

Introduction to the Revised Mathematics TEKS

A VERTICAL LOOK AT KEY CONCEPTS
AND PROCEDURES
GRADE 3



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Revised TEKS (2012): Building to Grade 3 Number and Operations – A Vertical Look at Key Concepts and Procedures

Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
<p>Represent, compare and order whole numbers to 1,000,000,000.</p> <p>Represent, compare and order decimals to hundredths with money.</p> <p>Represent fractions and decimals to the tenths or hundredths as distances from zero on a number line.</p> <p>Determine if two given fractions are equivalent.</p> <p>Compare two fractions with different numerators and different denominators.</p>	<p>Represent fractions greater than zero and less than or equal to one using objects, pictures, strip diagrams, number lines, and $\frac{1}{b}$. Denominators are 2, 3, 4, 6, or 8.</p> <p>Compare two fractions having the same numerator or denominator.</p>	<p>Compare and order whole numbers up to 1,200.</p>	<p>Order whole numbers up to 120 using place value and open number lines.</p> <p>Represent the comparisons of two numbers to 100.</p>	<p>Compare sets of objects up to 20.</p>
<p>Name a point on a number line to tenths or hundredths.</p> <p>Relate decimals to fractions that name tenths and hundredths.</p>	<p>Locate fractions between 0 and 1 with specified denominators on a number line.</p>	<p>Locate the position of a given whole number on an open number line.</p>	<p>Order whole numbers up to 120 using open number lines.</p>	<p>Generate a number that is one more than or one less than another number up to 20.</p>
<p>Represent multiplication facts using a variety of strategies and representations.</p> <p>Recall facts to multiply up to 10 by 10 with automaticity.</p>	<p>Represent multiplication facts using a variety of strategies and representations.</p> <p>Recall facts to multiply up to 10 by 10 with automaticity.</p>		<p>Use basic fact strategies to add and subtract within 20.</p>	

The 2012 TEKS are the student expectations adopted in 2012 and are scheduled to be implemented in 2014-2015 pending funding.

Key concepts and procedures for the identified grade level are in the shaded column.

The strand from the Revised TEKS (2012) is found at the top of each page along with the grade level.

The statements are summaries of student expectations that build up to each key concept and procedures. Not all student expectations for all grade levels are represented.

Grade levels for the concepts and procedures are identified in column headings for each set of key concepts and procedures.

Revised TEKS (2012): Building to Grade 3 Number and Operations – A Vertical Look at Key Concepts and Procedures

Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
<p>Represent, compare and order whole numbers to 1,000,000,000.</p> <p>Represent, compare and order decimals to hundredths with models and money.</p> <p>Represent fractions and decimals to the tenths or hundredths as distances from zero on a number line.</p> <p>Determine if two given fractions are equivalent.</p> <p>Compare two fractions with different numerators and different denominators.</p>	<p>Represent (including expanded notation), compare and order whole numbers up to 100,000.</p> <p>Represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000.</p> <p>Represent and solve problems with fractions greater than zero and less than or equal to one using objects, pictures, strip diagrams, number lines, and $1/b$. Denominators are 2, 3, 4, 6, or 8.</p> <p>Represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using objects, pictures (including area models), and number lines.</p> <p>Explain that two fractions are equivalent if and only if they are represented by the same point on a number line or represent the same portion of the same size whole for an area model.</p> <p>Compare two fractions having the same numerator or denominator.</p>	<p>Represent (including expanded notation), compare and order whole numbers up to 1,200 using symbols.</p>	<p>Order whole numbers up to 120 using place value and open number lines.</p> <p>Represent the comparisons of two numbers to 100.</p>	<p>Compare sets of objects up to 20.</p>
Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
<p>Name a point on a number line to tenths or hundredths.</p> <p>Relate decimals to fractions that name tenths and hundredths.</p>	<p>Locate fractions between 0 and 1 with specified denominators on a number line.</p>	<p>Locate the position of a given whole number on an open number line.</p> <p>Name the whole number corresponding to a point on a number line.</p>	<p>Order whole numbers up to 120 using open number lines.</p>	<p>Generate a number that is one more than or one less than another number up to 20.</p>
Grade 4	Grade 3	Grade 2	Grade 1	
	<p>Represent multiplication facts using a variety of strategies and representations.</p> <p>Recall facts to multiply up to 10 by 10 with automaticity.</p>	<p>Recall basic facts to add and subtract within 20 with automaticity</p>	<p>Apply basic fact strategies to add and subtract within 20.</p>	

Revised TEKS (2012): Building to Grade 3 Number and Operations – A Vertical Look at Key Concepts and Procedures

Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
<p>Add and subtract whole numbers and decimals to hundredths.</p> <p>Represent a/b as a sum of fractions $1/b$ and decompose into sums of fractions with like denominators.</p> <p>Add and subtract fractions with like denominators.</p> <p>Add and subtract to the hundredths place.</p>	<p>Solve with fluency problems with addition and subtraction within 1,000.</p> <p>Decompose a/b (proper fractions only) as a sum of fractions $1/b$.</p>	<p>Solve problems involving addition and subtraction within 1,000.</p>	<p>Solve addition and subtraction problem situations within 20.</p>	<p>Solve addition and subtraction word problems within 10 using objects and drawings.</p>
Grade 4	Grade 3	Grade 2		
<p>Solve with fluency problems with multiplication and division (4-digit by 1-digit and 2-digit by 2-digit), including interpreting remainders.</p>	<p>Multiply a 2-digit by a 1-digit number.</p> <p>Solve problems involving multiplication and division within 100.</p>	<p>Model, create, and describe multiplication and division situations.</p>		

Revised TEKS (2012): Building to Grade 3 Algebraic Reasoning – A Vertical Look at Key Concepts and Procedures

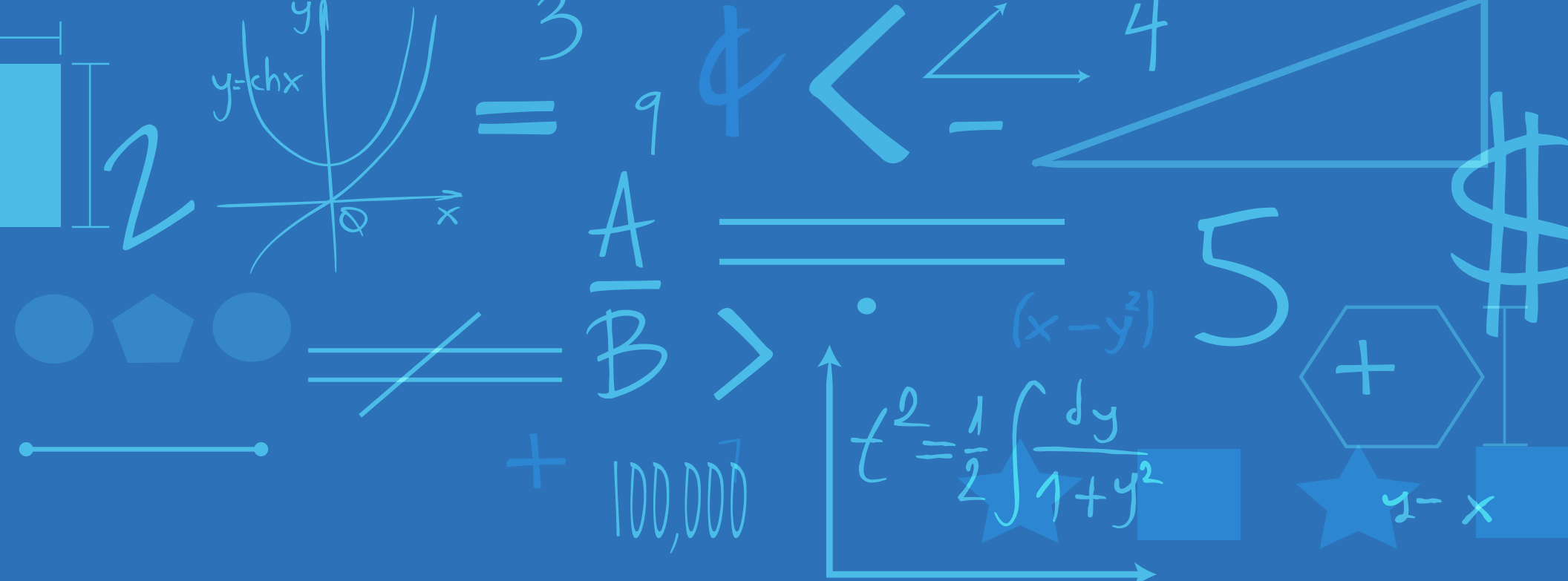
Grade 4	Grade 3	Grade 2	Grade 1
<p>Represent multi-step problems with letters standing for unknown quantities</p>	<p>Represent and solve one-and two-step problems with pictures, number lines, and equation for addition and subtraction to 1,000 and for multiplication and division within 100.</p>	<p>Represent and solve addition and subtraction problems where unknowns may be any one of the terms in a problem</p>	<p>Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.</p>
Grade 4	Grade 3		
<p>Represent problems using an input-output table.</p>	<p>Describe a multiplication expression as a comparison 3×24 represents 3 times as much as 24.</p> <p>Represent relationships with number pairs in a table.</p>		
Grade 4	Grade 3		
<p>Determine formulas for perimeter of a rectangle, including a square, and for area of a rectangle.</p> <p>Solve problems related to perimeter and area of rectangles.</p>	<p>See the Geometry and Measurement strand for connections to the perimeter of polygons.</p>		

Revised TEKS (2012): Building to Grade 3 Geometry and Measurement – A Vertical Look at Key Concepts and Procedures

Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
<p>Identify line(s) of symmetry.</p> <p>Classify two-dimensional figures based on relationships between lines and angles.</p> <p>Identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.</p> <p>Illustrate and measure angles.</p>	<p>Classify and sort 2-d and 3-d figures based on attributes using formal geometric language. Classification of 2-d figures includes examples of quadrilaterals and their distinguishing attributes.</p>	<p>Classify and sort specified 3-d figures and polygons with fewer than 12 sides.</p> <p>Use language of sides and vertices.</p>	<p>Identify and create specified 2-d and 3-d figures.</p> <p>Distinguish defining attributes from attributes that do not define a shape.</p>	<p>Identify and create specified 2-d and 3-d figures.</p> <p>Use age-appropriate informal and formal geometric language.</p>
Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
<p>See the Algebraic Reasoning strand for connections to the formula for the area of a rectangle.</p>	<p>Determine area of rectangle with layering of unit squares.</p> <p>Decompose composite figures formed by rectangles to determine area using the additive property of area.</p> <p>Decompose areas of two congruent 2-d figures to create unit fractions that may or may not have the same shape.</p>	<p>Use concrete models of square units to determine the area of a rectangle.</p>	<p>Describe a length to the nearest whole unit.</p>	<p>Compare two measurable attributes to determine more or less.</p>
Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
<p>Solve problems with measures using 4 operations as appropriate.</p>	<p>Represent fractions of halves, fourths, and eighths as distances from zero on a number line.</p> <p>Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems.</p> <p>Solve problems with measures of time, liquid volume, and weight.</p>	<p>Solve problems involving length.</p>	<p>Use measuring tools to measure length.</p>	


Revised TEKS (2012): Building to Grade 3 Data Analysis – A Vertical Look at Key Concepts and Procedures

Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
<p>Represent and solve problems with:</p> <p>Frequency Tables</p> <p>Dot plots</p> <p>Stem and Leaf Plots</p> <p>Note: Data sets may have fractional and decimal measures.</p>	<p>Represent and solve problems with:</p> <p>Pictographs</p> <p>Frequency Tables</p> <p>Bar graphs</p> <p>Dot plots</p> <p>Note: Representations may have scaled intervals.</p>	<p>Represent, solve problems, draw conclusions, and make predictions with:</p> <p>Bar graphs</p>	<p>Represent and draw conclusions with:</p> <p>Bar graphs</p>	<p>Represent and draw conclusions with:</p> <p>Picture graphs</p>



Introduction to the Revised Mathematics TEKS

A VERTICAL LOOK AT KEY CONCEPTS
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GRADE 4



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Revised TEKS (2012): Building to Grade 4 Number and Operations – A Vertical Look at Key Concepts and Procedures

Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
<p>Compare and order two decimals to thousandths.</p> <p>Round decimals to tenths hundredths.</p>	<p>The Revised TEKS (2012) are the student expectations adopted in 2012 that are scheduled to be implemented in 2014-2015 pending funding.</p>	<p>Compare and order whole numbers up to 1,000.</p> <p>Solve problems with fractions greater than zero and less than or equal to one using objects, pictures, strip diagrams, and number lines. Denominators are 2, 3, 4, 6, or 8.</p> <p>Represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using objects, pictures (including area models), and number lines</p> <p>Compare two fractions having the same numerator or denominator.</p> <p>Represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000.</p>	<p>Compare and order whole numbers up to 1,200.</p>	<p>Order whole numbers up to 120 using place value and open number lines.</p> <p>Represent the comparisons of two numbers to 100.</p>	<p>The strand from the Revised TEKS (2012) is found at the top of each page along with the grade level.</p>
	<p>Key concepts and procedures for the identified grade level are in the shaded column.</p> <p>Represent fractions and decimals to the tenths or hundredths as distances from zero on a number line.</p>				<p>The statements are summaries of student expectations that build up to each key concept and procedures. Not all student expectations for all grade levels are represented.</p>
<p><i>Note: number lines may be integrated into instruction through 1D, 1E, and 1G.</i></p> <p>Use expanded notation for decimals through the thousandths.</p>	<p>Name a point on a number line to tenths or hundredths.</p> <p>Relate decimals to fractions that name tenths and hundredths</p> <p>Use expanded notation for whole numbers through 1,000,000,000 and decimals to the hundredths.</p>	<p>Locate fractions between 0 and 1 with specified denominators on a number line.</p> <p>Use appropriate strategies to multiply up to 10 by 10 with automaticity.</p>	<p>Locate the position of a given whole number on an open number line.</p> <p>Name the whole number corresponding to a point on a number line.</p>	<p>Order whole numbers up to 120 using open number lines.</p>	<p>Generate a number that is one more than or one less than another number up to 20.</p>
	<p>Grade levels for the concepts and procedures are identified in column headings for each set of key concepts and procedures.</p>				
Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
		Recall basic facts to multiply up to 10 by 10 with automaticity.	Recall basic facts to add and subtract within 20 with automaticity	Apply basic fact strategies to add and subtract within 20.	

Revised TEKS (2012): Building to Grade 4 Number and Operations – A Vertical Look at Key Concepts and Procedures

Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
<p>Compare and order two decimals to thousandths.</p> <p>Round decimals to tenths or hundredths.</p>	<p>Represent, compare and order whole numbers to 1,000,000,000.</p> <p>Represent, compare and order decimals to hundredths with models and money.</p> <p>Determine if two given fractions are equivalent.</p> <p>Compare two fractions with different numerators and different denominators.</p> <p>Represent fractions and decimals to the tenths or hundredths as distances from zero on a number line.</p>	<p>Represent, compare and order whole numbers up to 100,000.</p> <p>Represent and solve problems with fractions greater than zero and less than or equal to one using objects, pictures, strip diagrams, and number lines. Denominators are 2, 3, 4, 6, or 8.</p> <p>Represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using objects, pictures (including area models), and number lines.</p> <p>Compare two fractions having the same numerator or denominator.</p> <p>Represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000.</p>	<p>Compare and order whole numbers up to 1,200.</p>	<p>Order whole numbers up to 120 using place value and open number lines.</p> <p>Represent the comparisons of two numbers to 100.</p>	<p>Compare sets of objects up to 20.</p>
<p>Grade 5</p> <p><i>Note: Number lines may be integrated into instruction through (1)(D), (1)(E), and (1)(G).</i></p> <p>Use expanded notation for decimals through the thousandths.</p>	<p>Grade 4</p> <p>Name a point on a number line to tenths or hundredths.</p> <p>Relate decimals to fractions that name tenths and hundredths</p> <p>Use expanded notation for whole numbers through 1,000,000,000 and decimals to the hundredths.</p>	<p>Grade 3</p> <p>Locate fractions between 0 and 1 with specified denominators on a number line.</p> <p>Use expanded notation as appropriate for numbers up to 100,000.</p>	<p>Grade 2</p> <p>Locate the position of a given whole number on an open number line.</p> <p>Name the whole number corresponding to a point on a number line.</p> <p>Use expanded notation as appropriate for numbers up to 1,200.</p>	<p>Grade 1</p> <p>Order whole numbers up to 120 using open number lines.</p>	<p>Kindergarten</p> <p>Generate a number that is one more than or one less than another number up to 20.</p>
<p>Grade 5</p>	<p>Grade 4</p>	<p>Grade 3</p> <p>Recall facts to multiply up to 10 by 10 with automaticity.</p>	<p>Grade 2</p> <p>Recall basic facts to add and subtract within 20 with automaticity</p>	<p>Grade 1</p> <p>Apply basic fact strategies to add and subtract within 20.</p>	<p>Kindergarten</p>

Revised TEKS (2012): Building to Grade 4 Number and Operations – A Vertical Look at Key Concepts and Procedures

Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
Add and subtract positive rational numbers fluently.	<p>Add and subtract whole numbers and decimals to hundredths.</p> <p>Represent a/b as a sum of fractions $1/b$ and decompose into sums of fractions with like denominators.</p> <p>Add and subtract fractions with like denominators.</p> <p>Add and subtract to the hundredths place.</p>	<p>Solve with fluency problems with addition and subtraction within 1,000.</p> <p>Decompose a/b (proper fractions only) as a sum of fractions $1/b$.</p>	Solve problems involving addition and subtraction within 1,000.	Solve addition and subtraction problem situations within 20.	Solve addition and subtraction word problems within 10 using objects and drawings.
Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
<p>Multiply with fluency a 3-digit by a 2-digit number.</p> <p>Solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor.</p>	Solve with fluency problems with multiplication and division (4-digit by 1-digit and 2-digit by 2-digit), including interpreting remainders.	<p>Multiply a 2-digit by a 1-digit number.</p> <p>Solve problems involving multiplication and division within 100.</p>	Model, create, and describe multiplication and division situations.		

Revised TEKS (2012): Building to Grade 4 Algebraic Reasoning – A Vertical Look at Key Concepts and Procedures

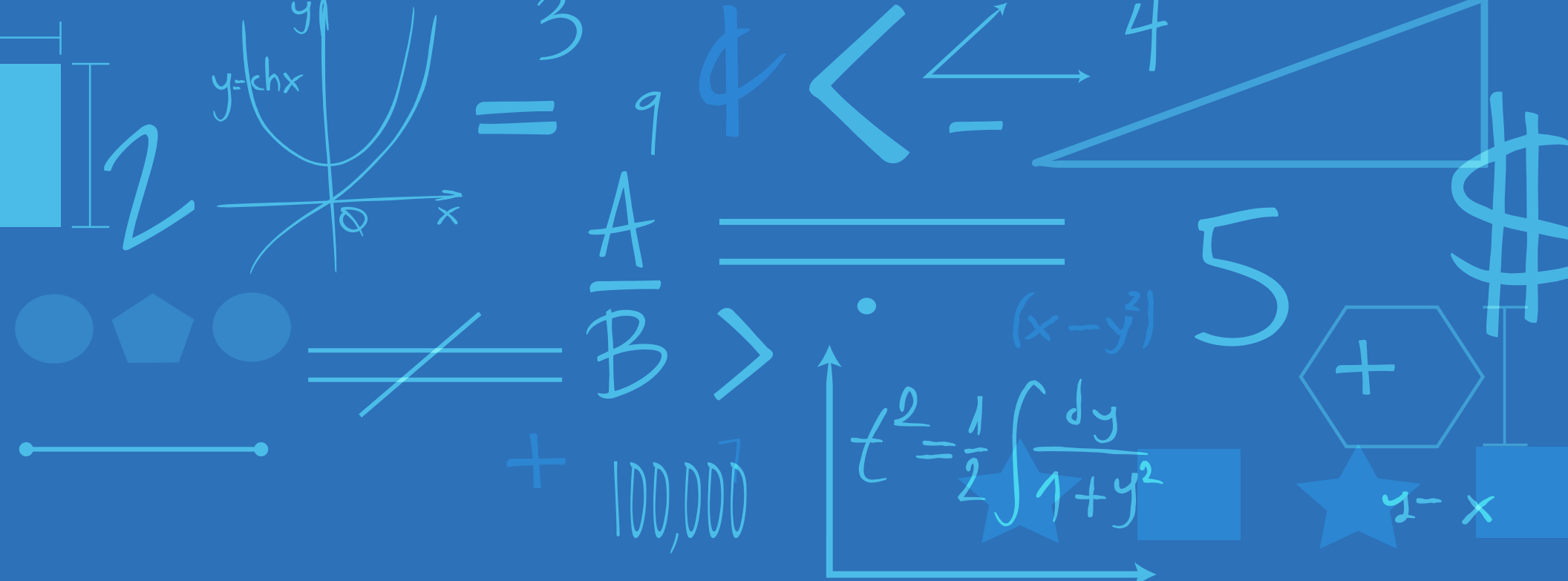
Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
Represent multi-step problems with letters standing for unknown quantities.	Represent multi-step problems with letters standing for unknown quantities.	Represent and solve one-and two-step problems with equations.	Represent and solve addition and subtraction problems where unknowns may be any one of the terms in a problem.	Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.	
Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
<p>Represent a pattern given in the form $y=ax$ or $y=x+a$.</p> <p>Differentiate between additive and multiplicative patterns with tables and graphs.</p>	Represent problems using an input-output table	<p>Describe a multiplication expression as a comparison 3×24 represents 3 times as much as 24.</p> <p>Represent relationships with number pairs in a table.</p>			
Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
Solve problems related to perimeter and/or area.	<p>Determine formulas for perimeter of a rectangle, including a square, and for area of a rectangle.</p> <p>Solve problems related to perimeter and area of rectangles.</p>	See the Geometry and Measurement strand for connections to the perimeter of polygons.			

Revised TEKS (2012): Building to Grade 4 Geometry and Measurement – A Vertical Look at Key Concepts and Procedures

Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
Classify two-dimensional figures by attributes and properties.	Identify line(s) of symmetry. Classify two-dimensional figures based on relationships between lines and angles. Identify points, lines, line segments, rays, angles, and perpendicular and parallel lines. Illustrate and measure angles.	Classify and sort 2-d and 3-d figures based on attributes using formal geometric language.	Classify and sort specified 3-d figures and polygons with fewer than 12 sides. Use language of sides and vertices.	Identify and create specified 2-d and 3-d figures. Distinguish defining attributes from attributes that do not define a shape.	Identify and create specified 2-d and 3-d figures. Use age-appropriate informal and formal geometric language.
Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
Determine volume of a rectangular prism with layering of unit cubes.	See the Algebraic Reasoning strand for connections to the formula for the area of a rectangle.	Determine area of rectangles using multiplication.	Use concrete models of square units to determine the area of a rectangle.	Describe a length to the nearest whole unit.	Compare two measurable attributes to determine more or less.
Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
Solve problems by calculating conversions within a measurement system.	Convert when given other equivalent measures in a table. Solve problems with measures using 4 operations as appropriate.	Solve problems with measures of time, liquid volume, and weight.	Solve problems involving length.		


Revised TEKS (2012): Building to Grade 4 Data Analysis – A Vertical Look at Key Concepts and Procedures

Grade 5	Grade 4	Grade 3	Grade 2	Grade 1
Represent and solve problems with: Frequency Tables Bar graphs Dot plots Stem and Leaf Plots Scatterplot	Represent and solve problems with: Frequency Tables Dot plots Stem and Leaf Plots	Represent and solve problems with: Frequency Tables Bar graphs Dot plots	Represent and solve problems with: Bar graphs	Represent and draw conclusions with: Bar graphs
Note: Data sets may have fractional and decimal measures.	Note: Data sets may have fractional and decimal measures.	Note: Representations may have scaled intervals.		



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GRADE 5



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Revised TEKS (2012): Building to Grade 5 Number and Operations – A Vertical Look at Key Concepts and Procedures

Grade 6	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
Order a set of rational numbers.	<p>The Revised TEKS (2012) are the student expectations adopted in 2012 that are scheduled to be implemented in 2014-2015 pending funding.</p>	Compare two fractions having the same numerator or denominator.	Represent, compare and order whole numbers up to 100,000.	Compare and order whole numbers up to 1,200.	Order whole numbers up to 120 using place value and operations.	Compare sets of objects up to 20.
Locate, compare, and order integers and rational numbers using a number line.	<p>Note: number lines may be integrated into instruction through 1D, 1E, and 1G.</p> <p>Use expanded notation for decimals through the thousandths.</p>	<p>Name a point on a number line to tenths or hundredths.</p> <p>Relate decimals to fractions that name tenths and hundredths.</p> <p>Interpret the value of place-value positions times or 1/10 of the adjacent place.</p> <p>Use expanded notation for whole numbers to 1,000,000,000 and decimals to the hundredths.</p>	Locate fractions between 0 and 1 with specified denominators on a number line.	Locate the position of a given whole number on an open number line.	Order whole numbers up to 120 using open number lines.	Generate a number that is one more than or one less than another number up to 20.
Grade 6	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
Grade 6	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
Add and subtract positive rational numbers fluently.	Add and subtract positive rational numbers fluently.	<p>Add and subtract whole numbers and decimals to hundredths.</p> <p>Represent a/b as a sum of fractions $1/b$ and decompose into sums of fractions with like denominators.</p> <p>Add and subtract fractions with like denominators.</p> <p>Add and subtract to the hundredths place.</p>	Solve with fluency problems with addition and subtraction within 1,000.	Solve problems involving addition and subtraction within 1,000.	Solve addition and subtraction problem situations within 20.	Solve addition and subtraction word problems within 10 using objects and drawings.

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Revised TEKS (2012): Building to Grade 5 Number and Operations – A Vertical Look at Key Concepts and Procedures

Grade 6	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
Order a set of rational numbers.	<p>Compare and order two decimals to thousandths.</p> <p>Round decimals to tenths or hundredths.</p>	<p>Compare and order whole numbers to 1,000,000,000.</p> <p>Represent, compare and order decimals to hundredths with models and money</p> <p>Compare two fractions with different numerators and different denominators.</p>	<p>Represent, compare and order whole numbers up to 100,000.</p> <p>Compare two fractions having the same numerator or denominator.</p>	<p>Compare and order whole numbers up to 1,200.</p>	<p>Order whole numbers up to 120 using place value and open number lines.</p> <p>Represent the comparisons of two numbers to 100.</p>	<p>Compare sets of objects up to 20.</p>
Grade 6	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
Locate, compare, and order integers and rational numbers using a number line.	<p><i>Note: number lines may be integrated into instruction through (1)(D), (1)(E), and (1)(G).</i></p> <p>Use expanded notation for decimals through the thousandths.</p>	<p>Name a point on a number line to tenths or hundredths.</p> <p>Relate decimals to fractions that name tenths and hundredths.</p> <p>Interpret the value of each place-value position as 10 times or 1/10 of the value of the adjacent place.</p> <p>Use expanded notation for whole numbers through 1,000,000,000 and decimals to the hundredths.</p>	<p>Locate fractions between 0 and 1 with specified denominators on a number line.</p> <p>Use expanded notation as appropriate for numbers up to 100,000.</p>	<p>Locate the position of a given whole number on an open number line.</p>	<p>Order whole numbers up to 120 using open number lines.</p>	<p>Generate a number that is one more than or one less than another number up to 20.</p>
Grade 6	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
			<p>Recall facts to multiply up to 10 by 10 with automaticity.</p>	<p>Recall basic facts to add and subtract within 20 with automaticity</p>	<p>Apply basic fact strategies to add and subtract within 20.</p>	
Grade 6	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
Add and subtract positive rational numbers fluently.		<p>Add and subtract whole numbers and decimals to hundredths.</p> <p>Represent a/b as a sum of fractions $1/b$ and decompose into sums of fractions with like denominators.</p> <p>Add and subtract fractions with like denominators.</p> <p>Add and subtract to the hundredths place.</p>	<p>Solve with fluency problems with addition and subtraction within 1,000.</p> <p>Decompose a/b (proper fractions only) as a sum of fractions $1/b$.</p>	<p>Solve problems involving addition and subtraction within 1,000.</p>	<p>Solve addition and subtraction problem situations within 20.</p>	<p>Solve addition and subtraction word problems within 10 using objects and drawings.</p>

Revised TEKS (2012): Building to Grade 5 Number and Operations – A Vertical Look at Key Concepts and Procedures

Grade 6	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
	<p>Multiply with fluency a 3-digit by a 2-digit number.</p> <p>Solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor.</p>	<p>Solve with fluency problems with multiplication and division (4-digit by 1-digit and 2-digit by 2-digit), including interpreting remainders.</p>	<p>Multiply a 2-digit by a 1-digit number.</p> <p>Solve problems involving multiplication and division within 100.</p>	<p>Model, create, and describe multiplication and division situations.</p>		
Grade 6	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
<p>Multiply and divide positive rational numbers fluently.</p>	<p>Represent and solve for products of decimal to the hundredths.</p> <p>Represent and solve for quotients of decimals to the hundredths.</p> <p>Represent and solve for products of a whole number and a fraction.</p> <p>Divide whole numbers by unit fractions and unit fractions by whole numbers.</p>	<p>Solve with fluency problems with multiplication and division (4-digit by 1-digit and 2-digit by 2-digit), including interpreting remainders.</p>				

Revised TEKS (2012): Building to Grade 5 Algebraic Reasoning – A Vertical Look at Key Concepts and Procedures

	Grade 5	Grade 4	Grade 3		
	Grade 5		Grade 3		
	Identify prime and composite numbers.		Represent multiplication facts with arrays.		
Grade 6	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1
Solve one-variable, one-step equations and inequalities.	Represent multi-step problems with letters standing for unknown quantities.	Represent multi-step problems with letters standing for unknown quantities.	Represent and solve one- and two-step problems with equations.	Represent and solve addition and subtraction problems where unknowns may be any one of the terms in a problem.	Determine the unknown whole number in and addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.
Grade 6	Grade 5	Grade 4	Grade 3		
Represent a linear relationship in the form of $y=kx$ or $y=x+b$. Write an equation that represents the relationship between independent and dependent quantities.	Represent a pattern given in the form $y=ax$ or $y=x+a$. Differentiate between additive and multiplicative patterns with tables and graphs.	Represent problems using an input-output table.	Describe a multiplication expression as a comparison 3×24 represents 3 times as much as 24. Represent relationships with number pairs in a table.		
Grade 6	Grade 5				
Generate equivalent expressions using order of operations and properties of operations.	Generate equivalent expressions without exponents using order of operations.				
Grade 6	Grade 5	Grade 4	Grade 3		
Solve problems with volume of rectangular prisms. Solve problems with area of rectangles, parallelograms, trapezoids, and triangles.	Solve problems with volume (rectangular prism and cube), including the formula $V=Bh$. Solve problems related to perimeter and/or area.	Solve problems related to perimeter and area of rectangles.	See the Geometry and Measurement strand for connections to the perimeter of polygons and to the area of rectangles.		

Revised TEKS (2012): Building to Grade 5 Geometry and Measurement – A Vertical Look at Key Concepts and Procedures

Grade 6	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
<p>Identify the sum of angles in a triangle, relationship between the lengths of sides and angle measures in a triangle, and whether or not a triangle is formed by three lengths.</p>	<p>Classify two-dimensional figures by attributes and properties.</p>	<p>Identify line(s) of symmetry.</p> <p>Classify two-dimensional figures based on relationships between lines and angles.</p> <p>Identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.</p> <p>Measure angles.</p>	<p>Classify and sort 2-d and 3-d figures based on attributes using formal geometric language.</p>	<p>Classify and sort specified 3-d figures and polygons with fewer than 12 sides.</p> <p>Use language of sides and vertices.</p>	<p>Identify and create specified 2-d and 3-d figures.</p> <p>Distinguish defining attributes from attributes that do not define a shape.</p>	<p>Identify and create specified 2-d and 3-d figures.</p> <p>Use age-appropriate informal and formal geometric language.</p>
	<p>Determine volume of a rectangular prism with layering of unit cubes.</p>	<p>See the Algebraic Reasoning strand for connections to the formula for the area of a rectangle.</p>	<p>Determine area of rectangle using multiplication.</p>	<p>Use concrete models of square units to determine the area of a rectangle.</p>	<p>Describe a length to the nearest whole unit.</p>	<p>Compare two measurable attributes to determine more or less.</p>
<p>See the Proportionality strand for connections to converting units within a measurement system.</p>	<p>Solve problems by calculating conversions within a measurement system.</p>	<p>Convert when given other equivalent measures in a table.</p> <p>Solve problems with measures using 4 operations as appropriate.</p>	<p>Solve problems with measures of time, liquid volume, and weight.</p>	<p>Solve problems involving length.</p>		
<p>Graph ordered pairs of rational numbers in all four quadrants.</p>	<p>Graph ordered pairs of numbers in Quadrant I</p>	<p>Name a point on a number line to tenths or hundredths.</p>	<p>Represent some fractions on a number line.</p>	<p>Locate a whole number on an open number line.</p>	<p>Order whole numbers up to 120 using open number lines.</p>	

Revised TEKS (2012): Building to Grade 5 Data Analysis – A Vertical Look at Key Concepts and Procedures

Grade 6	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1
<p><i>Represent and draw conclusions with:</i></p> <p>Dot plots Stem and Leaf Plots</p> <p>Histograms Box plots</p> <p>Describe the center, spread, and shape of a set of data.</p> <p>Determine mean, median, range, IQR, and mode.</p> <p>Distinguish between situations that yield data with variability and without variability.</p>	<p><i>Represent and solve problems with:</i></p> <p>Frequency Tables Bar graphs Dot plots Stem and Leaf Plots Scatterplot</p> <p>Note: Data sets may have fractional and decimal measures.</p>	<p><i>Represent and solve problems with:</i></p> <p>Frequency Tables</p> <p>Dot plots Stem and Leaf Plots</p> <p>Note: Data sets may have fractional and decimal measures.</p>	<p><i>Represent and solve problems with:</i></p> <p>Frequency Tables Bar graphs Dot plots</p> <p>Note: Representations may have scaled intervals.</p>	<p><i>Represent and solve problems with:</i></p> <p>Bar graphs</p>	<p><i>Represent and draw conclusions with:</i></p> <p>Bar graphs</p>