

# TEKS/STAAR Connections 2014

## Grade 2 Grade 3

TEKS			TEKS/STAAR Reporting Category 1		
Place value			Number and Operations--Place Value		
Old	Moved Revised New		Old	Moved Revised New	
1A		Use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways.	1A		Use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999,999.
	2A	Use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.		2A	Compose and decompose numbers to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate.
1B		Use place value to read, write, and describe the value of whole numbers to 999.			
	2B	Use standard, word, and expanded forms to represent numbers up to 1,200.		2B	Describe the mathematical relationships found in the base-10 place value system through the hundred thousands place.
	2C	Generate a number that is greater than or less than a given number up to 1,200.		2C	Represent a number on a number line as being between two consecutive multiples of 10, 100, 1,000, or 10,000 and use words to describe relative size of numbers in order to round whole numbers. ("closer to" "is about", or "is nearly")
8A		Use whole numbers to locate and name points on a number line.			
	2E	Locate the portion of a given whole number on an open number line.			
1C		Use place value to compare and order whole number to 999 and record the comparisons using numbers and symbols (>, <, =). Use place value to compare and order whole numbers to 1,200 using comparative language, numbers, and symbols (>, <, or =).			
5B		Use patterns in place value to compare and order whole numbers through 999.	1B		Use place value to compare and order whole numbers through 9,999.
	2D	Use place value to compare and order whole numbers to 1,200 using comparative language, numbers, and symbols (>, <, or =).		2D	Compare and order whole numbers up to 100,000 and represent comparisons using the symbols (>, <, or =).
	7B	Use an understanding of place value to determine the number that is 10 or more or less than a given number up to 1,200. (provides a foundation for 2D)			
Counting and Divisibility					
	7A	Determine whether a number up to 40 is even or odd using pairings of objects to represent the number.		4I	Determine if a number is even or odd using divisibility rules.
Counting and Place Value					
5A		Find patterns in numbers such as in a 100s chart. (supports 7B)			
	7B	Use an understanding of place value to determine the number that is 10 or more or less than a given number up to 1,200. (provides a foundation for 2D)			

# Grade 2

# Grade 3

## TEKS

## TEKS/STAAR Reporting Category 1

Demonstrate an understanding of how to represent and manipulate numbers and expressions.

### Fractions

### Number and Operations--Fractions

2A		Use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less).	2A		Construct concrete models of fractions.
	3A	Partition objects into equal parts and name the parts, including halves, fourths and eighths, using words.		3A	Represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines.
	3D	Identify examples and non-examples of halves, fourths, and eighths. (justify their thinking)			
	3B	Explain that the more fractional parts used to make a whole, the smaller the part, and the fewer the fractional parts, the larger the part.			
8A		Use whole numbers to locate and name points on a number line.	10A		Locate and name points on a number line using whole numbers and fractions, in involving halves and fourths.
	2F	Name the whole number that corresponds to a specific point on a number line.		3B	Determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line.
			2C		Use fraction names and symbols to describe fractional parts of whole objects or sets of objects.
				3C	Explain that the unit fraction $1/b$ represents the quantity formed by one part of a whole that has been partitioned into $b$ equal parts where $b$ is a non-zero whole number.
				3D	Compose and decompose a fraction $a/b$ with a numerator greater than zero and less than or equal to $b$ as sum of parts $1/b$ .
2A		Use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less).			
	3C	Use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole.			
2B		Use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less).			
	3--3E			3E	Solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8.
			2D		Construct concrete models of equivalent fractions for fractional parts of whole objects.
				3F	Represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines. (and strip diagrams)
				3G	Explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model.
2C		Use concrete models to determine if a fractional part of a whole is closer to 0, $1/2$ , or 1.	2B		Compare fractional parts of whole objects or sets of objects in a problem situation using [concrete] models.
	3--3H			3H	Compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.
	7A	Determine whether a number up to 40 is even or odd using pairings of objects to represent the number.		4I	Determine if a number is even or odd using divisibility rules.
<b>Number Lines</b>			<b>Geometry and Measurement--Number Lines</b>		
8A		Use whole numbers to locate and name points on a number line.	10A		Locate and name points on a number line using whole numbers and fractions, including halves and fourths.
	9C	Represent whole numbers as distances from any location on a number line.		7A	Represent fractions of halves, fourths, and eighths as distances from zero on a number line.

# Grade 2

## TEKS

# Grade 3

## TEKS/STAAR Reporting Category 2

Demonstrate an understanding of how to perform operations and represent algebraic relationships.

Grade 2 TEKS		Grade 3 TEKS/STAAR Reporting Category 2	
Addition and Subtraction		Number and Operations--Addition and Subtraction	
3A	Recall and apply basic addition facts and subtraction facts (to 18).		
4A	Recall basic facts to add and subtract within 20 with automaticity.		
5C	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 $17 - 9 = 8$ .		
1--3D	Apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.		
1--3E	Explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.		
1--3F	Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.		
3C	Select addition or subtraction and solve problems using two-digit numbers, whether or not regrouping is necessary.	3B	Select addition and subtraction and use the operation to solve problems involving whole numbers through 999.
4B	Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations. (regroup as needed)	4A	Solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.
4C	Solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms.	<b>Number and Operations--Estimation</b>	
4D	Generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000. (includes the addition and subtraction of 3-digit numbers).	5A	Round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations. Use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.
		5B	
		4B	Round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and

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## TEKS/STAAR Reporting Category 2

Demonstrate an understanding of how to perform operations and represent algebraic relationships.

<i>Multiplication and Division</i>			<i>Number and Operations--Multiplication and Division</i>		
4A	6A	Model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined. Model, create, and describe contextual multiplication situations in which equivalent sets are joined.	4A	4D	Learn and apply multiplication facts through 12 by 12 using concrete models. Determine the total number of objects when equally-sized groups of objects combined or arranged in arrays up to 10 by 10. (11's and 12's are out).
6C	5--4C 5--4D	Identify, describe, and extend repeating and additive patterns to make predictions and solve problems. Generate a numerical pattern when given a rule in the form of $y = ax$ or $y = x + a$ and graph. Recognize the difference between additive and multiplicative numerical patterns given in a table or graph.	6A 6B	4E	Identify and extend whole-number and geometric patterns to make predictions and solve problems. Identify patterns in multiplication facts using {concrete objects,}, pictorial models, {or technology}. Represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip-counting. (11's and 12's are out)
				4F	Recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts. (includes related division facts) (11's and 12's are out)
			4B	4G	Solve and record multiplication problems (up two digits times one digit). Use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.
4B	6B	Model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets. Model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets.	4C	4H	Use models to solve division problems and use number sentences to record the solutions. Determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally. (May be asked to use number sentences to record the solutions.)
			6C	4J	Identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$ , $3 \times 2 = 6$ , $6 \div 2 = 3$ , and $6 \div 3 = 2$ . Determine a quotient using the relationship between multiplication and division.
			4B	4K	Solve and record multiplication problems (up two digits times one digit). Solve one- and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.

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## TEKS/STAAR Reporting Category 2

Demonstrate an understanding of how to perform operations and represent algebraic relationships.

Representing Problem Situations--Addition and Subtraction			Algebraic Reasoning--Representing Problem Situations		
3B		Model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers.	3A		Model addition and subtraction using pictures, words and numbers.
	7C	Represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.		5A	Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.
	1C	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.		5B	Represent one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.
	1D	Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.		5C	Describe a multiplication expression as a comparison such as $3 \times 24$ represents 3 times as much as 24.
				6C	Identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$ , $3 \times 2 = 6$ , $6 \div 2 = 3$ , and $6 \div 3 = 2$ .
				4J	Determine a quotient using the relationship between multiplication and division.
				5D	Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product.
6A		Generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels.	7A		Generate a table of paired numbers based on a real-life situation such as insects and legs.
	3--5E		7B		Identify and describe patterns in a table of real-life situation such as insects and legs.
6B		Identify patterns in a list of related number pairs based on a real-life situation and extend the list.		5E	Represent real-world relationships using number pairs in a table and verbal descriptions. (Can be paired with 1A or 1D).
	3--5E				

# Grade 2

## TEKS

# Grade 3

## TEKS/STAAR Reporting Category 3

Demonstrate an understanding of how to represent and apply geometry and measurement.

Classifying Attributes of 2D & 3D Figures			Geometry and Measurement--Classify 2D & 3D Figures		
7A		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).			
	1--6D	Identify two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language.			
	1--6E	Identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language.			
7B		Use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different.	8A		Identify, classify, and describe two-and three-dimensional geometric figures by their attributes. Compare two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometric vocabulary.
	8C	Classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices.		6A	Classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes based on attributes using formal geometric language. ("vertex", "edge", and "face")
	8B	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.			
Composing and Decomposing 2D & 3D Figures			Geometry and Measurement--Defining Attributes of 2D & 3D Figures		
	8D	Compose two-dimensional shapes and three-dimensional solids with given properties or attributes.			
7C		Cut two-dimensional geometric figures apart and identify the new geometric figures formed.			
	8E	Decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts.			
Defining Attributes of 2D & 3D Figures			Geometry and Measurement--Defining Attributes of 2D & 3D Figures		
	8A	Create two-dimensional shapes based on given attributes, including number of sides and vertices.	8A		Identify, classify, and describe two-and three-dimensional geometric figures by their attributes. Compare two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometric vocabulary.
				6B	Use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories.
			9A		Identify congruent two-dimensional figures.
			8--10B		Differentiate between transformations that preserve congruence and those that do not.
			9B		Create two-dimensional figures with lines of symmetry using concrete models.
			9C		Identify lines of symmetry in two-dimensional geometric figures.
			4--6B		Identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure.

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## TEKS

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## TEKS/STAAR Reporting Category 3

Demonstrate an understanding of how to represent and apply geometry and measurement.

Measuring Length			Geometry and Measurement--Measuring Attributes of 2D & 3D Figures		
9A		Identify concrete models that approximate standard units of length and use them to measure length.	11A		Use linear measurement tools to estimate and measure lengths using standard units.
	9A	Find the length of objects using concrete models for standard units of length.		3-1C	Subsumed in 3-1C, linear measurement tools that students may select.
	9B	Describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object. "the longer the unit, the fewer needed and the shorter the unit, the more needed to measure a length".			
	9C	Represent whole numbers as distances from any location on a number line.			
	9D	Determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes.	11B		Use standard units to find the perimeter of a shape.
	9E	Determine the solution to a problem involving length, including estimating lengths.		7B	Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems.
Measuring Weight and Capacity			Geometry and Measurement--Measuring Weight and Capacity		
9C		Select a non-standard unit of measure such as a bathroom cup or a jar to determine the capacity of a given container.	11D		Identify concrete models that approximate standard units of weight/mass and use them to measure weight/mass.
	K--7A	Give an example of a measurable attribute of a given object, including length, capacity, and weight.	11E		Identify concrete models that approximate standard units of capacity and use them to measure capacity.
9D		Select a non-standard unit of measure such as beans or marbles to determine the weight/mass of a given object,		7D	Determine when it is appropriate to use measurements of liquid volume (capacity) or weight.
	K--7A			7E	Determine liquid volume (capacity) or weight using appropriate units and tools.
Measuring Area and Volume			Geometry and Measurement--Measuring Area and Volume		
9B		Select a non-standard unit of measure such as square tiles to determine the area of a two-dimensional surface.	11C		Use {concrete} and pictorial models of square units to determine the area of two-dimensional surfaces.
	9F	Use concrete models of square units to find the area of a rectangle by counting it with no gaps or overlaps, counting the total number of square units, and describing the measurement using a number and the unit.		6C	Determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row.
				6D	Decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area.
				6E	Decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes do not have the same shape.
			11F		Use concrete models that approximate cubic units to determine the volume of a given container or other container or other three-dimensional geometric figure.
				5--6A	Recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes ( $n$ cubic units) needed to fill it with no gaps or overlaps if possible.
				5--6B	Determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base.

# Grade 2

## TEKS

# Grade 3

## TEKS/STAAR Reporting Category 3

Demonstrate an understanding of how to represent and apply geometry and measurement.

### Time and Temperature

10A		Read a thermometer to gather data.
10B		Read and write times shown on analog and digital clocks using five-minute increments.
	9G	Read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.
10C		Describe activities that take approximately one second, one minute, and one hour.

### Geometry and Measurement--Measuring Time

12A		Use a thermometer to measure temperature.
12B		Tell and write time shown on analog and digital clocks.
	2--9G	
	7C	Determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes.

## TEKS

## TEKS/STAAR Reporting Category 4

Demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.

### Representing and Determining Values of Coins and Bills

3D		Determine the value of a collection of coins up to one dollar.
	5A	Determine the value of a collection of coins up to one dollar. (unchanged)
3E		Describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins.
	5B	Use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.

### Number and Operations--Values of Coins and Bills

1C		Determine the value of a collection of coins and bills.
	4C	Determine the value of a collection of coins and bills. (unchanged)

### Data Analysis--Picture Graphs and Bar Graphs

11A		Construct picture graphs and bar-type graphs.
	10B	Organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more.
	10A	Explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category.
11B		Draw conclusions and answer questions based on picture graphs and bar-type graphs.
	10D	Draw conclusions and make predictions from information in a graph.
	10C	Write and solve one-step problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.

### Data Analysis--Tables and Graphs

13A		{Collect,} organize, record, and display data in pictographs and bar graphs, where such picture or cell might represent more than one piece of data.
	8A	Summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.
13B		Interpret information from pictographs and bar graphs.
	8B	Solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.

### Probability

11C		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.
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### Probability

13C		Use data to describe events as more likely than, less likely than, or equally likely as.* * impossible or certain may be used to describe that likelihood
	7--6C	Make predictions and determine solutions using experimental data for simple and compound events.



# Grade 2

# Grade 3

## TEKS

## TEKS/STAAR Reporting Category 4

Demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.

### Personal Finance Literacy

### Personal Finance Literacy

			9A	Explain the connection between human capital/labor and income.
	11F	Differentiate between producers and consumers and calculate the cost to produce a simple item.	9B	Describe the relationship between the availability or scarcity of resources and how that impacts cost.
	11B	Explain that saving is an alternative to spending.	9C*	Identify the costs and benefits of planned and unplanned spending decisions.
	11D	Identify examples of borrowing and distinguish between responsible and irresponsible borrowing.	9D	Explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest.
	11E	Identify examples of lending and use concepts of benefits and costs to evaluate lending decisions.		
	11A	Calculate how money saved can accumulate into a larger amount over time.	9E	List reasons to save and explain the benefit of a savings plan, including for college.
	11C	Distinguish between a deposit and a withdrawal.	9F*	Identify decisions involving income, spending, saving, credit, and charitable giving.
			*	Ineligible TEK

### Mathematical Process Standards

### Mathematical Process Standards

12A	1A	Identify the mathematics in everyday situations. Apply mathematics to problems arising in everyday life, society, and the workplace.	14A	1A	Identify the mathematics in everyday situations. Apply mathematics to problems arising in everyday life, society, and the workplace.
12B		Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution solution for reasonableness.	14B		Solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.
12C	1B	Select or develop an appropriate problem-solving plan, or strategy including drawing a picture, looking for a pattern, systematic guessing, checking, or acting it out in order to solve a problem. Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, and evaluating the problem-solving process and the reasonableness of the solution.	14C	1B	Select or develop on 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 Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, and evaluating the problem-solving process and the reasonableness of the solution.
12D	1C	Use tools such as real objects, manipulatives, and technology to solve problems. 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.	14D	1C	Use tools such as real objects, manipulatives, and technology to solve problems. 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.
13A	1D	Explain and record observations using objects, words, pictures, numbers, and technology. Communicate mathematical ideas, reasoning, and their implications using multiple representations, including, symbols diagrams, graphs, and language as appropriate.	15A	1D	Explain and record observations using objects words, pictures, numbers, and technology. Communicate mathematical ideas, reasoning, and their implications using multiple representations, including, symbols diagrams, graphs, and language as appropriate.
13B	1E	Relate informal language to mathematical language and symbols. Create and use representations to organize, record, and communicate mathematical ideas.	15B	1E	Relate informal language to mathematical language and symbols. Create and use representations to organize, record, and communicate mathematical ideas.
14A	1F	Justify his or her thinking using objects, words, pictures, numbers, and technology. Analyze mathematical relationships to connect and communicate mathematical ideas.	16A	1F	Make generalizations from patterns or sets of examples and nonexamples. Analyze mathematical relationships to connect and communicate mathematical ideas.
	1G	Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	16B	1G	Justify why an answer is reasonable and explain the solution process. Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.