

STAAR Alternate 2 Prerequisite Skill Decision-Making Guide

Subject: Math

Grade: 4

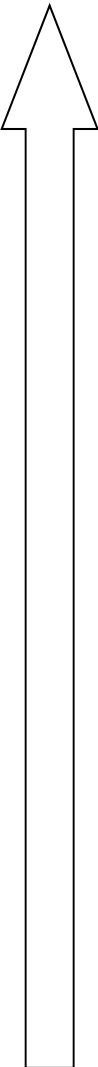
Student: _____

Essence Statement RC2: Solves problems using operations involving whole numbers or decimals. (4.4)

STAAR Reporting Category 2 – Computations and Algebraic Relationships/TEKS:

4.4: The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy.

Directions: Begin at the bottom of each focus and check off the prerequisite skills the student has mastered. Begin instruction at the next highest prerequisite skill not yet mastered. Work on skills in each focus area (as appropriate) in order to instruct the depth and breadth of the Curriculum Framework. (Note: Essence statements may have more than one focus.)

Focus: Adding and Subtracting Whole Numbers, Fractions, and Decimals/Adding To/Taking Away Skills			
<div style="text-align: center;">More Complex</div> 	Grade	Prerequisite Skills:	Date: Mastered/M Target/T
	3	round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems	
	3	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	
	2	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	
	2	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	
	2	recall basic facts to add and subtract within 20 with automaticity	
	1	explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences	
	1	apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10	
	1	compose 10 with two or more addends with and without concrete objects	
	1	use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$	
	1	use concrete and pictorial models to determine the sum of a multiple of 10 and a one- digit number in problems up to 99	
	K	explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentence	

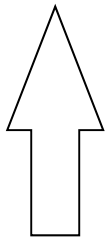
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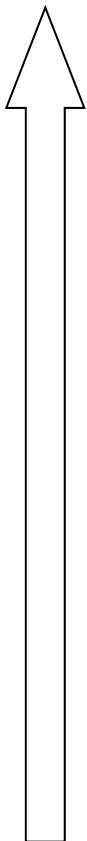
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 Less Complex	K	solve word problems using objects and drawings to find sums up to 10 and differences within 10	
	K	model the action of joining to represent addition and the action of separating to represent subtraction	
	Pre K	use concrete models or make a verbal word problem for subtracting 1–5 objects from a set	
	Pre K	use concrete models or make a verbal word problem for adding up to 5 objects	

Focus: Multiplying Whole Numbers, Fractions, and Decimals/Adding To/Taking Away Skills			
 More Complex Less Complex	Grade	Prerequisite Skills:	Date: Mastered/M Target/T
	3	describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24	
	3	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	
	3	recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts	
	3	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	
	3	determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10	
	2	model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined	
	Pre K	use informal strategies to share or divide up to 10 items equally	
	Pre K	use concrete models or make a verbal word problem for subtracting 1–5 objects from a set	
	Pre K	use concrete models or make a verbal word problem for adding up to 5 objects	

Focus: Dividing Whole Numbers, Fractions, and Decimals/Adding To/Taking Away Skills			
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<div>More Complex</div>  <div>Less Complex</div>	Grade	Prerequisite Skills:	Date: Mastered/M Target/T
	3	solve one-step 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	
	3	determine a quotient using the relationship between multiplication and division	
	3	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	
	2	model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets	
	Pre K	use informal strategies to share or divide up to 10 items equally	
	Pre K	use concrete models or make a verbal word problem for subtracting 1–5 objects from a set	
	Pre K	use concrete models or make a verbal word problem for adding up to 5 objects	