
TEKS Curriculum Framework for STAAR Alternate 2
Grade 3 Mathematics



3.2

Prerequisite Skills/Links to TEKS Vertical Alignment

Identifying Points and Distances on Number Lines

- ☒ represent whole numbers as distances from any given location on a number line
- ☒ name the whole number that corresponds to a specific point on a number line
- ☒ locate the position of a given whole number on an open number line

Geometry and spatial sense skills

- ☒ demonstrate use of location words (such as Over, Under, Above, On, Beside, Next to, Between, In front of, One far, etc.)

Comparing, Ordering, and Rounding Numbers Using Place Value

- ☒ use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200
- ☒ use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)
- ☒ use relationships to determine the number that is 10 more and 10 less than a given number up to 120
- ☒ represent the comparison of two numbers to 100 using the symbols >, <, or =
- ☒ order whole numbers up to 120 using place value and open number lines
- ☒ use place value to compare whole numbers up to 120 using comparative language
- ☒ use comparative language to describe two numbers up to 20 presented as written numerals
- ☒ compare sets of objects up to at least 20 in each set using comparative language

Recognizing Number and Counting

- ☒ determine whether a number up to 40 is even or odd using pairings of objects to represent the number
- ☒ generate a number that is greater than or less than a given whole number up to 1,200
- ☒ skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set
- ☒ recite numbers forward and backward from any given number between 1 and 120
- ☒ generate a number that is greater than or less than a given whole number up to 120
- ☒ recognize instantly the quantity of structured arrangements
- ☒ recite numbers up to at least 100 by ones and tens beginning with any given number
- ☒ generate a number that is one more than or one less than another number up to at least 20
- ☒ generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20
- ☒ recognize instantly the

3.2**Prerequisite Skills/Links to TEKS Vertical Alignment**

Counting skills

- ¥ recognize onedigit numerals, 0! 9
- ¥ verbally identify, without counting, the number of objects from 1 to 5
- ¥ use the verbal ordinal terms
- ¥ demonstrate understanding that when counting, the items can be chosen in any order
- ¥ count up to 10 items and demonstrate that the last count indicates how many items were counted
- ¥ demonstrate that the order of the counting sequence is always the same, regardless of what is counted
- ¥ count 1-10 items, with one count per item
- ¥ use words to rote count from 1 to 30
- ¥ know that objects, or parts of an object, can be counted

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 1 – Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.

TEKS Knowledge and Skills Statement/
STAAR -Tested Student Expectations

3.3 Prerequisite Skills/Links to TEKS Vertical Alignment

Representing and Using Fractions, Decimals, Percents and Probability

- ✎ identify examples and non-examples of halves, fourths, and eighths
- ✎ use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole
- ✎ explain that the more fractional parts used to make a whole, the smaller the part: the fewer the fractional parts, the larger the part
- ✎ partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words
- ✎ identify examples and non-examples of halves and fourths
- ✎ partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words

Identifying Points and Distances on Number Lines

- ✎ represent whole numbers as distances from any given location on a number line
- ✎ name the whole number that corresponds to a specific point on a number line
- ✎ locate the position of a given whole number on an open number line

Geometry and spatial sense skills

- ✎ demonstrate use of location words (such as Over, Under, Above, On, Beside, Next to, Between, In front, One far, etc.)

Recognizing Numbers and Counting

- ✎ determine whether a number up to 40 is even or odd using pairings of objects to represent the number

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STAAR Reporting Category 2 –egR50

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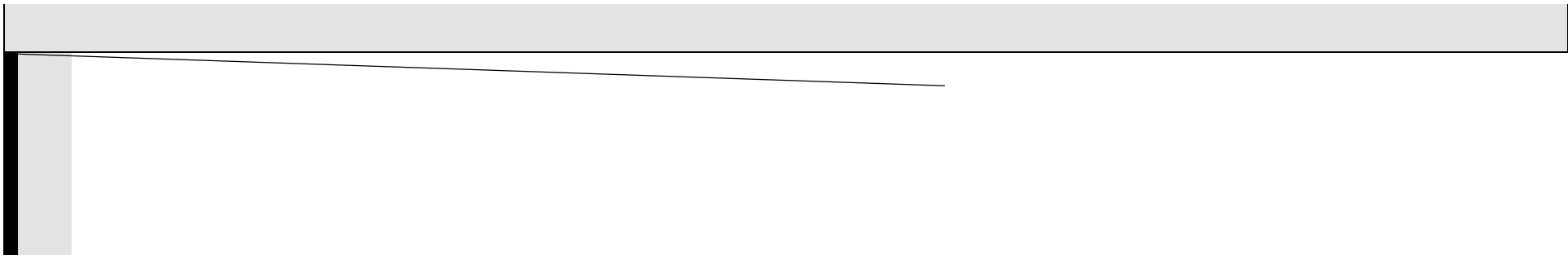
Prerequisite Skills/Links to TEKS Vertical Alignment



3.5**Prerequisite Skills/Links to TEKS Vertical Alignment**

Adding and Subtracting Whole Numbers, Fractions, and Decimals

- ¥ solve one-step and multi-step word problems involving addition and subtraction with in 1,000 using a variety of strategies based on place value, including algorithms
- ¥ add up to four two-digit numbers



3.6 Prerequisite Skills/Links to TEKS Vertical Alignment

- ✖ classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language
- ✖ create two-dimensional shapes based on given attributes, including number of sides and vertices
- ✖ compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible
- ✖ identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language
- ✖ identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons, and describe their attributes using formal geometric language
- ✖ create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons
- ✖ distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape
- ✖ classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language
- ✖ create two-dimensional shapes using a variety of materials and drawings
- ✖ classify and sort a variety of regular and irregular two-dimensional and three-dimensional figures regardless of orientation or size
- ✖ identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably
- ✖ identify two-dimensional components of three-dimensional figures

STAAR Reporting Category 4 – Data Analysis and Personal Financial Literacy: The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.

TEKS Knowledge and Skills Statement/
STAAR -Tested Student Expectations

(3.4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.

The student is expected to

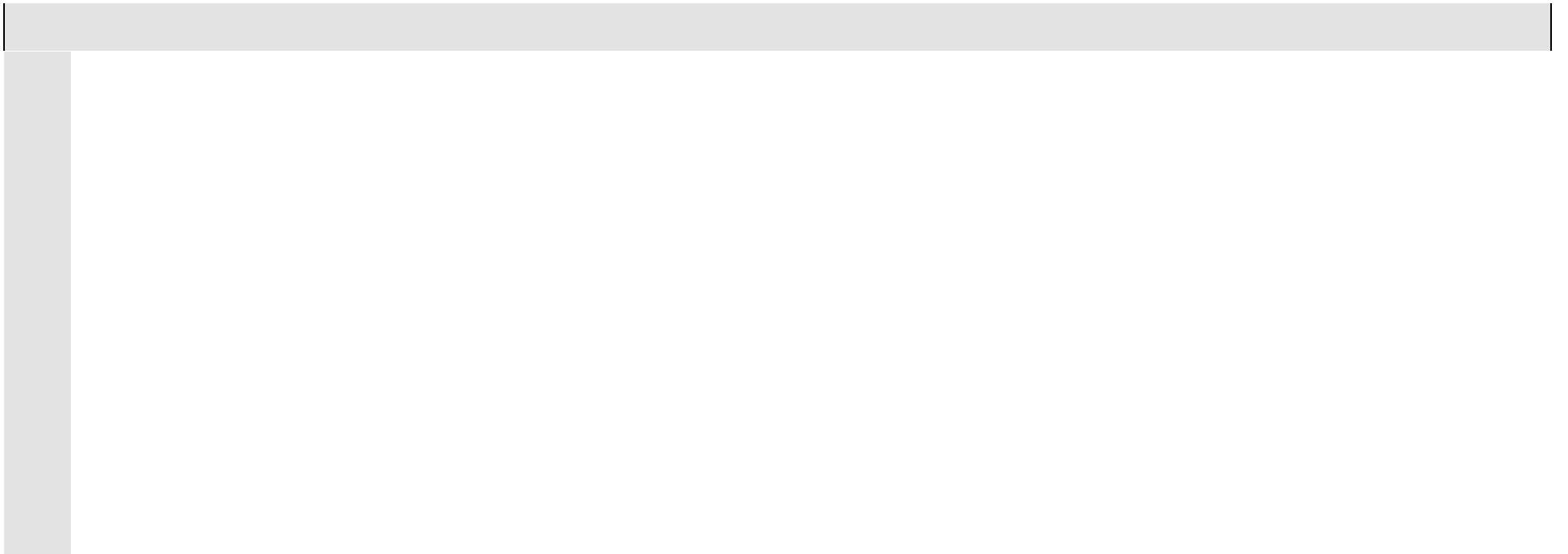
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3.4**Prerequisite Skills/Links to TEKS Vertical Alignment**

- ¥ explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences
- ¥ solve word problems using objects

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STAAR Reporting Category 4 – Data Analysis and Personal Financial Literacy: 1331..9 3er 2y.52 5



Prerequisite Skills/Links to TEKS Vertical Alignment**Determining Values of Coins and Bills**

- ¥ use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins
- ¥ determine the value of a collection of coins up to one dollar
- ¥ use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes
- ¥ write a number with the cent symbol to describe the value of a coin
- ¥ identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them
- ¥ identify U.S. coins by name, including pennies, nickels, dimes, and quarters

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Mathematical Process Standards – Mathematical process standards will not be listed under a separate reporting category. Instead, they will be incorporated into test questions across reporting categories since the application of mathematical process standards is part of each knowledge statement.

TEKS Knowledge and Skills Statement/STAAR -Tested Student Expectations

(3.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to

- (A) apply mathematics to problems arising in everyday life, society, and the natural world (e.g., using data to solve problems, describing shapes, using symmetry) in order to make informed decisions, solve problems, and communicate mathematical ideas.

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