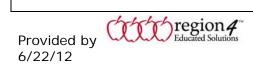| Current TEKS	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.

(a) Introduction.
  (1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 1 are building number sense through number relationships, adding and subtracting whole numbers, organizing and analyzing data, and working with two- and three-dimensional geometric figures.
	(a) Introduction.
	  (4) The primary focal areas in Grade 1 are understanding and applying place value, solving problems involving addition and subtraction, and composing and decomposing two-dimensional shapes and three-dimensional solids.
	    (A) Students use relationships within the numeration system to understand the sequential order of the counting numbers and their relative magnitude.
	    (B) Students extend their use of addition and subtraction beyond the actions of joining and separating to include comparing and combining. Students use properties of operations and the relationship between addition and subtraction to solve problems. By comparing a variety of solution strategies, students use efficient, accurate, and generalizable methods to perform operations.
	    (C) Students use basic shapes and spatial reasoning to model objects in their environment and construct more complex shapes. Students are able to identify, name, and describe basic two-dimensional shapes and three-dimensional solids.

(a) Introduction. (2) Throughout mathematics in Kindergarten-Grade 2, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use numbers in ordering, labeling, and expressing quantities and relationships to solve problems and translate informal language into mathematical language and symbols. Students use objects to create and identify patterns and use those patterns to express relationships, make predictions, and solve problems as they build an understanding of number, operation, shape, and space. Students progress from informal to formal language to describe two- and three-dimensional geometric figures and likenesses in the physical world. Students begin to develop measurement concepts as they identify and compare attributes of objects and situations. Students collect, organize, and display data and use information from graphs to answer questions, make summary statements, and make informal predictions based on their experiences.	

(a) Introduction.
  (3) Throughout mathematics in Kindergarten-Grade 2, students develop numerical fluency with conceptual understanding and computational accuracy. Students in Kindergarten-Grade 2 use basic number sense to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. By the end of Grade 2, students know basic addition and subtraction facts and are using them to work flexibly, efficiently, and accurately with numbers during addition and subtraction computation.
	(a) Introduction.
	  (3) For students to become fluent in mathematics, students must develop a robust sense of number. The National Research Council's report, "Adding It Up," defines procedural fluency as "skill in carrying out procedures flexibly, accurately, efficiently, and appropriately." As students develop procedural fluency, they must also realize that true problem solving may take time, effort, and perseverance. Students in Grade 1 are expected to perform their work without the use of calculators.

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Current TEKS	**Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.**

(a) Introduction.
  (4) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Kindergarten-Grade 2, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve meaningful problems as they do mathematics.
	(a) Introduction.
	  (2) The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, algorithms, paper and pencil, and technology and techniques such as mental math, estimation, number sense, generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

	(a) Introduction. (1) The desire to achieve educational excellence is the driving force behind the Texas Essential Knowledge and Skills for mathematics, guided by the College and Career Readiness Standards. By embedding statistics, probability, and finance, while focusing on computational thinking, mathematical fluency and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.
	(a) Introduction. (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Grade 1 – Mathematics

Current TEKS: Number, operation, and quantitative reasoning	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
1.1A Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. **The student is expected to compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models.**	
1.1B Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. **The student is expected to create sets of tens and ones using concrete objects to describe, compare, and order whole numbers.**	1.2B 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 use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.**
1.1C Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. **The student is expected to identify individual coins by name and value and describe relationships among them.**	1.4A 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 identify U.S. coins including pennies, nickels, dimes, and quarters by value and describe the relationships among them.**
	1.4B 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 write a number with the cent symbol to describe the value of a coin.**
	1.4C 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 use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.**

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Grade 1 – Mathematics

Current TEKS: Number, operation, and quantitative reasoning	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
1.1D Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. **The student is expected to read and write numbers to 99 to describe sets of concrete objects.**	1.2C 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 use objects, pictures, and expanded and standard forms to represent numbers up to 120.**
1.2A Number, operation, and quantitative reasoning. The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects. **The student is expected to separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts.**	1.6G 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 partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words.**
	1.6H 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 identify examples and non-examples of halves and fourths.**
1.2B Number, operation, and quantitative reasoning. The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects. **The student is expected to use appropriate language to describe part of a set such as three out of the eight crayons are red.**	

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Current TEKS: Number, operation, and quantitative reasoning	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
1.3A Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. **The student is expected to model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.**	1.3A 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 use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99.**
	1.3B 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 use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = \square$; $3 + \square = 7$; and $5 = \square - 3$.**
	1.3E 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 explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.**
	1.3F 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 generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.**
	1.5D 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 represent word problems involving addition and subtraction of whole numbers to 20 using concrete and pictorial models and number sentences.**

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Grade 1 – Mathematics

Current TEKS: Number, operation, and quantitative reasoning	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
1.3B Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. **The student is expected to use concrete and pictorial models to apply basic addition and subtraction facts (up to 9 + 9 = 18 and 18 − 9 = 9).**	1.3C 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 compose 10 with two or more addends with and without concrete objects.**
	1.3D 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 apply basic fact strategies to add and subtract within 20 using strategies, including making 10 and decomposing a number leading to a 10.**
	1.2A 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 recognize instantly the quantity of structured arrangements.**

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Grade 1 – Mathematics

Current TEKS: Patterns, relationships, and algebraic thinking	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
1.4 Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions. **The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.**	
1.5A Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. **The student is expected to use patterns to skip count by twos, fives, and tens.**	1.5B 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 skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.**
1.5B Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. **The student is expected to find patterns in numbers, including odd and even.**	*Moved to 2.7A*

Current TEKS: Patterns, relationships, and algebraic thinking	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
1.5C Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. **The student is expected to compare and order whole numbers using place value.**	1.2D 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 generate a number that is greater than or less than a given whole number up to 120.**
	1.2E 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 use place value to compare whole numbers up to 120 using comparative language.**
	1.2F 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 order whole numbers up to 120 using place value and open number lines.**
	1.2G 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 represent the comparison of two numbers to 100 using the symbols >, <, or =.**
	1.5C 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 use relationships to determine the number that is 10 more and 10 less than a given number up to 120.**

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Current TEKS: Patterns, relationships, and algebraic thinking	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
1.5D Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. **The student is expected to use patterns to develop strategies to solve basic addition and basic subtraction problems.**	1.5G 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 apply properties of operations to add and subtract two or three numbers.**
1.5E Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. **The student is expected to identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as 2 + 3 = 5, 3 + 2 = 5, 5 − 2 = 3, and 5 − 3 = 2.**	
	1.5A 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 recite numbers forward and backward from any given number between 1 and 120.**
	1.5E 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 understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s).**
	1.5F 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 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.**

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Current TEKS: Geometry and spatial reasoning	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
1.6A Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two-and three-dimensional geometric figures or both. **The student is expected to describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle).**	1.6D 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 identify two-dimensional shapes, including circles, triangles, rectangles, squares as special rectangles, rhombuses, and hexagons, and describe their attributes using formal geometric language.**
1.6B Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two-and three-dimensional geometric figures or both. **The student is expected to describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones.**	1.6E 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 identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language.**
1.6C Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two-and three-dimensional geometric figures or both. **The student is expected to describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language.**	1.6A 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 classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language.**
1.6D Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two-and three-dimensional geometric figures or both. **The student is expected to use concrete models to combine two-dimensional geometric figures to make new geometric figures.**	1.6F 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 compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible.**

Grade 1 – Mathematics

Current TEKS: Geometry and spatial reasoning	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
	1.6B 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 distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape.**
	1.6C 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 create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons.**

Grade 1 – Mathematics

Current TEKS: Measurement	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
1.7A Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. **The student is expected to estimate and measure length using nonstandard units such as paper clips or sides of color tiles.**	1.7A Geometry and Measurement. The student applies mathematical process standards to select and use units to describe length and time. **The student is expected to use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement.**
	1.7B Geometry and Measurement. The student applies mathematical process standards to select and use units to describe length and time. **The student is expected to 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 overlaps, reach from one end of the object to the other.**
	1.7D Geometry and Measurement. The student applies mathematical process standards to select and use units to describe length and time. **The student is expected to describe a length to the nearest whole unit using a number and a unit.**
1.7B Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. **The student is expected to compare and order two or more concrete objects according to length (from longest to shortest).**	
1.7C Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. **The student is expected to describe the relationship between the size of the unit and the number of units needed to measure the length of an object.**	1.7C Geometry and Measurement. The student applies mathematical process standards to select and use units to describe length and time. **The student is expected to measure the same object/distance with units of two different lengths and describe how and why the measurements differ.**

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Current TEKS: Measurement	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
1.7D Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. **The student is expected to compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the least).**	
1.7E Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. **The student is expected to compare and order two or more containers according to capacity (from holds the most to holds the least).**	
1.7F Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. **The student is expected to compare and order two or more objects according to weight/mass (from heaviest to lightest).**	
1.7G Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. **The student is expected to compare and order two or more objects according to relative temperature (from hottest to coldest).**	
1.8A Measurement. The student understands that time can be measured. The student uses time to describe and compare situations. **The student is expected to order three or more events according to duration.**	

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Current TEKS: Measurement	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
1.8B Measurement. The student understands that time can be measured. The student uses time to describe and compare situations. **The student is expected to read time to the hour and half-hour using analog and digital clock**s.	1.7E Geometry and Measurement. The student applies mathematical process standards to select and use units to describe length and time. **The student is expected to tell time to the hour and half hour using analog and digital clocks.**

Current TEKS: Probability and statistics	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
1.9A Probability and statistics. The student displays data in an organized form. **The student is expected to collect and sort data.**	1.8A 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 collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts.**
1.9B Probability and statistics. The student displays data in an organized form. **The student is expected to use organized data to construct real-object graphs, picture graphs, and bar-type graphs.**	1.8B 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 use data to create picture and bar-type graphs.**
1.10A Probability and statistics. The student uses information from organized data. **The student is expected to draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs.**	1.8C 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 draw conclusions and generate and answer questions using information from picture and bar-type graphs.**
1.10B Probability and statistics. The student uses information from organized data. **The student is expected to identify events as certain or impossible such as drawing a red crayon from a bag of green crayons.**	

Grade 1 – Mathematics

Current TEKS: Underlying processes and mathematical tools	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
1.11A Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. **The student is expected to identify mathematics in everyday situations.**	1.1A Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to apply mathematics to problems arising in everyday life, society, and the workplace.**
1.11B Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. **The student is expected to solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.**	1.1B Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution**, and evaluating the problem-solving process and the reasonableness of the solution.**
1.11C Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. **The student is expected to select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.**	
1.11D Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. **The student is expected to use tools such as real objects, manipulatives, and technology to solve problems.**	1.1C Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.**

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Current TEKS: Underlying processes and mathematical tools	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
1.12A Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language. **The student is expected to explain and record observations using objects, words, pictures, numbers, and technology.**	1.1D Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.**
1.12B Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language. **The student is expected to relate informal language to mathematical language and symbols.**	1.1E Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to create and use representations to organize, record, and communicate mathematical ideas.**
1.13 Underlying processes and mathematical tools. The student uses logical reasoning. **The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.**	1.1G Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communications.**
	1.1F Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to analyze mathematical relationships to connect and communicate mathematical ideas.**

Grade 1 – Mathematics

Current TEKS: Financial Literacy	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
	1.9A 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 define money earned as income.**
	1.9B 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 identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs.**
	1.9C 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 distinguish between spending and saving.**
	1.9D 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 consider charitable giving.**

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