Concepts
111.5.	**Grade 3, Adopted 2012.**	**Grade 3, Adopted 2012.**
111.5.b.4.	**Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve**	**Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:**
111.5.b.4.A.	Solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place	

		Unit 1: Addition & Subtraction Level 1 | Module 4: Subtraction Unit 1: Addition & Subtraction Level 1 | Module 5: Fact Families Unit 1: Addition & Subtraction Level 1 | Module 7: Strategies Unit 1: Addition & Subtraction Level 1 | Module 8: Mixed Addition & Subtraction Unit 2: Addition & Subtraction Level 2 | Module 2: Within 20 Unit 2: Addition & Subtraction Level 2 | Module 5: Strategies Unit 6: Mixed Operations with Whole Numbers | Module 1: Relationships of Operations Unit 6: Mixed Operations with Whole Numbers | Module 2: Two–Four Digits by One Digit Unit 6: Mixed Operations with Whole Numbers | Module 3: Two–Four Digits by Two Digits
111.5.b.4.B.	Round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition	Unit 2: Addition & Subtraction Level 2 | Module 3: Place Value Unit 6: Mixed Operations with Whole Numbers | Module 3: Two–Four Digits by Two Digits Unit 6: Mixed Operations with Whole Numbers | Module 4: Three–Four Digits by Three Digits
111.5.b.4.D.	Determine the total number of objects when equally-sized groups of objects are	

		Unit 3: Skip Counting | Module 1: Skip Counting by 2 Unit 3: Skip Counting | Module 2: Skip Counting by 3 Unit 3: Skip Counting | Module 3: Skip Counting by 4 Unit 3: Skip Counting | Module 4: Skip Counting by 5 Unit 3: Skip Counting | Module 5: Skip Counting by 6 Unit 3: Skip Counting | Module 6: Skip Counting by 7 Unit 3: Skip Counting | Module 7: Skip Counting by 8 Unit 3: Skip Counting | Module 8: Skip Counting by 9 Unit 4: Multiplication & Division Level 1 | Module 2: Multiplication Unit 5: Multiplication & Division Level 2 | Module 2: Division by One Digit Unit 6: Mixed Operations with Whole Numbers | Module 1: Relationships of Operations Unit 6: Mixed Operations with Whole Numbers | Module 2: Two–Four Digits by One Digit
111.5.b.4.E.	Represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal	Unit 3: Skip Counting | Module 1: Skip Counting by 2 Unit 3: Skip Counting | Module 2: Skip Counting by 3 Unit 3: Skip Counting | Module 3: Skip Counting by 4 Unit 3: Skip Counting | Module 4: Skip Counting by 5 Unit 3: Skip Counting | Module 5: Skip Counting by 6 Unit 3: Skip Counting | Module 6: Skip Counting by 7 Unit 3: Skip Counting | Module 7: Skip Counting by 8 Unit 3: Skip Counting | Module 8: Skip Counting by 9 Unit 4: Multiplication & Division Level 1 | Module 2: Multiplication

		Unit 5: Multiplication & Division Level 2 | Module 1: Multiplication by One Digit Unit 5: Multiplication & Division Level 2 | Module 2: Division by One Digit Unit 6: Mixed Operations with Whole Numbers | Module 1: Relationships of Operations Unit 6: Mixed Operations with Whole Numbers | Module 2: Two–Four Digits by One Digit
111.5.b.4.F.	Recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding	Unit 4: Multiplication & Division Level 1 | Module 2: Multiplication Unit 5: Multiplication & Division Level 2 | Module 1: Multiplication by One Digit Unit 5: Multiplication & Division Level 2 | Module 2: Division by One Digit Unit 6: Mixed Operations with Whole Numbers | Module 1: Relationships of Operations Unit 6: Mixed Operations with Whole Numbers | Module 2: Two–Four Digits by One Digit
111.5.b.4.G.	Use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial	Unit 5: Multiplication & Division Level 2 | Module 1: Multiplication by One Digit Unit 6: Mixed Operations with Whole Numbers | Module 2: Two–Four Digits by One Digit

111.5.b.4.H.	Determine the number of objects in each group when a set of objects is partitioned	Unit 5: Multiplication & Division Level 2 | Module 2: Division by One Digit Unit 6: Mixed Operations with Whole Numbers | Module 1: Relationships of Operations Unit 6: Mixed Operations with Whole Numbers | Module 2: Two–Four Digits by One Digit
111.5.b.4.I.	Determine if a number is even or odd using divisibility rules.	Unit 3: Skip Counting | Module 1: Skip Counting by 2 Unit 3: Skip Counting | Module 2: Skip Counting by 3 Unit 3: Skip Counting | Module 3: Skip Counting by 4 Unit 3: Skip Counting | Module 4: Skip Counting by 5 Unit 3: Skip Counting | Module 5: Skip Counting by 6 Unit 3: Skip Counting | Module 6: Skip Counting by 7 Unit 3: Skip Counting | Module 7: Skip Counting by 8 Unit 3: Skip Counting | Module 8: Skip Counting by 9
111.5.b.4.J.	Determine a quotient using the relationship between	Unit 6: Mixed Operations with Whole Numbers | Module 1: Relationships of Operations Unit 6: Mixed Operations with Whole Numbers | Module 2: Two–Four Digits by One Digit Unit 6: Mixed Operations with Whole Numbers | Module 3: Two–Four Digits by Two Digits

111.5.b.4.K.	Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area	Unit 4: Multiplication & Division Level 1 | Module 2: Multiplication Unit 5: Multiplication & Division Level 2 | Module 1: Multiplication by One Digit Unit 5: Multiplication & Division Level 2 | Module 2: Division by One Digit Unit 6: Mixed Operations with Whole Numbers | Module 1: Relationships of Operations Unit 6: Mixed Operations with Whole Numbers | Module 2: Two–Four Digits by One Digit
111.5.	**Grade 3, Adopted 2012.**	**Grade 3, Adopted 2012.**
111.5.b.5.	**Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and**	**Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to:**
111.5.b.5.C.	Describe a multiplication expression as a comparison such as 3 x 24 represents 3	Unit 4: Multiplication & Division Level 1 | Module 2: Multiplication
111.5.b.5.D.	Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the	

		Unit 4: Multiplication & Division Level 1 | Module 2: Multiplication Unit 5: Multiplication & Division Level 2 | Module 1: Multiplication by One Digit Unit 5: Multiplication & Division Level 2 | Module 2: Division by One Digit Unit 6: Mixed Operations with Whole Numbers | Module 1: Relationships of Operations Unit 6: Mixed Operations with Whole Numbers | Module 3: Two–Four Digits by Two Digits Unit 6: Mixed Operations with Whole Numbers | Module 4: Three–Four Digits by Three Digits
111.5.	**Grade 3, Adopted 2012.**	**Grade 3, Adopted 2012.**
111.5.b.8.	**Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting**	**Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:**
111.5.b.8.A.	Summarize a data set with multiple categories using a frequency table, dot plot, Unit 3: Skip Counting | Module 8: Skip Counting by 9	Unit 3: Skip Counting | Module 1: Skip Counting by 2 Unit 3: Skip Counting | Module 2: Skip Counting by 3 Unit 3: Skip Counting | Module 3: Skip Counting by 4 Unit 3: Skip Counting | Module 4: Skip Counting by 5 Unit 3: Skip Counting | Module 5: Skip Counting by 6 Unit 3: Skip Counting | Module 6: Skip Counting by 7 Unit 3: Skip Counting | Module 7: Skip Counting by 8 Unit 3: Skip Counting | Module 8: Skip Counting by 9

111.5.b.8.B.	Solve one- and two-step problems using categorical data represented with a frequency table, dot plot,	Unit 3: Skip Counting | Module 1: Skip Counting by 2 Unit 3: Skip Counting | Module 2: Skip Counting by 3 Unit 3: Skip Counting | Module 3: Skip Counting by 4 Unit 3: Skip Counting | Module 4: Skip Counting by 5 Unit 3: Skip Counting | Module 5: Skip Counting by 6 Unit 3: Skip Counting | Module 6: Skip Counting by 7 Unit 3: Skip Counting | Module 7: Skip Counting by 8 Unit 3: Skip Counting | Module 8: Skip Counting by 9
Grade: **4** - Adopted: **2012**		
111.6.	**Grade 4, Adopted 2012.**	**Grade 4, Adopted 2012.**
111.6.b.1.	**Mathematical process standards. The student uses mathematical processes to acquire and demonstrate**	**Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:**
111.6.b.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	Unit 1: Addition & Subtraction Level 1 | Module 5: Fact Families Unit 1: Addition & Subtraction Level 1 | Module 6: Place Value Unit 1: Addition & Subtraction Level 1 | Module 7: Strategies

Unit 1: Addition & Subtraction Level 1 | Module 8: Mixed Addition & Subtraction

Unit 2: Addition & Subtraction Level 2 | Module 1: Counting to 1,000

Unit 2: Addition & Subtraction Level 2 | Module 2: Within 20

Unit 2: Addition & Subtraction Level 2 | Module 4: Within 100

Unit 2: Addition & Subtraction Level 2 | Module 5: Strategies

Unit 2: Addition & Subtraction Level 2 | Module 6: Three-Digit Numbers

Unit 3: Skip Counting | Module 1: Skip Counting by 2
Unit 3: Skip Counting | Module 2: Skip Counting by 3
Unit 3: Skip Counting | Module 3: Skip Counting by 4
Unit 3: Skip Counting | Module 4: Skip Counting by 5
Unit 3: Skip Counting | Module 5: Skip Counting by 6
Unit 3: Skip Counting | Module 6: Skip Counting by 7
Unit 3: Skip Counting | Module 7: Skip Counting by 8
Unit 3: Skip Counting | Module 8: Skip Counting by 9
Unit 4: Multiplication & Division Level 1 | Module 1: Skip Counting Review

Unit 4: Multiplication & Division Level 1 | Module 2: Multiplication

Unit 4: Multiplication & Division Level 1 | Module 3: Division

Unit 4: Multiplication & Division Level 1 | Module 4: Strategies

Unit 4: Multiplication & Division Level 1 | Module 5: Multiples & Factors

Unit 4: Multiplication & Division Level 1 | Module 6: Mixed Multiplication & Division

Unit 5: Multiplication & Division Level 2 | Module 1: Multiplication by One Digit

		Unit 5: Multiplication & Division Level 2 | Module 2: Division by One Digit Unit 5: Multiplication & Division Level 2 | Module 3: Multiplication Using the Algorithm Unit 5: Multiplication & Division Level 2 | Module 4: Division Using the Algorithm Unit 5: Multiplication & Division Level 2 | Module 5: Multiplication by Two Digits Unit 5: Multiplication & Division Level 2 | Module 6: Division by Two Digits Unit 5: Multiplication & Division Level 2 | Module 7: Mixed Practice Unit 6: Mixed Operations with Whole Numbers | Module 1: Relationships of Operations Unit 6: Mixed Operations with Whole Numbers | Module 2: Two–Four Digits by One Digit Unit 6: Mixed Operations with Whole Numbers | Module 3: Two–Four Digits by Two Digits Unit 6: Mixed Operations with Whole Numbers | Module 4: Three–Four Digits by Three Digits Unit 6: Mixed Operations with Whole Numbers | Module 5: Four Digits Unit 6: Mixed Operations with Whole Numbers | Module 6: Mixed Practice with Operations Unit 8: Fractions, Decimals & Percents Level 2 | Module 1: Addition & Subtraction of Fractions Unit 8: Fractions, Decimals & Percents Level 2 | Module 2: Multiplication & Division of Fractions Unit 8: Fractions, Decimals & Percents Level 2 | Module 7: Application Unit 8: Fractions, Decimals & Percents Level 2 | Module 8: Mixed Review Unit 10: Algebra | Module 1: Operations & Equations

111.6.b.1.C.	Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math,	Unit 1: Addition & Subtraction Level 1 | Module 5: Fact Families Unit 1: Addition & Subtraction Level 1 | Module 6: Place Value Unit 1: Addition & Subtraction Level 1 | Module 7: Strategies Unit 1: Addition & Subtraction Level 1 | Module 8: Mixed Addition & Subtraction Unit 2: Addition & Subtraction Level 2 | Module 1: Counting to 1,000 Unit 2: Addition & Subtraction Level 2 | Module 2: Within 20 Unit 2: Addition & Subtraction Level 2 | Module 4: Within 100 Unit 2: Addition & Subtraction Level 2 | Module 5: Strategies Unit 2: Addition & Subtraction Level 2 | Module 6: Three-Digit Numbers Unit 3: Skip Counting | Module 1: Skip Counting by 2 Unit 3: Skip Counting | Module 2: Skip Counting by 3 Unit 3: Skip Counting | Module 3: Skip Counting by 4 Unit 3: Skip Counting | Module 4: Skip Counting by 5 Unit 3: Skip Counting | Module 5: Skip Counting by 6 Unit 3: Skip Counting | Module 6: Skip Counting by 7 Unit 3: Skip Counting | Module 7: Skip Counting by 8 Unit 3: Skip Counting | Module 8: Skip Counting by 9 Unit 4: Multiplication & Division Level 1 | Module 1: Skip Counting Review Unit 4: Multiplication & Division Level 1 | Module 2: Multiplication Unit 4: Multiplication & Division Level 1 | Module 3: Division

Unit 4: Multiplication & Division Level 1 | Module 4: Strategies
Unit 4: Multiplication & Division Level 1 | Module 5: Multiples & Factors
Unit 4: Multiplication & Division Level 1 | Module 6: Mixed Multiplication & Division
Unit 5: Multiplication & Division Level 2 | Module 1: Multiplication by One Digit
Unit 5: Multiplication & Division Level 2 | Module 2: Division by One Digit
Unit 5: Multiplication & Division Level 2 | Module 3: Multiplication Using the Algorithm
Unit 5: Multiplication & Division Level 2 | Module 4: Division Using the Algorithm
Unit 5: Multiplication & Division Level 2 | Module 5: Multiplication by Two Digits
Unit 5: Multiplication & Division Level 2 | Module 6: Division by Two Digits
Unit 5: Multiplication & Division Level 2 | Module 7: Mixed Practice
Unit 6: Mixed Operations with Whole Numbers | Module 1: Relationships of Operations
Unit 6: Mixed Operations with Whole Numbers | Module 2: Two–Four Digits by One Digit
Unit 6: Mixed Operations with Whole Numbers | Module 3: Two–Four Digits by Two Digits
Unit 6: Mixed Operations with Whole Numbers | Module 4: Three–Four Digits by Three Digits
Unit 6: Mixed Operations with Whole Numbers | Module 5: Four Digits
Unit 6: Mixed Operations with Whole Numbers | Module 6: Mixed Practice with Operations
Unit 8: Fractions, Decimals & Percents Level 2 | Module 1: Addition & Subtraction of Fractions

		Unit 8: Fractions, Decimals & Percents Level 2 | Module 2: Multiplication & Division of Fractions Unit 8: Fractions, Decimals & Percents Level 2 | Module 7: Application Unit 8: Fractions, Decimals & Percents Level 2 | Module 8: Mixed Review Unit 10: Algebra | Module 1: Operations & Equations
111.6.b.1.D.	Communicate mathematical ideas, reasoning, and their implications using multiple representations, including	Unit 7: Fractions, Decimals & Percents Level 1 | Module 1: Understanding Fractions Unit 7: Fractions, Decimals & Percents Level 1 | Module 2: Application of Concepts
111.6.b.1.E.		Unit 7: Fractions, Decimals & Percents Level 1 | Module 1: Understanding Fractions Unit 7: Fractions, Decimals & Percents Level 1 | Module 2: Application of Concepts
111.6.	**Grade 4, Adopted 2012.**	**Grade 4, Adopted 2012.**
111.6.b.2.	**Number and operations. The student applies mathematical process standards to represent, compare, and order whole numbers and decimals**	**Number and operations. The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value. The student is expected to:**

111.6.b.2.A.	Interpret the value of each place-value position as 10 times the position to the right	Unit 10: Algebra | Module 1: Operations & Equations
111.6.b.2.B.	Represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using	Unit 2: Addition & Subtraction Level 2 | Module 3: Place Value Unit 6: Mixed Operations with Whole Numbers | Module 5: Four Digits Unit 8: Fractions, Decimals & Percents Level 2 | Module 7: Application Unit 10: Algebra | Module 1: Operations & Equations
111.6.b.2.C.	Compare and order whole numbers to 1,000,000,000 and represent comparisons using	Unit 1: Addition & Subtraction Level 1 | Module 5: Fact Families Unit 1: Addition & Subtraction Level 1 | Module 6: Place Value Unit 1: Addition & Subtraction Level 1 | Module 7: Strategies Unit 1: Addition & Subtraction Level 1 | Module 8: Mixed Addition & Subtraction Unit 2: Addition & Subtraction Level 2 | Module 1: Counting to 1,000 Unit 2: Addition & Subtraction Level 2 | Module 3: Place Value

		Unit 2: Addition & Subtraction Level 2 | Module 4: Within 100 Unit 2: Addition & Subtraction Level 2 | Module 5: Strategies Unit 2: Addition & Subtraction Level 2 | Module 6: Three-Digit Numbers Unit 6: Mixed Operations with Whole Numbers | Module 3: Two–Four Digits by Two Digits Unit 6: Mixed Operations with Whole Numbers | Module 4: Three–Four Digits by Three Digits Unit 6: Mixed Operations with Whole Numbers | Module 5: Four Digits Unit 6: Mixed Operations with Whole Numbers | Module 6: Mixed Practice with Operations
111.6.b.2.D.	Round whole numbers to a given place value through the \	Unit 2: Addition & Subtraction Level 2 | Module 3: Place Value Unit 5: Multiplication & Division Level 2 | Module 7: Mixed Practice Unit 6: Mixed Operations with Whole Numbers | Module 3: Two–Four Digits by Two Digits Unit 6: Mixed Operations with Whole Numbers | Module 4: Three–Four Digits by Three Digits Unit 6: Mixed Operations with Whole Numbers | Module 5: Four Digits Unit 6: Mixed Operations with Whole Numbers | Module 6: Mixed Practice with Operations
111.6.b.2.F.	Compare and order decimals using concrete and visual	Compare and order decimals using concrete and visual models to the hundredths.

111.6.b.2.G.	Relate decimals to fractions that name tenths and	Relate decimals to fractions that name tenths and hundredths.
111.6.	**Grade 4, Adopted 2012.**	**Grade 4, Adopted 2012.**
111.6.b.3.	**Number and operations. The student applies mathematical process standards to represent and generate**	**Number and operations. The student applies mathematical process standards to represent and generate fractions to solve problems. The student is expected to:**
111.6.b.3.C.	Determine if two given fractions are equivalent using	Unit 7: Fractions, Decimals & Percents Level 1 | Module 1: Understanding Fractions Unit 7: Fractions, Decimals & Percents Level 1 | Module 2: Application of Concepts Unit 8: Fractions, Decimals & Percents Level 2 | Module 1: Addition & Subtraction of Fractions
111.6.b.3.D.	Compare two fractions with different numerators and different denominators and represent the comparison	Unit 7: Fractions, Decimals & Percents Level 1 | Module 1: Understanding Fractions Unit 7: Fractions, Decimals & Percents Level 1 | Module 2: Application of Concepts Unit 8: Fractions, Decimals & Percents Level 2 | Module 7: Application Unit 8: Fractions, Decimals & Percents Level 2 | Module 8: Mixed Review

111.6.b.3.E.	Represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models	Unit 8: Fractions, Decimals & Percents Level 2 | Module 1: Addition & Subtraction of Fractions Unit 8: Fractions, Decimals & Percents Level 2 | Module 8: Mixed Review
111.6.	**Grade 4, Adopted 2012.**	**Grade 4, Adopted 2012.**
111.6.b.4.	**Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order**	**Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy. The student is expected to:**
111.6.b.4.A.	Add and subtract whole numbers and decimals to the hundredths place using the	Unit 8: Fractions, Decimals & Percents Level 2 | Module 7: Application Unit 8: Fractions, Decimals & Percents Level 2 | Module 8: Mixed Review
111.6.b.4.B.	Determine products of a number and 10 or 100 using properties of operations and	Unit 6: Mixed Operations with Whole Numbers | Module 3: Two–Four Digits by Two Digits

111.6.b.4.C.	Represent the product of 2 two-digit numbers using arrays, area models, or equations,	Unit 5: Multiplication & Division Level 2 | Module 5: Multiplication by Two Digits Unit 5: Multiplication & Division Level 2 | Module 7: Mixed Practice Unit 6: Mixed Operations with Whole Numbers | Module 3: Two–Four Digits by Two Digits Unit 6: Mixed Operations with Whole Numbers | Module 4: Three–Four Digits by Three Digits Unit 6: Mixed Operations with Whole Numbers | Module 5: Four Digits Unit 6: Mixed Operations with Whole Numbers | Module 6: Mixed Practice with Operations
111.6.b.4.D.	Use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may	Unit 5: Multiplication & Division Level 2 | Module 1: Multiplication by One Digit Unit 5: Multiplication & Division Level 2 | Module 3: Multiplication Using the Algorithm Unit 5: Multiplication & Division Level 2 | Module 5: Multiplication by Two Digits Unit 5: Multiplication & Division Level 2 | Module 7: Mixed Practice

		Unit 6: Mixed Operations with Whole Numbers | Module 2: Two–Four Digits by One Digit Unit 6: Mixed Operations with Whole Numbers | Module 3: Two–Four Digits by Two Digits Unit 6: Mixed Operations with Whole Numbers | Module 4: Three–Four Digits by Three Digits Unit 6: Mixed Operations with Whole Numbers | Module 5: Four Digits Unit 6: Mixed Operations with Whole Numbers | Module 6: Mixed Practice with Operations
111.6.b.4.E.	Represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area	Unit 5: Multiplication & Division Level 2 | Module 2: Division by One Digit Unit 5: Multiplication & Division Level 2 | Module 4: Division Using the Algorithm Unit 5: Multiplication & Division Level 2 | Module 7: Mixed Practice Unit 6: Mixed Operations with Whole Numbers | Module 2: Two–Four Digits by One Digit
111.6.b.4.F.	Use strategies and algorithms, including the standard algorithm, to divide up to a four-	Unit 5: Multiplication & Division Level 2 | Module 2: Division by One Digit Unit 5: Multiplication & Division Level 2 | Module 4: Division Using the Algorithm Unit 5: Multiplication & Division Level 2 | Module 7: Mixed Practice

		Unit 6: Mixed Operations with Whole Numbers | Module 2: Two–Four Digits by One Digit
111.6.b.4.G.	Round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions	Unit 5: Multiplication & Division Level 2 | Module 1: Multiplication by One Digit Unit 5: Multiplication & Division Level 2 | Module 3: Multiplication Using the Algorithm Unit 5: Multiplication & Division Level 2 | Module 4: Division Using the Algorithm Unit 5: Multiplication & Division Level 2 | Module 5: Multiplication by Two Digits Unit 5: Multiplication & Division Level 2 | Module 6: Division by Two Digits Unit 5: Multiplication & Division Level 2 | Module 7: Mixed Practice Unit 6: Mixed Operations with Whole Numbers | Module 3: Two–Four Digits by Two Digits Unit 6: Mixed Operations with Whole Numbers | Module 4: Three–Four Digits by Three Digits Unit 6: Mixed Operations with Whole Numbers | Module 5: Four Digits
111.6.b.4.H.	Solve with fluency one- and two-step problems involving multiplication and division,	Unit 4: Multiplication & Division Level 1 | Module 2: Multiplication Unit 4: Multiplication & Division Level 1 | Module 3: Division

		Unit 4: Multiplication & Division Level 1 | Module 4: Strategies Unit 4: Multiplication & Division Level 1 | Module 6: Mixed Multiplication & Division Unit 5: Multiplication & Division Level 2 | Module 1: Multiplication by One Digit Unit 5: Multiplication & Division Level 2 | Module 2: Division by One Digit Unit 5: Multiplication & Division Level 2 | Module 3: Multiplication Using the Algorithm Unit 5: Multiplication & Division Level 2 | Module 4: Division Using the Algorithm Unit 5: Multiplication & Division Level 2 | Module 5: Multiplication by Two Digits Unit 5: Multiplication & Division Level 2 | Module 6: Division by Two Digits Unit 5: Multiplication & Division Level 2 | Module 7: Mixed Practice Unit 6: Mixed Operations with Whole Numbers | Module 1: Relationships of Operations Unit 6: Mixed Operations with Whole Numbers | Module 2: Two–Four Digits by One Digit Unit 6: Mixed Operations with Whole Numbers | Module 3: Two–Four Digits by Two Digits Unit 6: Mixed Operations with Whole Numbers | Module 4: Three–Four Digits by Three Digits Unit 6: Mixed Operations with Whole Numbers | Module 5: Four Digits Unit 6: Mixed Operations with Whole Numbers | Module 6: Mixed Practice with Operations
111.6.	**Grade 4, Adopted 2012.**	**Grade 4, Adopted 2012.**

111.6.b.6.	**Geometry and measurement. The student applies mathematical process standards to analyze geometric attributes in order**	**Geometry and measurement. The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties. The student is expected to:**
111.6.b.6.A.	Identify points, lines, line segments, rays, angles, and	Identify points, lines, line segments, rays, angles, and perpendicular and parallel lines. **TouchMath** Unit 9: Measurement, Geometry & Data | Module 1: 2-D Shapes Unit 9: Measurement, Geometry & Data | Module 2: Lines & Angles
111.6.b.6.B.	Identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure.	Unit 7: Fractions, Decimals & Percents Level 1 | Module 1: Understanding Fractions
111.6.	**Grade 4, Adopted 2012.**	**Grade 4, Adopted 2012.**
111.6.b.7.	**Geometry and measurement. The student applies mathematical process standards to solve problems involving angles less than or**	**Geometry and measurement. The student applies mathematical process standards to solve problems involving angles less than or equal to 180 degrees. The student is expected to:**
111.6.b.7.C.	Determine the approximate measures of angles in degrees to the nearest whole	Unit 9: Measurement, Geometry & Data | Module 2: Lines & Angles

111.6.b.7.E.	Determine the measure of an unknown angle formed by two non-overlapping adjacent	Unit 9: Measurement, Geometry & Data | Module 2: Lines & Angles