Caddo Mills ISD

“Work Smarter Not Harder”
with
Lead4Ward & Eduphoria
#cmisd212
What is your boiling point?
BOILING POINT:

Foundation

TEKS

Standards

Road Map

(Use Lead4Ward)
### Mathematical Process Standards

#### K.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.

<table>
<thead>
<tr>
<th>Tools to Know</th>
<th>Ways to Show</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.1(A)</td>
<td>K.1(B)</td>
</tr>
<tr>
<td>apply mathematics to problems arising in everyday life, society, and the workplace</td>
<td>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</td>
</tr>
</tbody>
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### Knowledge and Skills Statements

#### K.2 Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.

#### K.3 Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems.

#### K.4 Number and operations. The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions.

#### K.5 Algebraic reasoning. The student applies mathematical process standards to identify patterns, relationships, and properties.

#### K.6 Geometry and measurement. The student applies mathematical process standards to identify patterns, relationships, and properties.

#### K.7 Geometry and measurement. The student applies mathematical process standards to compare quantities and solve problems.

#### K.8 Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting information.

#### K.9 Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.

### Readiness Standards

<table>
<thead>
<tr>
<th>Rptg Cat</th>
<th>Readiness Standards</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>Readiness Standards</td>
<td>Supporting Standards</td>
</tr>
<tr>
<td>K.2(A)*</td>
<td>count forward and backward to at least 20 with and without objects or pictures</td>
</tr>
<tr>
<td>K.2(B)*</td>
<td>read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictorial</td>
</tr>
<tr>
<td>K.2(C)*</td>
<td>describe two sets up to 20 in terms of more, less, or equal to a given number</td>
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<tr>
<td>K.2(E)</td>
<td>generate a set using a pictorial model of a group of objects and a number that is more than, less than, and equal to a given number up to 20</td>
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<tr>
<td>K.2(F)</td>
<td>generate a number that is one more than or one less than another number up to at least 20</td>
</tr>
</tbody>
</table>
What is your “STANDARD”? 

• **Process Standards** - Verb(students should know and be able to show how to use), and they flow through everything we do in K-12

• **Supporting Standards** (Slow down and use while planning)

• **Readiness Standard** (*content* will grow over time, must know before moving on)

• **Knowledge/Skill** (The Big Idea)

• **Foundation** (not tested)
Strength, Weakness, and Trends
Is your STEAM (data) “POWERing” students?

GROWTH or MASTER?
Is your data “DRIVING” your RTI?
STAAR Resources

Resources & Lesson Plans
Be the "EXTRA"