

ETA Cuisenaire - CenterStage Math

Grades: 1, 2, 3, 4

States: Texas Essential Knowledge and Skills (TEKS)

Subjects: Mathematics

Texas Essential Knowledge and Skills (TEKS)
Mathematics
Grade 1

TEKS	TX.111.13 (1.1)	Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.
STUDENT EXPECTATION	(1.1) (A)	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.
STUDENT EXPECTATION	(1.1) (B)	The student is expected to create sets of tens and ones using concrete objects to describe, compare, and order whole numbers. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Number Sense, Place Value & Fraction Center (42211)
STUDENT EXPECTATION	(1.1) (C)	The student is expected to identify individual coins by name and value and describe relationships among them. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Money, Time & Graphing Center (42214)
STUDENT EXPECTATION	(1.1) (D)	The student is expected to read and write numbers to 99 to describe sets of concrete objects. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Number Sense, Place Value & Fraction Center (42211)
TEKS	TX.111.13 (1.2)	Number, operation, and quantitative reasoning. The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects.
STUDENT EXPECTATION	(1.2) (A)	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. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Number Sense, Place Value & Fraction Center (42211)
STUDENT EXPECTATION	(1.2) (B)	The student is expected to use appropriate language to describe part of a set such as three out of the eight crayons are red. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Number Sense, Place Value & Fraction Center (42211)
TEKS	TX.111.13 (1.3)	Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations.
STUDENT EXPECTATION	(1.3) (A)	The student is expected to model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Addition & Subtraction Center (42212)

		<ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Patterns, Sorting & Problem Solving Center (42215)
STUDENT EXPECTATION	(1.3) (B)	<p>The student is expected to use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$).</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Addition & Subtraction Center (42212) CenterStage(R) Math, Grade 1: Patterns, Sorting & Problem Solving Center (42215)
TEKS	TX.111.13 (1.4)	Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions.
STUDENT EXPECTATION	(1.4) (A)	<p>The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Patterns, Sorting & Problem Solving Center (42215)
TEKS	TX.111.13 (1.5)	Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations.
STUDENT EXPECTATION	(1.5) (A)	<p>The student is expected to use patterns to skip count by twos, fives, and tens.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Number Sense, Place Value & Fraction Center (42211) CenterStage(R) Math, Grade 1: Patterns, Sorting & Problem Solving Center (42215)
STUDENT EXPECTATION	(1.5) (B)	<p>The student is expected to find patterns in numbers, including odd and even.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Number Sense, Place Value & Fraction Center (42211) CenterStage(R) Math, Grade 1: Patterns, Sorting & Problem Solving Center (42215)
STUDENT EXPECTATION	(1.5) (C)	<p>The student is expected to compare and order whole numbers using place value.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Number Sense, Place Value & Fraction Center (42211) CenterStage(R) Math, Grade 1: Patterns, Sorting & Problem Solving Center (42215)
STUDENT EXPECTATION	(1.5) (D)	<p>The student is expected to use patterns to develop strategies to solve basic addition and basic subtraction problems.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Addition & Subtraction Center (42212) CenterStage(R) Math, Grade 1: Patterns, Sorting & Problem Solving Center (42215)
STUDENT EXPECTATION	(1.5) (E)	<p>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 $5 - 3 = 2$.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Addition & Subtraction Center (42212)

TEKS	TX.111.13 (1.6)	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.
STUDENT EXPECTATION	(1.6) (A)	The student is expected to describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle). <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Geometry & Measurement Center (42213) CenterStage(R) Math, Grade 1: Patterns, Sorting & Problem Solving Center (42215)
STUDENT EXPECTATION	(1.6) (B)	The student is expected to describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Geometry & Measurement Center (42213)
STUDENT EXPECTATION	(1.6) (C)	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. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Patterns, Sorting & Problem Solving Center (42215)
STUDENT EXPECTATION	(1.6) (D)	The student is expected to use concrete models to combine two-dimensional geometric figures to make new geometric figures.
TEKS	TX.111.13 (1.7)	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.
STUDENT EXPECTATION	(1.7) (A)	The student is expected to estimate and measure length using nonstandard units such as paper clips or sides of color tiles. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Geometry & Measurement Center (42213)
STUDENT EXPECTATION	(1.7) (B)	The student is expected to compare and order two or more concrete objects according to length (from longest to shortest). <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Geometry & Measurement Center (42213)
STUDENT EXPECTATION	(1.7) (C)	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. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Geometry & Measurement Center (42213)
STUDENT EXPECTATION	(1.7) (D)	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).
STUDENT EXPECTATION	(1.7) (E)	The student is expected to compare and order two or more containers according to capacity (from holds the most to holds the least).
STUDENT EXPECTATION	(1.7) (F)	The student is expected to compare and order two or more objects according to weight/mass (from heaviest to lightest).

STUDENT EXPECTATION	(1.7) (G)	The student is expected to compare and order two or more objects according to relative temperature (from hottest to coldest). <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Geometry & Measurement Center (42213)
TEKS	TX.111.13 (1.8)	Measurement. The student understands that time can be measured. The student uses time to describe and compare situations.
STUDENT EXPECTATION	(1.8) (A)	The student is expected to order three or more events according to duration. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Money, Time & Graphing Center (42214)
STUDENT EXPECTATION	(1.8) (B)	The student is expected to read time to the hour and half-hour using analog and digital clocks. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Money, Time & Graphing Center (42214)
TEKS	TX.111.13 (1.9)	Probability and statistics. The student displays data in an organized form.
STUDENT EXPECTATION	(1.9) (A)	The student is expected to collect and sort data. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Money, Time & Graphing Center (42214)
STUDENT EXPECTATION	(1.9) (B)	The student is expected to use organized data to construct real object graphs, picture graphs, and bar type graphs. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Money, Time & Graphing Center (42214)
TEKS	TX.111.13 (1.10)	Probability and statistics. The student uses information from organized data.
STUDENT EXPECTATION	(1.10) (A)	The student is expected to draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Money, Time & Graphing Center (42214) CenterStage(R) Math, Grade 1: Patterns, Sorting & Problem Solving Center (42215)
STUDENT EXPECTATION	(1.10) (B)	The student is expected to identify events as certain or impossible such as drawing a red crayon from a bag of green crayons.
TEKS	TX.111.13 (1.11)	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.
STUDENT EXPECTATION	(1.11) (A)	The student is expected to identify mathematics in everyday situations. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Addition & Subtraction Center (42212) CenterStage(R) Math, Grade 1: Geometry & Measurement Center (42213) CenterStage(R) Math, Grade 1: Money, Time & Graphing Center (42214) CenterStage(R) Math, Grade 1: Number Sense, Place Value & Fraction Center (42211)

		<ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Patterns, Sorting & Problem Solving Center (42215)
STUDENT EXPECTATION	(1.11) (B)	<p>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.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Addition & Subtraction Center (42212) CenterStage(R) Math, Grade 1: Geometry & Measurement Center (42213) CenterStage(R) Math, Grade 1: Money, Time & Graphing Center (42214) CenterStage(R) Math, Grade 1: Number Sense, Place Value & Fraction Center (42211) CenterStage(R) Math, Grade 1: Patterns, Sorting & Problem Solving Center (42215)
STUDENT EXPECTATION	(1.11) (C)	<p>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.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Addition & Subtraction Center (42212) CenterStage(R) Math, Grade 1: Geometry & Measurement Center (42213) CenterStage(R) Math, Grade 1: Money, Time & Graphing Center (42214) CenterStage(R) Math, Grade 1: Number Sense, Place Value & Fraction Center (42211) CenterStage(R) Math, Grade 1: Patterns, Sorting & Problem Solving Center (42215)
STUDENT EXPECTATION	(1.11) (D)	<p>The student is expected to use tools such as real objects, manipulatives, and technology to solve problems.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Addition & Subtraction Center (42212) CenterStage(R) Math, Grade 1: Geometry & Measurement Center (42213) CenterStage(R) Math, Grade 1: Money, Time & Graphing Center (42214) CenterStage(R) Math, Grade 1: Number Sense, Place Value & Fraction Center (42211) CenterStage(R) Math, Grade 1: Patterns, Sorting & Problem Solving Center (42215)
TEKS	TX.111.13 (1.12)	Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language.
STUDENT EXPECTATION	(1.12) (A)	The student is expected to explain and record observations using objects, words, pictures, numbers, and technology.
STUDENT EXPECTATION	(1.12) (B)	<p>The student is expected to relate informal language to mathematical language and symbols.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Addition & Subtraction Center (42212) CenterStage(R) Math, Grade 1: Geometry & Measurement Center (42213) CenterStage(R) Math, Grade 1: Money, Time & Graphing Center (42214) CenterStage(R) Math, Grade 1: Number Sense, Place Value & Fraction Center (42211) CenterStage(R) Math, Grade 1: Patterns, Sorting & Problem Solving Center (42215)
TEKS	TX.111.13 (1.13)	Underlying processes and mathematical tools. The student uses logical reasoning.

STUDENT EXPECTATION	(1.13) (A)	<p>The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 1: Addition & Subtraction Center (42212) CenterStage(R) Math, Grade 1: Geometry & Measurement Center (42213) CenterStage(R) Math, Grade 1: Money, Time & Graphing Center (42214) CenterStage(R) Math, Grade 1: Number Sense, Place Value & Fraction Center (42211) CenterStage(R) Math, Grade 1: Patterns, Sorting & Problem Solving Center (42215)
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Texas Essential Knowledge and Skills (TEKS)
Mathematics
Grade 2

TEKS	TX.111.14 (2.1)	Number, operation, and quantitative reasoning. The student understands how place value is used to represent whole numbers.
STUDENT EXPECTATION	(2.1) (A)	<p>The student is expected to use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Number Sense & Place Value Center (42221)
STUDENT EXPECTATION	(2.1) (B)	<p>The student is expected to use place value to read, write, and describe the value of whole numbers to 999.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Number Sense & Place Value Center (42221)
STUDENT EXPECTATION	(2.1) (C)	<p>The student is expected to use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Number Sense & Place Value Center (42221) CenterStage(R) Math, Grade 2: Problem Solving, Graphing & Algebra Center (42224)
TEKS	TX.111.14 (2.2)	Number, operation, and quantitative reasoning. The student describes how fractions are used to name parts of whole objects or sets of objects.
STUDENT EXPECTATION	(2.2) (A)	<p>The student is expected to use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less).</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Multiplication, Division Readiness & Fractions Center (42225)
STUDENT EXPECTATION	(2.2) (B)	<p>The student is expected to use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less).</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Multiplication, Division Readiness & Fractions Center (42225)
STUDENT EXPECTATION	(2.2) (C)	<p>The student is expected to use concrete models to determine if a fractional part of a whole is closer to 0, 1/2 or 1.</p>

		<ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Multiplication, Division Readiness & Fractions Center (42225)
TEKS	TX.111.14 (2.3)	Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.
STUDENT EXPECTATION	(2.3) (A)	<p>The student is expected to recall and apply basic addition and subtraction facts to 18.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Addition & Subtraction Center (42222) CenterStage(R) Math, Grade 2: Problem Solving, Graphing & Algebra Center (42224)
STUDENT EXPECTATION	(2.3) (B)	<p>The student is expected to model addition and subtraction of two digit numbers with objects, pictures, words, and numbers.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Addition & Subtraction Center (42222) CenterStage(R) Math, Grade 2: Multiplication, Division Readiness & Fractions Center (42225)
STUDENT EXPECTATION	(2.3) (C)	<p>The student is expected to select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary.</p>
STUDENT EXPECTATION	(2.3) (D)	<p>The student is expected to determine the value of a collection of coins up to one dollar.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Geometry & Measurement Center (42223)
STUDENT EXPECTATION	(2.3) (E)	<p>The student is expected to describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Geometry & Measurement Center (42223)
TEKS	TX.111.14 (2.4)	Number, operation, and quantitative reasoning. The student models multiplication and division.
STUDENT EXPECTATION	(2.4) (A)	<p>The student is expected to model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Multiplication, Division Readiness & Fractions Center (42225)
STUDENT EXPECTATION	(2.4) (B)	<p>The student is expected to model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Multiplication, Division Readiness & Fractions Center (42225)
TEKS	TX.111.14 (2.5)	Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations.
STUDENT EXPECTATION	(2.5) (A)	<p>The student is expected to find patterns in numbers such as in a 100s chart.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Multiplication, Division Readiness & Fractions Center (42225)

		<ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Number Sense & Place Value Center (42221) CenterStage(R) Math, Grade 2: Problem Solving, Graphing & Algebra Center (42224)
STUDENT EXPECTATION	(2.5) (B)	<p>The student is expected to use patterns in place value to compare and order whole numbers through 999.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Number Sense & Place Value Center (42221) CenterStage(R) Math, Grade 2: Problem Solving, Graphing & Algebra Center (42224)
STUDENT EXPECTATION	(2.5) (C)	<p>The student is expected to use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, and $17 - 9 = 8$.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Addition & Subtraction Center (42222) CenterStage(R) Math, Grade 2: Problem Solving, Graphing & Algebra Center (42224)
TEKS	TX.111.14 (2.6)	Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions.
STUDENT EXPECTATION	(2.6) (A)	The student is expected to generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels.
STUDENT EXPECTATION	(2.6) (B)	The student is expected to identify patterns in a list of related number pairs based on a real-life situation and extend the list.
STUDENT EXPECTATION	(2.6) (C)	<p>The student is expected to identify, describe, and extend repeating and additive patterns to make predictions and solve problems.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Multiplication, Division Readiness & Fractions Center (42225) CenterStage(R) Math, Grade 2: Number Sense & Place Value Center (42221) CenterStage(R) Math, Grade 2: Problem Solving, Graphing & Algebra Center (42224)
TEKS	TX.111.14 (2.7)	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.
STUDENT EXPECTATION	(2.7) (A)	<p>The student is expected to describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Geometry & Measurement Center (42223)
STUDENT EXPECTATION	(2.7) (B)	<p>The student is expected to use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Geometry & Measurement Center (42223)
STUDENT EXPECTATION	(2.7) (C)	The student is expected to cut two-dimensional geometric figures apart and identify the new geometric figures formed.

		<ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Geometry & Measurement Center (42223)
TEKS	TX.111.14 (2.8)	Geometry and spatial reasoning. The student recognizes that a line can be used to represent a set of numbers and its properties.
STUDENT EXPECTATION	(2.8) (A)	<p>The student is expected to use whole numbers to locate and name points on a number line.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Number Sense & Place Value Center (42221)
TEKS	TX.111.14 (2.9)	Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time.
STUDENT EXPECTATION	(2.9) (A)	<p>The student is expected to identify concrete models that approximate standard units of length and use them to measure length.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Geometry & Measurement Center (42223)
STUDENT EXPECTATION	(2.9) (B)	<p>The student is expected to select a non-standard unit of measure such as square tiles to determine the area of a two-dimensional surface.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Geometry & Measurement Center (42223)
STUDENT EXPECTATION	(2.9) (C)	<p>The student is expected to select a non-standard unit of measure such as a bathroom cup or a jar to determine the capacity of a given container.</p>
STUDENT EXPECTATION	(2.9) (D)	<p>The student is expected to select a non-standard unit of measure such as beans or marbles to determine the weight/mass of a given object.</p>
TEKS	TX.111.14 (2.10)	Measurement. The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit).
STUDENT EXPECTATION	(2.10) (A)	<p>The student is expected to read a thermometer to gather data.</p>
STUDENT EXPECTATION	(2.10) (B)	<p>The student is expected to read and write times shown on analog and digital clocks using five-minute increments.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Geometry & Measurement Center (42223)
STUDENT EXPECTATION	(2.10) (C)	<p>The student is expected to describe activities that take approximately one second, one minute, and one hour.</p>
TEKS	TX.111.14 (2.11)	Probability and statistics. The student organizes data to make it useful for interpreting information.
STUDENT EXPECTATION	(2.11) (A)	<p>The student is expected to construct picture graphs and bar-type graphs.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Problem Solving, Graphing & Algebra Center (42224)

STUDENT EXPECTATION	(2.11) (B)	The student is expected to draw conclusions and answer questions based on picture graphs and bar-type graphs. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Problem Solving, Graphing & Algebra Center (42224)
STUDENT EXPECTATION	(2.11) (C)	The student is expected to use data to describe events as more likely or less likely such as drawing a certain color crayon from a bag of seven red crayons and three green crayons.
TEKS	TX.111.14 (2.12)	Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
STUDENT EXPECTATION	(2.12) (A)	The student is expected to identify the mathematics in everyday situations. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Addition & Subtraction Center (42222) CenterStage(R) Math, Grade 2: Geometry & Measurement Center (42223) CenterStage(R) Math, Grade 2: Multiplication, Division Readiness & Fractions Center (42225) CenterStage(R) Math, Grade 2: Number Sense & Place Value Center (42221) CenterStage(R) Math, Grade 2: Problem Solving, Graphing & Algebra Center (42224)
STUDENT EXPECTATION	(2.12) (B)	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. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Addition & Subtraction Center (42222) CenterStage(R) Math, Grade 2: Geometry & Measurement Center (42223) CenterStage(R) Math, Grade 2: Multiplication, Division Readiness & Fractions Center (42225) CenterStage(R) Math, Grade 2: Number Sense & Place Value Center (42221) CenterStage(R) Math, Grade 2: Problem Solving, Graphing & Algebra Center (42224)
STUDENT EXPECTATION	(2.12) (C)	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. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Addition & Subtraction Center (42222) CenterStage(R) Math, Grade 2: Geometry & Measurement Center (42223) CenterStage(R) Math, Grade 2: Multiplication, Division Readiness & Fractions Center (42225) CenterStage(R) Math, Grade 2: Number Sense & Place Value Center (42221) CenterStage(R) Math, Grade 2: Problem Solving, Graphing & Algebra Center (42224)
STUDENT EXPECTATION	(2.12) (D)	The student is expected to use tools such as real objects, manipulatives, and technology to solve problems. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Addition & Subtraction Center (42222) CenterStage(R) Math, Grade 2: Geometry & Measurement Center (42223) CenterStage(R) Math, Grade 2: Multiplication, Division Readiness & Fractions Center (42225) CenterStage(R) Math, Grade 2: Number Sense & Place Value Center (42221) CenterStage(R) Math, Grade 2: Problem Solving, Graphing & Algebra Center (42224)

TEKS	TX.111.14 (2.13)	Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language.
STUDENT EXPECTATION	(2.13) (A)	The student is expected to explain and record observations using objects, words, pictures, numbers, and technology.
STUDENT EXPECTATION	(2.13) (B)	The student is expected to relate informal language to mathematical language and symbols. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Addition & Subtraction Center (42222) CenterStage(R) Math, Grade 2: Geometry & Measurement Center (42223) CenterStage(R) Math, Grade 2: Multiplication, Division Readiness & Fractions Center (42225) CenterStage(R) Math, Grade 2: Number Sense & Place Value Center (42221) CenterStage(R) Math, Grade 2: Problem Solving, Graphing & Algebra Center (42224)
TEKS	TX.111.14 (2.14)	Underlying processes and mathematical tools. The student uses logical reasoning.
STUDENT EXPECTATION	(2.14) (A)	The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 2: Addition & Subtraction Center (42222) CenterStage(R) Math, Grade 2: Geometry & Measurement Center (42223) CenterStage(R) Math, Grade 2: Multiplication, Division Readiness & Fractions Center (42225) CenterStage(R) Math, Grade 2: Number Sense & Place Value Center (42221) CenterStage(R) Math, Grade 2: Problem Solving, Graphing & Algebra Center (42224)

Texas Essential Knowledge and Skills (TEKS)
Mathematics
Grade 3

TEKS	TX.111.15 (3.1)	Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.
STUDENT EXPECTATION	(3.1) (A)	The student is expected to use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Number Sense & Place Value Center (42231)
STUDENT EXPECTATION	(3.1) (B)	The student is expected to use place value to compare and order whole numbers through 9,999. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Number Operations & Algebra Center (42232) CenterStage(R) Math, Grade 3: Number Sense & Place Value Center (42231)
STUDENT EXPECTATION	(3.1) (C)	The student is expected to determine the value of a collection of coins and bills. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Fractions & Decimals Center (42234)
TEKS	TX.111.15 (3.2)	Number, operation, and quantitative reasoning. The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects.

STUDENT EXPECTATION	(3.2) (A)	The student is expected to construct concrete models of fractions. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Fractions & Decimals Center (42234)
STUDENT EXPECTATION	(3.2) (B)	The student is expected to compare fractional parts of whole objects or sets of objects in a problem situation using concrete models. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Fractions & Decimals Center (42234)
STUDENT EXPECTATION	(3.2) (C)	The student is expected to use fraction names and symbols to describe fractional parts of whole objects or sets of objects. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Fractions & Decimals Center (42234)
STUDENT EXPECTATION	(3.2) (D)	The student is expected to construct concrete models of equivalent fractions for fractional parts of whole objects. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Fractions & Decimals Center (42234)
TEKS	TX.111.15 (3.3)	Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers.
STUDENT EXPECTATION	(3.3) (A)	The student is expected to model addition and subtraction using pictures, words, and numbers. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Fractions & Decimals Center (42234) CenterStage(R) Math, Grade 3: Number Operations & Algebra Center (42232)
STUDENT EXPECTATION	(3.3) (B)	The student is expected to select addition or subtraction and use the operation to solve problems involving whole numbers through 999.
TEKS	TX.111.15 (3.4)	Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations.
STUDENT EXPECTATION	(3.4) (A)	The student is expected to learn and apply multiplication facts through 12 by 12 using concrete models and objects. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Number Operations & Algebra Center (42232)
STUDENT EXPECTATION	(3.4) (B)	The student is expected to solve and record multiplication problems (up to two digits times one digit). <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Number Operations & Algebra Center (42232)
STUDENT EXPECTATION	(3.4) (C)	The student is expected to use models to solve division problems and use number sentences to record the solutions. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Number Operations & Algebra Center (42232)
TEKS	TX.111.15 (3.5)	Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.

STUDENT EXPECTATION	(3.5) (A)	The student is expected to round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.
STUDENT EXPECTATION	(3.5) (B)	The student is expected to use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.
TEKS	TX.111.15 (3.6)	Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems.
STUDENT EXPECTATION	(3.6) (A)	The student is expected to identify and extend whole-number and geometric patterns to make predictions and solve problems. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Number Sense & Place Value Center (42231)
STUDENT EXPECTATION	(3.6) (B)	The student is expected to identify patterns in multiplication facts using concrete objects, pictorial models, or technology. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Number Operations & Algebra Center (42232)
STUDENT EXPECTATION	(3.6) (C)	The student is expected to identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.
TEKS	TX.111.15 (3.7)	Patterns, relationships, and algebraic thinking. The student uses lists, tables, and charts to express patterns and relationships.
STUDENT EXPECTATION	(3.7) (A)	The student is expected to generate a table of paired numbers based on a real-life situation such as insects and legs. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Number Operations & Algebra Center (42232)
STUDENT EXPECTATION	(3.7) (B)	The student is expected to identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Number Operations & Algebra Center (42232)
TEKS	TX.111.15 (3.8)	Geometry and spatial reasoning. The student uses formal geometric vocabulary.
STUDENT EXPECTATION	(3.8) (A)	The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Geometry & Measurement Center (42233)
TEKS	TX.111.15 (3.9)	Geometry and spatial reasoning. The student recognizes congruence and symmetry.
STUDENT EXPECTATION	(3.9) (A)	The student is expected to identify congruent two-dimensional figures. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Geometry & Measurement Center (42233)

STUDENT EXPECTATION	(3.9) (B)	The student is expected to create two-dimensional figures with lines of symmetry using concrete models and technology.
STUDENT EXPECTATION	(3.9) (C)	The student is expected to identify lines of symmetry in two-dimensional geometric figures. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Geometry & Measurement Center (42233)
TEKS	TX.111.15 (3.10)	Geometry and spatial reasoning. The student recognizes that a line can be used to represent numbers and fractions and their properties and relationships.
STUDENT EXPECTATION	(3.10) (A)	The student is expected to locate and name points on a number line using whole numbers and fractions , including halves and fourths. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Number Sense & Place Value Center (42231)
TEKS	TX.111.15 (3.11)	Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass.
STUDENT EXPECTATION	(3.11) (A)	The student is expected to use linear measurement tools to estimate and measure lengths using standard units.
STUDENT EXPECTATION	(3.11) (B)	The student is expected to use standard units to find the perimeter of a shape.
STUDENT EXPECTATION	(3.11) (C)	The student is expected to use concrete and pictorial models of square units to determine the area of two-dimensional surfaces.
STUDENT EXPECTATION	(3.11) (D)	The student is expected to identify concrete models that approximate standard units of weight/mass and use them to measure weight/mass.
STUDENT EXPECTATION	(3.11) (E)	The student is expected to identify concrete models that approximate standard units for capacity and use them to measure capacity.
STUDENT EXPECTATION	(3.11) (F)	The student is expected to use concrete models that approximate cubic units to determine the volume of a given container or other three-dimensional geometric figure.
TEKS	TX.111.15 (3.12)	Measurement. The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems.
STUDENT EXPECTATION	(3.12) (A)	The student is expected to use a thermometer to measure temperature.
STUDENT EXPECTATION	(3.12) (B)	The student is expected to tell and write time shown on analog and digital clocks.
TEKS	TX.111.15 (3.13)	Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.
STUDENT EXPECTATION	(3.13) (A)	The student is expected to collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Graphing & Probability Center (42235)
STUDENT EXPECTATION	(3.13) (B)	The student is expected to interpret information from pictographs and bar graphs.

		<ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Graphing & Probability Center (42235)
STUDENT EXPECTATION	(3.13) (C)	<p>The student is expected to use data to describe events as more likely than, less likely than, or equally likely as.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Graphing & Probability Center (42235)
TEKS	TX.111.15 (3.14)	Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
STUDENT EXPECTATION	(3.14) (A)	<p>The student is expected to identify the mathematics in everyday situations.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Fractions & Decimals Center (42234) CenterStage(R) Math, Grade 3: Geometry & Measurement Center (42233) CenterStage(R) Math, Grade 3: Graphing & Probability Center (42235) CenterStage(R) Math, Grade 3: Number Operations & Algebra Center (42232) CenterStage(R) Math, Grade 3: Number Sense & Place Value Center (42231)
STUDENT EXPECTATION	(3.14) (B)	<p>The student is expected to solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Fractions & Decimals Center (42234) CenterStage(R) Math, Grade 3: Geometry & Measurement Center (42233) CenterStage(R) Math, Grade 3: Graphing & Probability Center (42235) CenterStage(R) Math, Grade 3: Number Operations & Algebra Center (42232) CenterStage(R) Math, Grade 3: Number Sense & Place Value Center (42231)
STUDENT EXPECTATION	(3.14) (C)	<p>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, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Fractions & Decimals Center (42234) CenterStage(R) Math, Grade 3: Geometry & Measurement Center (42233) CenterStage(R) Math, Grade 3: Graphing & Probability Center (42235) CenterStage(R) Math, Grade 3: Number Operations & Algebra Center (42232) CenterStage(R) Math, Grade 3: Number Sense & Place Value Center (42231)
STUDENT EXPECTATION	(3.14) (D)	<p>The student is expected to use tools such as real objects, manipulatives, and technology to solve problems.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Fractions & Decimals Center (42234) CenterStage(R) Math, Grade 3: Geometry & Measurement Center (42233) CenterStage(R) Math, Grade 3: Graphing & Probability Center (42235) CenterStage(R) Math, Grade 3: Number Operations & Algebra Center (42232) CenterStage(R) Math, Grade 3: Number Sense & Place Value Center (42231)

TEKS	TX.111.15 (3.15)	Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language.
STUDENT EXPECTATION	(3.15) (A)	The student is expected to explain and record observations using objects, words, pictures, numbers, and technology. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Fractions & Decimals Center (42234) CenterStage(R) Math, Grade 3: Geometry & Measurement Center (42233) CenterStage(R) Math, Grade 3: Graphing & Probability Center (42235) CenterStage(R) Math, Grade 3: Number Operations & Algebra Center (42232) CenterStage(R) Math, Grade 3: Number Sense & Place Value Center (42231)
STUDENT EXPECTATION	(3.15) (B)	The student is expected to relate informal language to mathematical language and symbols. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Fractions & Decimals Center (42234) CenterStage(R) Math, Grade 3: Geometry & Measurement Center (42233) CenterStage(R) Math, Grade 3: Graphing & Probability Center (42235) CenterStage(R) Math, Grade 3: Number Operations & Algebra Center (42232) CenterStage(R) Math, Grade 3: Number Sense & Place Value Center (42231)
TEKS	TX.111.15 (3.16)	Underlying processes and mathematical tools. The student uses logical reasoning.
STUDENT EXPECTATION	(3.16) (A)	The student is expected to make generalizations from patterns or sets of examples and non-examples. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Number Operations & Algebra Center (42232) CenterStage(R) Math, Grade 3: Number Sense & Place Value Center (42231)
STUDENT EXPECTATION	(3.16) (B)	The student is expected to justify why an answer is reasonable and explain the solution process. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 3: Fractions & Decimals Center (42234) CenterStage(R) Math, Grade 3: Geometry & Measurement Center (42233) CenterStage(R) Math, Grade 3: Graphing & Probability Center (42235) CenterStage(R) Math, Grade 3: Number Operations & Algebra Center (42232) CenterStage(R) Math, Grade 3: Number Sense & Place Value Center (42231)

Texas Essential Knowledge and Skills (TEKS)
Mathematics
Grade 4

TEKS	TX.111.16 (4.1)	Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.
STUDENT EXPECTATION	(4.1) (A)	The student is expected to use place value to read, write, compare, and order whole numbers through 999,999,999.
STUDENT EXPECTATION	(4.1) (B)	The student is expected to use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.

		<ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Fractions & Decimals Center (42242)
TEKS	TX.111.16 (4.2)	Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects.
STUDENT EXPECTATION	(4.2) (A)	The student is expected to use concrete objects and pictorial models to generate equivalent fractions. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Fractions & Decimals Center (42242)
STUDENT EXPECTATION	(4.2) (B)	The student is expected to model fraction quantities greater than one using concrete objects and pictorial models.
STUDENT EXPECTATION	(4.2) (C)	The student is expected to compare and order fractions using concrete objects and pictorial models. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Fractions & Decimals Center (42242)
STUDENT EXPECTATION	(4.2) (D)	The student is expected to relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Fractions & Decimals Center (42242)
TEKS	TX.111.16 (4.3)	Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.
STUDENT EXPECTATION	(4.3) (A)	The student is expected to use addition and subtraction to solve problems involving whole numbers. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Number Operations & Algebra Center (42241)
STUDENT EXPECTATION	(4.3) (B)	The student is expected to add and subtract decimals to the hundredths place using concrete objects and pictorial models. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Fractions & Decimals Center (42242)
TEKS	TX.111.16 (4.4)	Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.
STUDENT EXPECTATION	(4.4) (A)	The student is expected to model factors and products using arrays and area models. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Geometry Center (42243) CenterStage(R) Math, Grade 4: Number Operations & Algebra Center (42241)
STUDENT EXPECTATION	(4.4) (B)	The student is expected to represent multiplication and division situations in picture, word, and number form. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Number Operations & Algebra Center (42241)
STUDENT EXPECTATION	(4.4) (C)	The student is expected to recall and apply multiplication facts through 12 x 12.

		<ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Number Operations & Algebra Center (42241)
STUDENT EXPECTATION	(4.4) (D)	<p>The student is expected to use multiplication to solve problems (no more than two digits times two digits without technology).</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Number Operations & Algebra Center (42241)
STUDENT EXPECTATION	(4.4) (E)	<p>The student is expected to use division to solve problems (no more than one-digit divisors and three digit dividends without technology).</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Number Operations & Algebra Center (42241)
TEKS	TX.111.16 (4.5)	Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.
STUDENT EXPECTATION	(4.5) (A)	The student is expected to round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations.
STUDENT EXPECTATION	(4.5) (B)	The student is expected to use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.
TEKS	TX.111.16 (4.6)	Patterns, relationships, and algebraic thinking. The student uses patterns in multiplication and division.
STUDENT EXPECTATION	(4.6) (A)	<p>The student is expected to use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$).</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Number Operations & Algebra Center (42241)
STUDENT EXPECTATION	(4.6) (B)	The student is expected to use patterns to multiply by 10 and 100.
TEKS	TX.111.16 (4.7)	Patterns, relationships, and algebraic thinking. The student uses organizational structures to analyze and describe patterns and relationships.
STUDENT EXPECTATION	(4.7) (A)	The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table.
TEKS	TX.111.16 (4.8)	Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language.
STUDENT EXPECTATION	(4.8) (A)	<p>The student is expected to identify and describe right, acute, and obtuse angles.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Measurement Center (42244)
STUDENT EXPECTATION	(4.8) (B)	The student is expected to identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models.
STUDENT EXPECTATION	(4.8) (C)	The student is expected to use essential attributes to define two- and three-dimensional geometric figures.

		<ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Geometry Center (42243)
TEKS	TX.111.16 (4.9)	Geometry and spatial reasoning. The student connects transformations to congruence and symmetry.
STUDENT EXPECTATION	(4.9) (A)	<p>The student is expected to demonstrate translations, reflections, and rotations using concrete models.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Geometry Center (42243)
STUDENT EXPECTATION	(4.9) (B)	The student is expected to use translations, reflections, and rotations to verify that two shapes are congruent.
STUDENT EXPECTATION	(4.9) (C)	<p>The student is expected to use reflections to verify that a shape has symmetry.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Geometry Center (42243)
TEKS	TX.111.16 (4.10)	Geometry and spatial reasoning. The student recognizes the connection between numbers and their properties and points on a line.
STUDENT EXPECTATION	(4.10) (A)	The student is expected to locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.
TEKS	TX.111.16 (4.11)	Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass.
STUDENT EXPECTATION	(4.11) (A)	<p>The student is expected to estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Geometry Center (42243) CenterStage(R) Math, Grade 4: Measurement Center (42244)
STUDENT EXPECTATION	(4.11) (B)	The student is expected to perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system.
STUDENT EXPECTATION	(4.11) (C)	The student is expected to use concrete models of standard cubic units to measure volume.
STUDENT EXPECTATION	(4.11) (D)	<p>The student is expected to estimate volume in cubic units.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Measurement Center (42244)
STUDENT EXPECTATION	(4.11) (E)	<p>The student is expected to explain the difference between weight and mass.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Measurement Center (42244)
TEKS	TX.111.16 (4.12)	Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius).

STUDENT EXPECTATION	(4.12) (A)	The student is expected to use a thermometer to measure temperature and changes in temperature.
STUDENT EXPECTATION	(4.12) (B)	The student is expected to use tools such as a clock with gears or a stopwatch to solve problems involving elapsed time.
TEKS	TX.111.16 (4.13)	Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.
STUDENT EXPECTATION	(4.13) (A)	The student is expected to use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation.
STUDENT EXPECTATION	(4.13) (B)	The student is expected to interpret bar graphs. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Data, Probability & Graphing Center (42245)
TEKS	TX.111.16 (4.14)	Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
STUDENT EXPECTATION	(4.14) (A)	The student is expected to identify the mathematics in everyday situations. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Data, Probability & Graphing Center (42245) CenterStage(R) Math, Grade 4: Fractions & Decimals Center (42242) CenterStage(R) Math, Grade 4: Geometry Center (42243) CenterStage(R) Math, Grade 4: Measurement Center (42244) CenterStage(R) Math, Grade 4: Number Operations & Algebra Center (42241)
STUDENT EXPECTATION	(4.14) (B)	The student is expected to solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Data, Probability & Graphing Center (42245) CenterStage(R) Math, Grade 4: Fractions & Decimals Center (42242) CenterStage(R) Math, Grade 4: Geometry Center (42243) CenterStage(R) Math, Grade 4: Measurement Center (42244) CenterStage(R) Math, Grade 4: Number Operations & Algebra Center (42241)
STUDENT EXPECTATION	(4.14) (C)	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, acting it out, making a table, working a simpler problem, or working backwards to solve a problem. <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Data, Probability & Graphing Center (42245) CenterStage(R) Math, Grade 4: Fractions & Decimals Center (42242) CenterStage(R) Math, Grade 4: Geometry Center (42243) CenterStage(R) Math, Grade 4: Measurement Center (42244) CenterStage(R) Math, Grade 4: Number Operations & Algebra Center (42241)
STUDENT EXPECTATION	(4.14) (D)	The student is expected to use tools such as real objects, manipulatives, and technology to solve problems.

		<ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Data, Probability & Graphing Center (42245) CenterStage(R) Math, Grade 4: Fractions & Decimals Center (42242) CenterStage(R) Math, Grade 4: Geometry Center (42243) CenterStage(R) Math, Grade 4: Measurement Center (42244) CenterStage(R) Math, Grade 4: Number Operations & Algebra Center (42241)
TEKS	TX.111.16 (4.15)	Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language.
STUDENT EXPECTATION	(4.15) (A)	<p>The student is expected to explain and record observations using objects, words, pictures, numbers, and technology.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Data, Probability & Graphing Center (42245) CenterStage(R) Math, Grade 4: Fractions & Decimals Center (42242) CenterStage(R) Math, Grade 4: Geometry Center (42243) CenterStage(R) Math, Grade 4: Measurement Center (42244) CenterStage(R) Math, Grade 4: Number Operations & Algebra Center (42241)
STUDENT EXPECTATION	(4.15) (B)	<p>The student is expected to relate informal language to mathematical language and symbols.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Data, Probability & Graphing Center (42245) CenterStage(R) Math, Grade 4: Fractions & Decimals Center (42242) CenterStage(R) Math, Grade 4: Geometry Center (42243) CenterStage(R) Math, Grade 4: Measurement Center (42244) CenterStage(R) Math, Grade 4: Number Operations & Algebra Center (42241)
TEKS	TX.111.16 (4.16)	Underlying processes and mathematical tools. The student uses logical reasoning.
STUDENT EXPECTATION	(4.16) (A)	The student is expected to make generalizations from patterns or sets of examples and non-examples.
STUDENT EXPECTATION	(4.16) (B)	<p>The student is expected to justify why an answer is reasonable and explain the solution process.</p> <ul style="list-style-type: none"> CenterStage(R) Math, Grade 4: Data, Probability & Graphing Center (42245) CenterStage(R) Math, Grade 4: Fractions & Decimals Center (42242) CenterStage(R) Math, Grade 4: Geometry Center (42243) CenterStage(R) Math, Grade 4: Measurement Center (42244) CenterStage(R) Math, Grade 4: Number Operations & Algebra Center (42241)