Sadlier Math™

Correlation to the Texas
Essential Knowledge and Skills for Mathematics

Grade K

Volume One
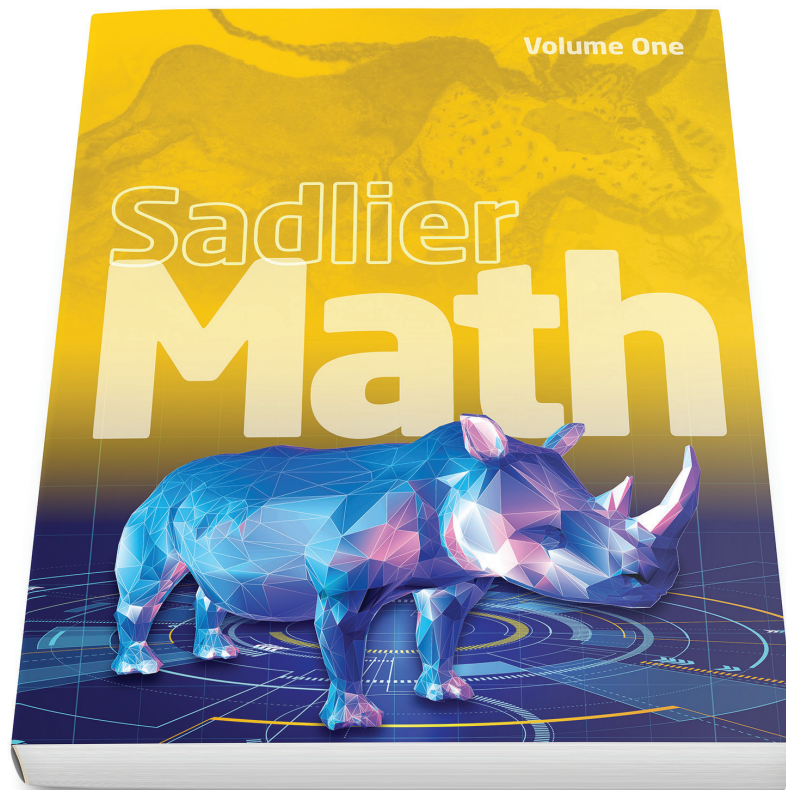
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Chapter 111. Subchapter A. Elementary, §111.2, Kindergarten, Adopted 2012.

Kindergarten Content Standards	*Sadlier Math*, Kindergarten

(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. The student is expected to:

(A) count forward and backward to at least 20 with and without objects;	**Chapter 5: 5-2** • 5-2 Count Forward and Count Back—pp. 151–154 (Count forward from any number to 10; Count back from 10; TE Develop Concepts: Count Forward and Count Back) **Chapter 12: 12-9** • 12-9 Order Numbers to 20—pp. 463–466 (Count numbers through 20, starting from any number; TE Develop Concepts: Order Numbers to 20) **Chapter 16: 16-1 through 16-6** • 16-1 Count to 50 by Ones—pp. 585–588 (Count and write numbers to 50; TE Develop Concepts: Count by Ones) • 16-2 Count Forward to 50—pp. 589–592 (Count forward from one number to another number within 50; TE Develop Concepts: Count Forward) • 16-3 Count to 100 by Ones—pp. 595–598 (Count and write numbers to 100; TE Develop Concepts: Count to 100) • 16-4 Count Forward to 100—pp. 599–602 (Count forward from one number to another number within 100; TE Develop Concepts: Count Forward) • 16-5 Count by Tens—pp. 603–606 (Count up to 100 by 10s; TE Develop Concepts: Count by Tens) • 16-6 Problem Solving: Make a Table—pp. 607–612 (Make a table to solve problems; TE Develop Concepts: Make a Table)
(B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures;	**Chapter 2: 2-4 through 2-7** • 2-4 Count and Write 1 and 2—pp. 51–54 (Count and write 1 and 2; TE Develop Concepts: Team 1 and Team 2) • 2-5 Count and Write 3 and 4—pp. 55–58 (Count and write 3 and 4; TE Develop Concepts: Equal Groups of 3 or 4) • 2-6 Count and Write 0 and 5—pp. 59–62 (Count and write 0 and 5; TE Develop Concepts: Identify 0 and 5) • 2-7 Problem Solving: Use a Map—pp. 63–68 (To solve problems using a map; TE Develop Concepts: Identify 0 and 5) **Chapter 3: 3-1** • 3-1 Count to Tell How Many—pp. 75–78 (Count up to five objects and tell how many; TE Develop Concepts: Count to 5) **Chapter 4: 4-1 through 4-3, 4-5** • 4-1 Count and Write 6 and 7—pp. 117–120 (Count and write 6 and 7; TE Develop Concepts: More Than 5) • 4-2 Count and Write 8 and 9—pp. 121–124 (Count and write 8 and 9; TE Develop Concepts: Making More Than 7) • 4-3 Count and Write 10—pp. 127–130 (Count and write 10; TE Develop Concepts: Numbers 1 to 10) • 4-5 Problem Solving: Read and Understand—pp. 135–140 (Read and understand to solve a problem; TE Develop Concepts: Compare Groups) *continued*

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	Chapter 12: 12-1, 12-4 through 12-8 • 12-1 Count and Write 11 and 12—pp. 429–432 (Count and write 11 and 12; TE Develop Concepts: Count and Write 11 and 12) • 12-4 Count and Write 13 and 14—pp. 441–444 (Count and write 13 and 14; TE Develop Concepts: Count and Write 13 and 14) • 12-5 Count and Write 15—pp. 447–450 (Count and write 15; TE Develop Concepts: Count and Write 15) • 12-6 Count and Write 16 and 17—pp. 451–454 (Count and write 16 and 17; TE Develop Concepts: Count 16 and 17) • 12-7 Count and Write 18 and 19—pp. 455–458 (Count and write 18 and 19; TE Develop Concepts: Count to 18 and 19) • 12-8 Count and Write 20—pp. 459–462 (Count and write 20; TE Develop Concepts: Count to 20) **Chapter 15: 15-1 through 15-3** • 15-1 Count and Write 21 to 24—pp. 555–558 (Count and write 21 to 24; TE Develop Concepts: Numbers Greater Than 20) • 15-2 Count and Write 25 to 28—pp. 559–562 (Count and write 25 to 28; TE Develop Concepts: Count to 28) • 15-3 Count and Write 29 to 31—pp. 565–568 (Count and write 29 to 31; TE Develop Concepts: Count Up to 31) **Chapter 16: 16-6** • 16-6 Problem Solving: Make a Table—pp. 607–612 (Make a table to solve problems; TE Develop Concepts: Make a Table)
(C) count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order;	**Chapter 2: 2-4 through 2-6** • 2-4 Count and Write 1 and 2—pp. 51–54 (Count and write 1 and 2; TE Develop Concepts: Team 1 and Team 2) • 2-5 Count and Write 3 and 4—pp. 55–58 (Count and write 3 and 4; TE Develop Concepts: Equal Groups of 3 or 4) • 2-6 Count and Write 0 and 5—pp. 59–62 (Count and write 0 and 5; TE Develop Concepts: Identify 0 and 5) **Chapter 3: 3-1 & 3-8** • 3-1 Count to Tell How Many—pp. 75–78 (Count up to five objects and tell how many; TE Develop Concepts: Count to 5) • 3-8 Problem Solving: Use Tools—pp. 105–110 (Use tools to solve problems that involve counting; TE Develop Concepts: Comparing Groups) **Chapter 4: 4-1 through 4-5** • 4-1 Count and Write 6 and 7—pp. 117–120 (Count and write 6 and 7; TE Develop Concepts: More Than 5) • 4-2 Count and Write 8 and 9—pp. 121–124 (Count and write 8 and 9; TE Develop Concepts: Making More Than 7) • 4-3 Count and Write 10—pp. 127–130 (Count and write 10; TE Develop Concepts: Numbers 1 to 10) • 4-4 Order Numbers to 10—pp. 131–134 (Count and order numbers to 10; TE Develop Concepts: Numbers 1 to 10) • 4-5 Problem Solving: Read and Understand—pp. 135–140 (Read and understand to solve a problem; TE Develop Concepts: Compare Groups) *continued*

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	Chapter 5: 5-1, 5-5 & 5-6 • 5-1 Count Numbers to 10—pp. 147–150 (Count up to ten objects and tell how many; TE Develop Concepts: One More) • 5-5 Tally Charts—pp. 165–168 (Classify objects into categories and count the number of objects in each category; TE Develop Concepts: Tally Charts) • 5-6 Sort and Count—pp. 169–172 (Sort objects into given categories, make a tally chart, and count; TE Develop Concepts: Make a Tally Chart) **Chapter 12: 12-4 through 12-8** • 12-4 Count and Write 13 and 14—pp. 441–444 (Count and write 13 and 14; TE Develop Concepts: Count and Write 13 and 14) • 12-5 Count and Write 15—pp. 447–450 (Count and write 15; TE Develop Concepts: Count and Write 15) • 12-6 Count and Write 16 and 17—pp. 451–454 (Count and write 16 and 17; TE Develop Concepts: Count 16 and 17) • 12-7 Count and Write 18 and 19—pp. 455–458 (Count and write 18 and 19; TE Develop Concepts: Count to 18 and 19) • 12-8 Count and Write 20—pp. 459–462 (Count and write 20; TE Develop Concepts: Count to 20) **Chapter 15: 15-1 through 15-3** • 15-1 Count and Write 21 to 24—pp. 555–558 (Count and write 21 to 24; TE Develop Concepts: Numbers Greater Than 20) • 15-2 Count and Write 25 to 28—pp. 559–562 (Count and write 25 to 28; TE Develop Concepts: Count to 28) • 15-3 Count and Write 29 to 31—pp. 565–568 (Count and write 29 to 31; TE Develop Concepts: Count Up to 31)
(D) recognize instantly the quantity of a small group of objects in organized and random arrangements;	**Chapter 2: 2-4 through 2-6** • 2-4 Count and Write 1 and 2—pp. 51–54 (Count and write 1 and 2; TE Develop Concepts: Team 1 and Team 2) • 2-5 Count and Write 3 and 4—pp. 55–58 (Count and write 3 and 4; TE Develop Concepts: Equal Groups of 3 or 4) • 2-6 Count and Write 0 and 5—pp. 59–62 (Count and write 0 and 5; TE Develop Concepts: Identify 0 and 5)
(E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20;	**Chapter 2: 2-1 through 2-3** • 2-1 As Many As—pp. 37–40 (Match objects one-to-one to show as many as; TE Develop Concepts: Match Objects One-to-One) • 2-2 Fewest, Most—pp. 41–44 (Compare groups of objects; TE Develop Concepts: More or Fewer?) • 2-3 Make Equal Groups—pp. 45–48 (To make equal groups; TE Develop Concepts: Equal Groups)

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(F) generate a number that is one more than or one less than another number up to at least 20;	**Chapter 5: 5-1** • 5-1 Count Numbers to 10—pp. 147–150 (TE Develop Concepts: One More) **Chapter 11: 11-7** • 11-7 Subtraction Patterns—pp. 409–412 (Identify subtraction patterns and subtract to show a number pattern: one less; TE Develop Concepts: Making Subtraction Patterns) **Chapter 12: 12-9** • 12-9 Order Numbers to 20—pp. 463–466 (Count numbers through 20, starting from any number; one more, one less; TE Develop Concepts: Order Numbers to 20) **Chapter 15: 15-4** • 15-4 Order Numbers to 31—pp. 569–572 (Order numbers to 31; one less, one greater) **Chapter 16: 16-1** • 16-1 Count to 50 by Ones—pp. 585–588 (Count and write numbers to 50: one more, one less; TE Develop Concepts: Count by Ones)
(G) compare sets of objects up to at least 20 in each set using comparative language;	**Chapter 3: 3-3 through 3-5, 3-8** • 3-3 Equal Number—pp. 85–88 (Identify whether the number of objects in one group is equal to the number of objects in another group; TE Develop Concepts: Equal Groups) • 3-4 Greater Than—pp. 89–92 (Identify whether the number of objects in one group is greater than the number of objects in another group; TE Develop Concepts: Groups with More) • 3-5 Less Than—pp. 93–96 (Identify whether the number of objects in one group is less than the number of objects in another group; TE Develop Concepts: Groups with Fewer) • 3-8 Problem Solving: Use Tools—pp. 105–110 (Use tools to solve problems that involve counting; TE Develop Concepts: Comparing Groups **Chapter 4: 4-5** • 4-5 Problem Solving: Read and Understand—pp. 135–140 (Read and understand to solve a problem; TE Develop Concepts: Compare Groups) **Chapter 5: 5-8** • 5-8 Problem Solving: Use Counting—pp. 177–182 (Use counting to solve problems; TE Develop Concepts: Comparing Numbers—comparing groups) **Chapter 12: 12-2 & 12-10** • 12-2 Compare Numbers up to 12—pp. 433–436 (Compare numbers up to 12; TE Develop Concepts: Compare Numbers up to 12) • 12-10 Problem Solving: Use a Model—pp. 467–472 (Use a model to solve problems; TE Develop Concepts: Use Ten-Frames to Compare Numbers)

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(H) use comparative language to describe two numbers up to 20 presented as written numerals; and	**Chapter 3: 3-6 & 3-8** • 3-6 Compare Numbers up to 5—pp. 97–100 (Compare numbers up to 5 written as numerals; TE Develop Concepts: Compare Groups) • 3-8 Problem Solving: Use Tools—pp. 105–110 (Use tools to solve problems that involve counting; TE Develop Concepts: Comparing Groups) **Chapter 4: 4-5** • 4-5 Problem Solving: Read and Understand—pp. 135–140 (Read and understand to solve a problem; TE Develop Concepts: Compare Groups) **Chapter 5: 5-3 & 5-8** • 5-3 Compare Numbers up to 10—pp. 155–158 (Compare numbers up to 10; Identify a number as being greater than or less than another number; TE Develop Concepts: Compare Numbers 0 to 10) • 5-8 Problem Solving: Use Counting—pp. 177–182 (Use counting to solve problems; TE Develop Concepts: Comparing Numbers—comparing groups) **Chapter 12: 12-2 & 12-10** • 12-2 Compare Numbers up to 12—pp. 433–436 (Compare numbers up to 12; TE Develop Concepts: Compare Numbers up to 12) • 12-10 Problem Solving: Use a Model—pp. 467–472 (Use a model to solve problems; TE Develop Concepts: Use Ten-Frames to Compare Numbers)
(I) compose and decompose numbers up to 10 with objects and pictures.	**Chapter 9: 9-1 through 9-4** • 9-1 Break Apart 2, 3, 4, and 5—pp. 307–310 (Decompose 2, 3, 4, and 5 using objects and drawings; TE Develop Concepts: Break Apart Groups of 5) • 9-2 Break Apart 6 and 7—pp. 311–314 (Decompose 6 and 7 using objects and drawings; TE Develop Concepts: Break Apart 6 and 7) • 9-3 Break Apart 8 and 9—pp. 317–320 (Decompose 8 and 9 using objects and drawings; TE Develop Concepts: Break Apart 8 and 9) • 9-4 Break Apart 10—pp. 321–324 (Decompose 10 using objects and drawings; TE Develop Concepts: Break Apart 10)
(3) 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:	
(A) model the action of joining to represent addition and the action of separating to represent subtraction;	**Chapter 10: 10-1 & 10-2** • 10-1 Add To—pp. 337–340 (Understand and represent addition as adding to or joining; TE Develop Concepts: Add to Groups) • 10-2 Put Together—pp. 341–344 (Understand and represent addition as putting together; TE Develop Concepts: Putting Numbers Together) **Chapter 11: 11-1 & 11-2** • 11-1 Take Away—pp. 383–386 (Understand and represent subtraction as taking away; TE Develop Concepts: Take Away) • 11-2 Take Apart—pp. 387–390 (Understand and represent subtraction as taking apart; TE Develop Concepts: Take Apart)

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(B) solve word problems using objects and drawings to find sums up to 10 and differences within 10; and	**Chapter 10: 10-1 through 10-9** • 10-1 Add To—pp. 337–340 (TE Struggling Learners: connecting cubes; Early Finishers: counters) • 10-2 Put Together—pp. 341–344 (Write About It: connecting cubes; drawings) • 10-3 Add 1—pp. 345–348 (Connecting cubes) • 10-4 Add 2—pp. 349–352 (Connecting cubes) • 10-5 Add 3—pp. 353–356 (Connecting cubes) • 10-6 Add 4—pp. 357–360 (Connecting cubes) • 10-7 Addition Patterns—pp. 363–366 (Connecting cubes) • 10-8 Use Ten-Frames to Add—pp. 367–370 (Ten frames, counters) • 10-9 Problem Solving: Use a Model—pp. 371–376 (Connecting cubes) **Chapter 11: 11-1 through 11-9** • 11-1 Take Away—pp. 383–386 (TE Develop Concepts: connecting cubes) • 11-2 Take Apart—pp. 387–390 (Drawings) • 11-3 Subtract 1—pp. 391–394 (Connecting cubes) • 11-4 Subtract 2—pp. 395–398 (Connecting cubes) • 11-5 Subtract 3—pp. 399–402 (Connecting cubes) • 11-6 Subtract 4—pp. 403–406 (Connecting cubes) • 11-7 Subtraction Patterns—pp. 409–412 (Connecting cubes) • 11-8 Use Ten-Frames to Subtract—pp. 413–416 (Ten frames, counters)
(C) explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.	Addition and subtraction strategies are modeled and taught in the TE **Explain Concepts** and **Use the Student Pages** instructional activities for each lesson in chapters 10 and 11. Students have the opportunity to explain these strategies in the **Write About It** exercise at the end of each lesson. **Chapter 10: 10-1 through 10-9** • 10-1 Add To—pp. 337–340 • 10-2 Put Together—pp. 341–344 • 10-3 Add 1—pp. 345–348 • 10-4 Add 2—pp. 349–352 • 10-5 Add 3—pp. 353–356 • 10-6 Add 4—pp. 357–360 • 10-7 Addition Patterns—pp. 363–366 • 10-8 Use Ten-Frames to Add—pp. 367–370 • 10-9 Problem Solving: Use a Model—pp. 371–376 **Chapter 11: 11-1 through 11-9** • 11-1 Take Away—pp. 383–386 • 11-2 Take Apart—pp. 387–390 • 11-3 Subtract 1—pp. 391–394 • 11-4 Subtract 2—pp. 395–398 • 11-5 Subtract 3—pp. 399–402 • 11-6 Subtract 4—pp. 403–406 • 11-7 Subtraction Patterns—pp. 409–412 • 11-8 Use Ten-Frames to Subtract—pp. 413–416 • 11-9 Problem Solving: Use a Number Sentence—pp. 417–422

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(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 expected to identify U.S. coins by name, including pennies, nickels, dimes, and quarters.

	Chapter 18: 18-1 through 18-5
	• 18-1 Pennies and Nickels—pp. 649–652 (Identify pennies and nickels; TE Develop Concepts: Using Coins)
	• 18-2 Count On from Pennies and Nickels—pp. 653–656 (Identify the value of a penny as 1 cent and a nickel as 5 cents; Count on from pennies and nickels; TE Develop Concepts: Counting with Coins)
	• 18-3 Dimes and Quarters—pp. 659–662 (Identify dimes and quarters; TE Develop Concepts: Identifying Dimes and Quarters)
	• 18-4 Count On from Dimes and Quarters—pp. 663–666 (Identify the value of a dime as 10¢ and a quarter as 25¢; Count on from dimes and quarters; TE Develop Concepts: Counting on from 10 and 25)
	• 18-5 Problem Solving: Use a Model—pp. 667–672 (Solve problems using a model; TE Develop Concepts: Solve Problems About Money)

(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 100 by ones and tens beginning with any given number.

	Chapter 6: 6-6 through 6-9
	• 6-6 Shape Patterns—pp. 211–214 (Identify and extend shape patterns; TE Develop Concepts: Creating Patterns)
	• 6-7 Make Patterns—pp. 215–218 (Make shape patterns that follow a pattern rule; TE Develop Concepts: Identifying Pattern Rules)
	• 6-9 Problem Solving: Find a Pattern—pp. 223–228 (Use pattern rules to help you solve problems with shapes; TE Develop Concepts: Creating Patterns)
	Chapter 10: 10-7
	• 10-7 Addition Patterns—pp. 363–366 (Identify addition patterns and add to show a number pattern; TE Develop Concepts: Make Patterns)
	Chapter 11: 11-7
	• 11-7 Subtraction Patterns—pp. 409–412 (Identify subtraction patterns and subtract to show a number pattern; TE Develop Concepts: Making Subtraction Patterns)

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(A) identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles;	**Chapter 6: 6-1 through 6-4**
	• 6-1 Triangles—pp. 189–192 (Identify and describe triangles; TE Develop Concepts: Classify Shapes)
	• 6-2 Squares and Rectangles—pp. 193–196 (Identify squares and rectangles; Analyze and compare squares and rectangles; TE
	continued

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	TE Develop Concepts: Squares and Rectangles) • 6-3 Circles—pp. 197–200 (Identify and describe circles; TE Develop Concepts: Making Circles) • 6-4 Hexagons—pp. 203–206 (Identify and describe hexagons; TE Develop Concepts: Making Hexagons)
(B) identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world;	**Chapter 7: 7-1 & 7-2** • 7-1 Cylinders, Cones, and Spheres—pp. 235–238 (Identify three-dimensional shapes: cylinders, cones, and spheres; TE Develop Concepts: Sorting Three-Dimensional Shapes) • 7-2 Cubes and Rectangular Prisms—pp. 239–242 (Identify three-dimensional shapes: cubes and rectangular prisms; TE Develop Concepts: Cubes and Rectangular Prisms)
(C) identify two-dimensional components of three-dimensional objects;	**Chapter 7: 7-5** • 7-5 Compare Two-Dimensional and Three-Dimensional Shapes—pp. 253–256 (Compare two-dimensional and three-dimensional shapes; TE Develop Concepts: Compare Two- and Three-Dimensional Shapes)
(D) identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably;	**Chapter 13: 13-2** • 13-2 Attributes of Two-Dimensional Shapes—pp. 487–490 (Understand the defining and non-defining attributes of two-dimensional shapes; TE Develop Concepts: Sorting Shapes)
(E) classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size; and	**Chapter 1: 1-4** • 1-4 Sort by Shape—pp. 17–20 (Sort objects that are the same shape; TE Develop Concepts: Sort by one attribute: shape) **Chapter 6: 6-1 through 6-5** • 6-1 Triangles—pp. 189–192 (Identify and describe triangles; TE Develop Concepts: Classify Shapes) • 6-2 Squares and Rectangles—pp. 193–196 (Identify squares and rectangles; Analyze and compare squares and rectangles; TE Develop Concepts: Squares and Rectangles) • 6-3 Circles—pp. 197–200 (Identify and describe circles; TE Develop Concepts: Making Circles) • 6-4 Hexagons—pp. 203–206 (Identify and describe hexagons; TE Develop Concepts: Making Hexagons) • 6-5 Compare Two-Dimensional Shapes—pp. 207–210 (Analyze and compare two-dimensional shapes; TE Develop Concepts: Comparing Shapes) **Chapter 7: 7-1 through 7-5** • 7-1 Cylinders, Cones, and Spheres—pp. 235–238 (Identify three-dimensional shapes: cylinders, cones, and spheres; TE Develop Concepts: Sorting Three-Dimensional Shapes) • 7-2 Cubes and Rectangular Prisms—pp. 239–242 (Identify three-dimensional shapes: cubes and rectangular prisms; TE Develop Concepts: Cubes and Rectangular Prisms) • 7-3 Compare Three-Dimensional Shapes—pp. 245–248 (Compare three-dimensional shapes; TE Develop Concepts: Classify Shapes) • 7-4 Model Three-Dimensional Shapes—pp. 249–252 (Model three-dimensional shapes by drawing or building; TE Develop Concepts: Make New Shapes) *continued*

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	• 7-5 Compare Two-Dimensional and Three-Dimensional Shapes—pp. 253–256 (Compare two-dimensional and three-dimensional shapes; TE Develop Concepts: Compare Two- and Three-Dimensional Shapes)
(F) create two-dimensional shapes using a variety of materials and drawings.	**Chapter 6: 6-1 through 6-4, 6-7 & 6-8** • 6-1 Triangles—pp. 189–192 (Identify, describe, and draw triangles; TE Develop Concepts: Classify Shapes) • 6-2 Squares and Rectangles—pp. 193–196 (Identify, describe, and draw squares and rectangles; Analyze and compare squares and rectangles; TE Develop Concepts: Squares and Rectangles) • 6-3 Circles—pp. 197–200 (Identify, describe, and draw circles; TE Develop Concepts: Making Circles) • 6-4 Hexagons—pp. 203–206 (Identify, describe, and draw hexagons; TE Develop Concepts: Making Hexagons) • 6-7 Make Patterns—pp. 215–218 (Make shape patterns that follow a pattern rule; draw shapes; TE Develop Concepts: Identifying Pattern Rules) • 6-8 Make Shapes from Other Shapes—pp. 219–222 (Combine shapes to make other shapes; TE Develop Concepts: Making New Shapes)

(7) Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:	
(A) give an example of a measurable attribute of a given object, including length, capacity, and weight; and	**Chapter 14: 14-1 through 14-8** • 14-1 Describe and Compare by Size—pp. 513–516 (Describe and compare objects by size; TE Develop Concepts: Identify Objects by Size) • 14-2 Describe and Compare by Length 5—pp. 517–520 (Describe and compare objects by length; TE Develop Concepts: Comparing Length)
(B) compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.	• 14-3 Order by Length—pp. 521–524 (Order objects by length; TE Develop Concepts: Ordering by Length) • 14-4 Describe and Compare by Height—pp. 525–528 (Describe and compare the height of objects; TE Develop Concepts: Comparing Height) • 14-5 Describe and Compare by Weight—pp. 531–534 (Describe and compare the weight of objects; TE Develop Concepts: Comparing Weight) • 14-6 Describe and Compare by More Than One Attribute—pp. 535–538 (Describe and compare more than one measurable attribute of objects; TE Develop Concepts: Comparing Multiple Measurable Attributes of Objects) • 14-7 Describe Temperature—pp. 539–542 (Describe the temperature of a place or object; TE Develop Concepts: Describing Hot and Cold) • 14-8 Problem Solving: Make a Table—pp. 543–548 (Solve problems by making a table; TE Develop Concepts: Compare Objects—based on multiple attributes)

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(8) 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:	
(A) collect, sort, and organize data into two or three categories;	See Grade 1 **Chapter 10: 10-1 & 10-2** • 10-1 Read Tally Charts—pp. 377–380 (Read tally charts; TE Develop Concepts: How many counters?) • 10-2 Make Tally Charts—pp. 381–384 (Make and use tally charts; TE Develop Concepts: How Do You Sort?)
(B) use data to create real-object and picture graphs; and	See Grade 1 **Chapter 10: 10-1 through 10-3** • 10-3 Read Picture Graphs—pp. 387–390 (Use picture graphs to show data; TE Develop Concepts: Show It with Pictures)
(C) draw conclusions from real-object and picture graphs.	• 10-4 Make Picture Graphs—pp. 391–394 (Make and use picture graphs; TE Develop Concepts: What's Missing from the Picture Graph?) • 10-5 Problem Solving: Use a Model—pp. 395–400 (Use a model to solve word problems; TE Develop Concepts: Using Models)
(9) 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:	
	N/A

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