Lesson Correlation to the Grade 2 Texas Essential Knowledge and Skills

This worktext is customized to the *Texas Essential Knowledge and Skills* and will help you prepare for the *State of Texas Assessments of Academic Readiness (STAAR®)* in Mathematics for Grade 3.

Mathematical process standards are not listed under separate lessons. Because application of mathematical process standards is part of each knowledge statement, these standards are incorporated into instruction and practice throughout the lessons.

Texas Essential Knowledge and Skills	***Measuring Up* Lessons**
TEKS 2.2 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 numeration system related to place value.	
(A) use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones	10
(B) use standard, word, and expanded forms to represent numbers up to 1,200	11
(C) generate a number that is greater than or less than a given whole number up to 1,200	12
(D) use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)	13–14
(E) locate the position of a given whole number on an open number line	15
(F) name the whole number that corresponds to a specific point on a number line.	15
TEKS 2.3 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.	
(A) partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words	16–17
(B) explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part	17
(C) use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole	18
(D) identify examples and non-examples of halves, fourths, and eighths.	19
TEKS 2.4 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 problems with efficiency and accuracy.	
(A) recall basic facts to add and subtract within 20 with automaticity	20
(B) add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations	21–23
(C) solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms	22–26
(D) generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000.	27–28
TEKS 2.5 Number and operations. The student applies mathematical process standards to determine the value of coins in order to solve monetary transactions.	
(A) determine the value of a collection of coins up to one dollar	30
(B) use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.	30
TEKS 2.6 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.	
(A) model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined	31
(B) model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets.	32

Texas Essential Knowledge and Skills		*Measuring Up* Lessons
TEKS 2.7 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.		
(A)	determine whether a number up to 40 is even or odd using pairings of objects to represent the number	33
(B)	use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200	34–35
(C)	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.	27–28
TEKS 2.8 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.		
(A)	create two-dimensional shapes based on given attributes, including number of sides and vertices	37
(B)	classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language	38
(C)	classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices	36
(D)	compose two-dimensional shapes and three-dimensional solids with given properties or attributes	39–40
(E)	decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts.	41
TEKS 2.9 Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time.		
(A)	find the length of objects using concrete models for standard units of length	42
(B)	describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object	42
(C)	represent whole numbers as distances from any given location on a number line	43
(D)	determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes	44
(E)	determine a solution to a problem involving length, including estimating lengths	46
(F)	use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit	45
(G)	read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.	29
TEKS 2.10 Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.		
(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 points for a given category	47–48
(B)	organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more	47–48
(C)	write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one	49
(D)	draw conclusions and make predictions from information in a graph.	50
TEKS 2.11 Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.		
(A)	calculate how money saved can accumulate into a larger amount over time	51
(B)	explain that saving is an alternative to spending	51
(C)	distinguish between a deposit and a withdrawal	52
(D)	identify examples of borrowing and distinguish between responsible and irresponsible borrowing	53
(E)	identify examples of lending and use concepts of benefits and costs to evaluate lending decisions	54
(F)	differentiate between producers and consumers and calculate the cost to produce a simple item.	55