



Symphony Math[®] Correlation

Texas Essential Knowledge and Skills for Mathematics

Texas Essential Knowledge and Skills for Mathematics				Symphony Math	
Grade	Strand	#	Standard	Stage	Activity
K	Number, Operation, and Quantitative Reasoning	K.1.A	Use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects	Number Sense	Manipulatives
K	Number, Operation, and Quantitative Reasoning	K.1.B	Use sets of concrete objects to represent quantities given in verbal or written form (through 20)	Introduction to Addition & Subtraction	Manipulatives
K	Number, Operation, and Quantitative Reasoning	K.4	The student is expected to model and create addition and subtraction problems in real situations with concrete objects	Introduction to Addition & Subtraction	Manipulatives
K	Number, Operation, and Quantitative Reasoning	K.3.A	The student is expected to share a whole by separating it into two equal parts.	Introduction to Fractions	Manipulatives
K	Number, Operation, and Quantitative Reasoning	K.3.B	The student is expected to explain why a given part is half of the whole.	Introduction to Fractions	Manipulatives
K	Measurement	K.10.A	Compare and order two or three concrete objects according to length (longer/shorter than, or the same)	Number Sense	Manipulatives
K	Measurement	K.10.B	Compare the areas of two flat surfaces of two-dimensional figures (covers more, covers less, or covers the same)	Ones, Tens & Hundreds	Manipulatives
K	Measurement	K.10.C	Compare two containers according to capacity (holds more, holds less, or holds the same)	Ones, Tens & Hundreds	Manipulatives
K	Underlying Processes and Mathematical Tools	K.13.A	Identify mathematics in everyday situations	Number Sense	Word Problems

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K	Underlying Processes and Mathematical Tools	K.13.B	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	Number Sense	Word Problems
K	Underlying Processes and Mathematical Tools	K.13.D	Use tools such as real objects, manipulatives, and technology to solve problems	Number Sense	Manipulatives & Symbols
K	Underlying Processes and Mathematical Tools	K.14.A	Communicate mathematical ideas using objects, words, pictures, numbers, and technology	Number Sense	Auditory Statements
K	Underlying Processes and Mathematical Tools	K.14.B	Relate everyday language to mathematical language and symbols	Number Sense	Auditory Statements
K	Underlying Processes and Mathematical Tools	K.15	The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology	Number Sense	All
1	Number, Operation, and Quantitative Reasoning	1.1.A	Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models	Two-Digit & Three-Digit Numbers	Manipulatives
1	Number, Operation, and Quantitative Reasoning	1.1.B	Create sets of tens and ones using concrete objects to describe, compare, and order whole numbers	Ones, Tens & Hundreds	Manipulatives
1	Number, Operation, and Quantitative Reasoning	1.1.D	Read and write numbers to 99 to describe sets of concrete objects	Two-Digit & Three-Digit Numbers	Manipulatives & Symbols
1	Number, Operation, and Quantitative Reasoning	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.	Introduction to Fractions	All
1	Number, Operation, and Quantitative Reasoning	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.	Introduction to Fractions	Auditory Statements
1	Number, Operation, and Quantitative Reasoning	1.3.A	Model and create addition and subtraction problem situations with concrete objects and write corresponding numbers sentences	Intermediate Addition & Subtraction	Manipulatives & Symbols
1	Number, Operation, and Quantitative Reasoning	1.3.B	Use concrete and pictorial models to apply basic addition and subtraction facts (up to $9+9=18$ and $18-9=9$)	Intermediate Addition & Subtraction	Manipulatives

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Grade	Strand	#	Standard	Stage	Activity
1	Patterns, Relationships, and Algebraic Thinking	1.5.C	Compare and order whole numbers using place value	Two-Digit & Three-Digit Numbers	Symbols
1	Patterns, Relationships, and Algebraic Thinking	1.5.D	Use patterns to develop strategies to solve basic addition and basic subtraction problems	Intermediate Addition & Subtraction	Symbols
1	Patterns, Relationships, and Algebraic Thinking	1.5.E	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 $5-3=2$	Intermediate Addition & Subtraction	Symbols
1	Measurement	1.7.C	Describe the relationship between the size of the unit and the number of units needed to measure the length of an object	Introduction to Multiplication & Division	Manipulatives & Symbols
1	Measurement	1.7.D	Compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the least)	Two-Digit & Three-Digit Numbers	Manipulatives
1	Measurement	1.7.E	Compare and order two or more containers according to capacity (from holds the most to holds the least)	Two-Digit & Three-Digit Numbers	Manipulatives
1	Underlying Processes and Mathematical Tools	1.11.A	Identify mathematics in everyday situations	Intermediate Addition & Subtraction	Word Problems
1	Underlying Processes and Mathematical Tools	1.11.B	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	Intermediate Addition & Subtraction	All
1	Underlying Processes and Mathematical Tools	1.11.D	Use tools such as real objects, manipulatives, and technology to solve problems	Intermediate Addition & Subtraction	Manipulatives & Symbols
1	Underlying Processes and Mathematical Tools	1.12.A	Explain and record observation using objects, words, pictures, numbers, and technology	Intermediate Addition & Subtraction	Manipulatives & Symbols
1	Underlying Processes and Mathematical Tools	1.12.B	Relate informal language to mathematical language and symbols	Intermediate Addition & Subtraction	Auditory Statements
1	Underlying Processes and Mathematical Tools	1.13	The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology	Intermediate Addition & Subtraction	All

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Grade	Strand	#	Standard	Stage	Activity
2	Number, Operation, and Quantitative Reasoning	2.1.A	Use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways	Two-Digit & Three-Digit Numbers	Manipulatives & Symbols
2	Number, Operation, and Quantitative Reasoning	2.1.B	Use place value to read, write, and describe the value of whole numbers to 999	Two-Digit & Three-Digit Numbers	Symbols
2	Number, Operation, and Quantitative Reasoning	2.1.C	Use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols	Two-Digit & Three-Digit Numbers	Symbols
2	Number, Operation, and Quantitative Reasoning	2.2.A	The student is expected to use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less).	Introduction to Fractions	Manipulatives
2	Number, Operation, and Quantitative Reasoning	2.2.B	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).	Introduction to Fractions	Manipulatives
2	Number, Operation, and Quantitative Reasoning	2.2.C	The student is expected to use concrete models to determine if a fractional part of a whole is closer to 0, $\frac{1}{2}$, or 1.	Unit Fractions	Manipulatives
2	Number, Operation, and Quantitative Reasoning	2.3.A	Recall and apply basic addition and subtraction facts (to 18)	Advanced Addition & Subtraction	Symbols
2	Number, Operation, and Quantitative Reasoning	2.4.A	Model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined	Introduction to Multiplication & Division	Manipulatives & Symbols
2	Number, Operation, and Quantitative Reasoning	2.4.B	Model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets	Introduction to Multiplication & Division	Manipulatives & Symbols
2	Patterns, Relationships, and Algebraic Thinking	2.5.A	Find patterns in numbers such as in a 100s chart	Two-Digit & Three-Digit Numbers	Symbols
2	Patterns, Relationships, and Algebraic Thinking	2.5.B	Use patterns in place value to compare and order whole numbers through 999	Two-Digit & Three-Digit Numbers	Symbols

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Grade	Strand	#	Standard	Stage	Activity
2	Patterns, Relationships, and Algebraic Thinking	2.5.C	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 $17-9=8$	Advanced Addition & Subtraction	Symbols
2	Underlying Processes and Mathematical Tools	2.12.A	Identify mathematics in everyday situations	Introduction to Multiplication & Division	Word Problems
2	Underlying Processes and Mathematical Tools	2.12.B	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	Introduction to Multiplication & Division	All
2	Underlying Processes and Mathematical Tools	2.12.D	Use tools such as real objects, manipulatives, and technology to solve problems	Introduction to Multiplication & Division	Manipulatives & Symbols
2	Underlying Processes and Mathematical Tools	2.13.A	Explain and record observation using objects, words, pictures, numbers, and technology	Introduction to Multiplication & Division	Manipulatives & Symbols
2	Underlying Processes and Mathematical Tools	2.13.B	Relate informal language to mathematical language and symbols	Introduction to Multiplication & Division	Auditory Statements
2	Underlying Processes and Mathematical Tools	2.14	The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology	Introduction to Multiplication & Division	All
3	Number, Operation, and Quantitative Reasoning	3.2.A	The student is expected to construct concrete models of fractions.	Non-Unit Fractions	Manipulatives
3	Number, Operation, and Quantitative Reasoning	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.	Non-Unit Fractions	Manipulatives
3	Number, Operation, and Quantitative Reasoning	3.2.C	The student is expected to use fraction names and symbols to describe fractional parts of whole objects or sets of objects.	Non-Unit Fractions	Symbols
3	Number, Operation, and Quantitative Reasoning	3.2.D	The student is expected to construct concrete models of equivalent fractions for fractional parts of whole objects.	Non-Unit Fractions	Manipulatives

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Grade	Strand	#	Standard	Stage	Activity
3	Number, Operation, and Quantitative Reasoning	3.3.A	Model addition and subtraction using pictures, words, and numbers	Adding & Subtracting Two-digit Numbers	Manipulatives & Symbols Auditory Sentences
3	Number, Operation, and Quantitative Reasoning	3.3.B	Select addition or subtraction and use the operation to solve problems involving whole numbers through 999	Adding & Subtracting Three-digit Numbers	All
3	Number, Operation, and Quantitative Reasoning	3.4.C	Use models to solve division problems and use numbers sentences to record the solutions	Intermediate Multiplication & Division	Manipulatives & Symbols
3	Number, Operation, and Quantitative Reasoning	3.6.B	Identify patterns in multiplication facts using concrete objects, pictorial models, or technology	Intermediate Multiplication & Division	Manipulatives
3	Number, Operation, and Quantitative Reasoning	3.6.C	Identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$	Intermediate Multiplication & Division	Symbols
3	Underlying Processes and Mathematical Tools	3.14.A	Identify mathematics in everyday situations	Intermediate Multiplication & Division	Word Problems
3	Underlying Processes and Mathematical Tools	3.14.B	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	Intermediate Multiplication & Division	All
3	Underlying Processes and Mathematical Tools	3.14.D	Use tools such as real objects, manipulatives, and technology to solve problems	Intermediate Multiplication & Division	Manipulatives & Symbols
3	Underlying Processes and Mathematical Tools	3.15.A	Explain and record observation using objects, words, pictures, numbers, and technology	Intermediate Multiplication & Division	Manipulatives & Symbols
3	Underlying Processes and Mathematical Tools	3.15.B	Relate informal language to mathematical language and symbols	Intermediate Multiplication & Division	Auditory Sentences
3	Underlying Processes and Mathematical Tools	3.16.B	Justify why an answer is reasonable and explain the solution process.	Intermediate Multiplication & Division	All