

ETA Cuisenaire - FractionWorks

Grades: 3, 4, 5

States: Texas Essential Knowledge and Skills (TEKS)

Subjects: Mathematics

Texas Essential Knowledge and Skills (TEKS)
Mathematics
Grade 3

TEKS	TX.111.15 (3.1)	Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.
STUDENT EXPECTATION	(3.1) (A)	The student is expected to use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999.
STUDENT EXPECTATION	(3.1) (B)	The student is expected to use place value to compare and order whole numbers through 9,999.
STUDENT EXPECTATION	(3.1) (C)	The student is expected to determine the value of a collection of coins and bills.
TEKS	TX.111.15 (3.2)	Number, operation, and quantitative reasoning. The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects.
STUDENT EXPECTATION	(3.2) (A)	The student is expected to construct concrete models of fractions. <ul style="list-style-type: none"> • FractionWorks(R) Grade 3 (42773)
STUDENT EXPECTATION	(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. <ul style="list-style-type: none"> • FractionWorks(R) Grade 3 (42773)
STUDENT EXPECTATION	(3.2) (C)	The student is expected to use fraction names and symbols to describe fractional parts of whole objects or sets of objects. <ul style="list-style-type: none"> • FractionWorks(R) Grade 3 (42773)
STUDENT EXPECTATION	(3.2) (D)	The student is expected to construct concrete models of equivalent fractions for fractional parts of whole objects. <ul style="list-style-type: none"> • FractionWorks(R) Grade 3 (42773)
TEKS	TX.111.15 (3.3)	Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers.
STUDENT EXPECTATION	(3.3) (A)	The student is expected to model addition and subtraction using pictures, words, and numbers.
STUDENT EXPECTATION	(3.3) (B)	The student is expected to select addition or subtraction and use the operation to solve problems involving whole numbers through 999.

TEKS	TX.111.15 (3.4)	Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations.
STUDENT EXPECTATION	(3.4) (A)	The student is expected to learn and apply multiplication facts through 12 by 12 using concrete models and objects.
STUDENT EXPECTATION	(3.4) (B)	The student is expected to solve and record multiplication problems (up to two digits times one digit).
STUDENT EXPECTATION	(3.4) (C)	The student is expected to use models to solve division problems and use number sentences to record the solutions.
TEKS	TX.111.15 (3.5)	Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.
STUDENT EXPECTATION	(3.5) (A)	The student is expected to round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.
STUDENT EXPECTATION	(3.5) (B)	The student is expected to use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.
TEKS	TX.111.15 (3.6)	Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems.
STUDENT EXPECTATION	(3.6) (A)	The student is expected to identify and extend whole-number and geometric patterns to make predictions and solve problems.
STUDENT EXPECTATION	(3.6) (B)	The student is expected to identify patterns in multiplication facts using concrete objects, pictorial models, or technology.
STUDENT EXPECTATION	(3.6) (C)	The student is expected to identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.
TEKS	TX.111.15 (3.7)	Patterns, relationships, and algebraic thinking. The student uses lists, tables, and charts to express patterns and relationships.
STUDENT EXPECTATION	(3.7) (A)	The student is expected to generate a table of paired numbers based on a real-life situation such as insects and legs.
STUDENT EXPECTATION	(3.7) (B)	The student is expected to identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.
TEKS	TX.111.15 (3.8)	Geometry and spatial reasoning. The student uses formal geometric vocabulary.
STUDENT EXPECTATION	(3.8) (A)	The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.
TEKS	TX.111.15 (3.9)	Geometry and spatial reasoning. The student recognizes congruence and symmetry.
STUDENT EXPECTATION	(3.9) (A)	The student is expected to identify congruent two-dimensional figures.
STUDENT EXPECTATION	(3.9) (B)	The student is expected to create two-dimensional figures with lines of symmetry using concrete models and technology.
STUDENT EXPECTATION	(3.9) (C)	The student is expected to identify lines of symmetry in two-dimensional geometric figures.
TEKS	TX.111.15	Geometry and spatial reasoning. The student recognizes that a line can be used to represent numbers and fractions and their

	(3.10)	properties and relationships.
STUDENT EXPECTATION	(3.10) (A)	The student is expected to locate and name points on a number line using whole numbers and fractions , including halves and fourths. <ul style="list-style-type: none"> • FractionWorks(R) Grade 3 (42773)
TEKS	TX.111.15 (3.11)	Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass.
STUDENT EXPECTATION	(3.11) (A)	The student is expected to use linear measurement tools to estimate and measure lengths using standard units.
STUDENT EXPECTATION	(3.11) (B)	The student is expected to use standard units to find the perimeter of a shape.
STUDENT EXPECTATION	(3.11) (C)	The student is expected to use concrete and pictorial models of square units to determine the area of two-dimensional surfaces.
STUDENT EXPECTATION	(3.11) (D)	The student is expected to identify concrete models that approximate standard units of weight/mass and use them to measure weight/mass.
STUDENT EXPECTATION	(3.11) (E)	The student is expected to identify concrete models that approximate standard units for capacity and use them to measure capacity.
STUDENT EXPECTATION	(3.11) (F)	The student is expected to use concrete models that approximate cubic units to determine the volume of a given container or other three-dimensional geometric figure.
TEKS	TX.111.15 (3.12)	Measurement. The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems.
STUDENT EXPECTATION	(3.12) (A)	The student is expected to use a thermometer to measure temperature.
STUDENT EXPECTATION	(3.12) (B)	The student is expected to tell and write time shown on analog and digital clocks.
TEKS	TX.111.15 (3.13)	Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.
STUDENT EXPECTATION	(3.13) (A)	The student is expected to collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data.
STUDENT EXPECTATION	(3.13) (B)	The student is expected to interpret information from pictographs and bar graphs.
STUDENT EXPECTATION	(3.13) (C)	The student is expected to use data to describe events as more likely than, less likely than, or equally likely as.
TEKS	TX.111.15 (3.14)	Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
STUDENT EXPECTATION	(3.14) (A)	The student is expected to identify the mathematics in everyday situations.
STUDENT EXPECTATION	(3.14) (B)	The student is expected to solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.
STUDENT	(3.14) (C)	The student is expected to select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for

EXPECTATION		a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem. <ul style="list-style-type: none"> FractionWorks(R) Grade 3 (42773)
STUDENT EXPECTATION	(3.14) (D)	The student is expected to use tools such as real objects, manipulatives, and technology to solve problems. <ul style="list-style-type: none"> FractionWorks(R) Grade 3 (42773)
TEKS	TX.111.15 (3.15)	Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language.
STUDENT EXPECTATION	(3.15) (A)	The student is expected to explain and record observations using objects, words, pictures, numbers, and technology.
STUDENT EXPECTATION	(3.15) (B)	The student is expected to relate informal language to mathematical language and symbols.
TEKS	TX.111.15 (3.16)	Underlying processes and mathematical tools. The student uses logical reasoning.
STUDENT EXPECTATION	(3.16) (A)	The student is expected to make generalizations from patterns or sets of examples and non-examples.
STUDENT EXPECTATION	(3.16) (B)	The student is expected to justify why an answer is reasonable and explain the solution process.

Texas Essential Knowledge and Skills (TEKS)
Mathematics
Grade 4

TEKS	TX.111.16 (4.1)	Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.
STUDENT EXPECTATION	(4.1) (A)	The student is expected to use place value to read, write, compare, and order whole numbers through 999,999,999.
STUDENT EXPECTATION	(4.1) (B)	The student is expected to use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models. <ul style="list-style-type: none"> FractionWorks(R) Grade 4 (42774)
TEKS	TX.111.16 (4.2)	Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects.
STUDENT EXPECTATION	(4.2) (A)	The student is expected to use concrete objects and pictorial models to generate equivalent fractions. <ul style="list-style-type: none"> FractionWorks(R) Grade 4 (42774)
STUDENT EXPECTATION	(4.2) (B)	The student is expected to model fraction quantities greater than one using concrete objects and pictorial models. <ul style="list-style-type: none"> FractionWorks(R) Grade 4 (42774)

STUDENT EXPECTATION	(4.2) (C)	The student is expected to compare and order fractions using concrete objects and pictorial models. <ul style="list-style-type: none"> FractionWorks(R) Grade 4 (42774)
STUDENT EXPECTATION	(4.2) (D)	The student is expected to relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models. <ul style="list-style-type: none"> FractionWorks(R) Grade 4 (42774)
TEKS	TX.111.16 (4.3)	Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.
STUDENT EXPECTATION	(4.3) (A)	The student is expected to use addition and subtraction to solve problems involving whole numbers.
STUDENT EXPECTATION	(4.3) (B)	The student is expected to add and subtract decimals to the hundredths place using concrete objects and pictorial models. <ul style="list-style-type: none"> FractionWorks(R) Grade 4 (42774)
TEKS	TX.111.16 (4.4)	Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.
STUDENT EXPECTATION	(4.4) (A)	The student is expected to model factors and products using arrays and area models.
STUDENT EXPECTATION	(4.4) (B)	The student is expected to represent multiplication and division situations in picture, word, and number form.
STUDENT EXPECTATION	(4.4) (C)	The student is expected to recall and apply multiplication facts through 12 x 12.
STUDENT EXPECTATION	(4.4) (D)	The student is expected to use multiplication to solve problems (no more than two digits times two digits without technology).
STUDENT EXPECTATION	(4.4) (E)	The student is expected to use division to solve problems (no more than one-digit divisors and three digit dividends without technology).
TEKS	TX.111.16 (4.5)	Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.
STUDENT EXPECTATION	(4.5) (A)	The student is expected to round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations. <ul style="list-style-type: none"> FractionWorks(R) Grade 4 (42774)
STUDENT EXPECTATION	(4.5) (B)	The student is expected to use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.
TEKS	TX.111.16 (4.6)	Patterns, relationships, and algebraic thinking. The student uses patterns in multiplication and division.
STUDENT EXPECTATION	(4.6) (A)	The student is expected to use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$).

STUDENT EXPECTATION	(4.6) (B)	The student is expected to use patterns to multiply by 10 and 100.
TEKS	TX.111.16 (4.7)	Patterns, relationships, and algebraic thinking. The student uses organizational structures to analyze and describe patterns and relationships.
STUDENT EXPECTATION	(4.7) (A)	The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table.
TEKS	TX.111.16 (4.8)	Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language.
STUDENT EXPECTATION	(4.8) (A)	The student is expected to identify and describe right, acute, and obtuse angles.
STUDENT EXPECTATION	(4.8) (B)	The student is expected to identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models.
STUDENT EXPECTATION	(4.8) (C)	The student is expected to use essential attributes to define two- and three-dimensional geometric figures.
TEKS	TX.111.16 (4.9)	Geometry and spatial reasoning. The student connects transformations to congruence and symmetry.
STUDENT EXPECTATION	(4.9) (A)	The student is expected to demonstrate translations, reflections, and rotations using concrete models.
STUDENT EXPECTATION	(4.9) (B)	The student is expected to use translations, reflections, and rotations to verify that two shapes are congruent.
STUDENT EXPECTATION	(4.9) (C)	The student is expected to use reflections to verify that a shape has symmetry.
TEKS	TX.111.16 (4.10)	Geometry and spatial reasoning. The student recognizes the connection between numbers and their properties and points on a line.
STUDENT EXPECTATION	(4.10) (A)	The student is expected to locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths. <ul style="list-style-type: none"> • FractionWorks(R) Grade 4 (42774)
TEKS	TX.111.16 (4.11)	Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass.
STUDENT EXPECTATION	(4.11) (A)	The student is expected to estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary.
STUDENT EXPECTATION	(4.11) (B)	The student is expected to perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system.
STUDENT EXPECTATION	(4.11) (C)	The student is expected to use concrete models of standard cubic units to measure volume.
STUDENT EXPECTATION	(4.11) (D)	The student is expected to estimate volume in cubic units.
STUDENT EXPECTATION	(4.11) (E)	The student is expected to explain the difference between weight and mass.

TEKS	TX.111.16 (4.12)	Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius).
STUDENT EXPECTATION	(4.12) (A)	The student is expected to use a thermometer to measure temperature and changes in temperature.
STUDENT EXPECTATION	(4.12) (B)	The student is expected to use tools such as a clock with gears or a stopwatch to solve problems involving elapsed time.
TEKS	TX.111.16 (4.13)	Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.
STUDENT EXPECTATION	(4.13) (A)	The student is expected to use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation.
STUDENT EXPECTATION	(4.13) (B)	The student is expected to interpret bar graphs.
TEKS	TX.111.16 (4.14)	Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
STUDENT EXPECTATION	(4.14) (A)	The student is expected to identify the mathematics in everyday situations.
STUDENT EXPECTATION	(4.14) (B)	The student is expected to solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.
STUDENT EXPECTATION	(4.14) (C)	The student is expected to select or develop an 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 working backwards to solve a problem. <ul style="list-style-type: none"> • FractionWorks(R) Grade 4 (42774)
STUDENT EXPECTATION	(4.14) (D)	The student is expected to use tools such as real objects, manipulatives, and technology to solve problems. <ul style="list-style-type: none"> • FractionWorks(R) Grade 4 (42774)
TEKS	TX.111.16 (4.15)	Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language.
STUDENT EXPECTATION	(4.15) (A)	The student is expected to explain and record observations using objects, words, pictures, numbers, and technology.
STUDENT EXPECTATION	(4.15) (B)	The student is expected to relate informal language to mathematical language and symbols.
TEKS	TX.111.16 (4.16)	Underlying processes and mathematical tools. The student uses logical reasoning.
STUDENT EXPECTATION	(4.16) (A)	The student is expected to make generalizations from patterns or sets of examples and non-examples.
STUDENT EXPECTATION	(4.16) (B)	The student is expected to justify why an answer is reasonable and explain the solution process.

Texas Essential Knowledge and Skills (TEKS)
Mathematics
Grade 5

TEKS	TX.111.17 (5.1)	Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.
STUDENT EXPECTATION	(5.1) (A)	The student is expected to use place value to read, write, compare, and order whole numbers through the 999,999,999,999.
STUDENT EXPECTATION	(5.1) (B)	The student is expected to use place value to read, write, compare, and order decimals through the thousandths place. <ul style="list-style-type: none"> FractionWorks(R) Grade 5 (42775)
TEKS	TX.111.17 (5.2)	Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations.
STUDENT EXPECTATION	(5.2) (A)	The student is expected to generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$. <ul style="list-style-type: none"> FractionWorks(R) Grade 5 (42775)
STUDENT EXPECTATION	(5.2) (B)	The student is expected to generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number.
STUDENT EXPECTATION	(5.2) (C)	The student is expected to compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators. <ul style="list-style-type: none"> FractionWorks(R) Grade 5 (42775)
STUDENT EXPECTATION	(5.2) (D)	The student is expected to use models to relate decimals to fractions that name tenths, hundredths, and thousandths. <ul style="list-style-type: none"> FractionWorks(R) Grade 5 (42775)
TEKS	TX.111.17 (5.3)	Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems.
STUDENT EXPECTATION	(5.3) (A)	The student is expected to use addition and subtraction to solve problems involving whole numbers and decimals. <ul style="list-style-type: none"> FractionWorks(R) Grade 5 (42775)
STUDENT EXPECTATION	(5.3) (B)	The student is expected to use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology).
STUDENT EXPECTATION	(5.3) (C)	The student is expected to use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology) , including interpreting the remainder within a given context.
STUDENT EXPECTATION	(5.3) (D)	The student is expected to identify common factors of a set of whole numbers.
STUDENT EXPECTATION	(5.3) (E)	The student is expected to model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.
TEKS	TX.111.17	Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.

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STUDENT EXPECTATION	(5.4) (A)	The student is expected to use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems. <ul style="list-style-type: none"> FractionWorks(R) Grade 5 (42775)
TEKS	TX.111.17 (5.5)	Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships.
STUDENT EXPECTATION	(5.5) (A)	The student is expected to describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams.
STUDENT EXPECTATION	(5.5) (B)	The student is expected to identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.
TEKS	TX.111.17 (5.6)	Patterns, relationships, and algebraic thinking. The student describes relationships mathematically.
STUDENT EXPECTATION	(5.6) (A)	The student is expected to select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.
TEKS	TX.111.17 (5.7)	Geometry and spatial reasoning. The student generates geometric definitions using critical attributes.
STUDENT EXPECTATION	(5.7) (A)	The student is expected to identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures.
TEKS	TX.111.17 (5.8)	Geometry and spatial reasoning. The student models transformations.
STUDENT EXPECTATION	(5.8) (A)	The student is expected to sketch the results of translations, rotations, and reflections on a Quadrant I coordinate grid.
STUDENT EXPECTATION	(5.8) (B)	The student is expected to identify the transformation that generates one figure from the other when given two congruent figures on a Quadrant I coordinate grid.
TEKS	TX.111.17 (5.9)	Geometry and spatial reasoning. The student recognizes the connection between ordered pairs of numbers and locations of points on a plane.
STUDENT EXPECTATION	(5.9) (A)	The student is expected to locate and name points on a coordinate grid using ordered pairs of whole numbers.
TEKS	TX.111.17 (5.10)	Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems.
STUDENT EXPECTATION	(5.10) (A)	The student is expected to perform simple conversions within the same measurement system (SI (metric) or customary).
STUDENT EXPECTATION	(5.10) (B)	The student is expected to connect models for perimeter, area, and volume with their respective formulas.
STUDENT EXPECTATION	(5.10) (C)	The student is expected to select and use appropriate units and formulas to measure length, perimeter, area, and volume.
TEKS	TX.111.17 (5.11)	Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius).
STUDENT EXPECTATION	(5.11) (A)	The student is expected to solve problems involving changes in temperature.

STUDENT EXPECTATION	(5.11) (B)	The student is expected to solve problems involving elapsed time.
TEKS	TX.111.17 (5.12)	Probability and statistics. The student describes and predicts the results of a probability experiment.
STUDENT EXPECTATION	(5.12) (A)	The student is expected to use fractions to describe the results of an experiment.
STUDENT EXPECTATION	(5.12) (B)	The student is expected to use experimental results to make predictions.
STUDENT EXPECTATION	(5.12) (C)	The student is expected to list all possible outcomes of a probability experiment such as tossing a coin.
TEKS	TX.111.17 (5.13)	Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.
STUDENT EXPECTATION	(5.13) (A)	The student is expected to use tables of related number pairs to make line graphs;
STUDENT EXPECTATION	(5.13) (B)	The student is expected to describe characteristics of data presented in tables and graphs including median, mode, and range.
STUDENT EXPECTATION	(5.13) (C)	The student is expected to graph a given set of data using an appropriate graphical representation such as a picture or line graph.
TEKS	TX.111.17 (5.14)	Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
STUDENT EXPECTATION	(5.14) (A)	The student is expected to identify the mathematics in everyday situations.
STUDENT EXPECTATION	(5.14) (B)	The student is expected to solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.
STUDENT EXPECTATION	(5.14) (C)	The student is expected to select or develop an 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 working backwards to solve a problem.
STUDENT EXPECTATION	(5.14) (D)	The student is expected to use tools such as real objects, manipulatives, and technology to solve problems.
TEKS	TX.111.17 (5.15)	Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using informal language.
STUDENT EXPECTATION	(5.15) (A)	The student is expected to explain and record observations using objects, words, pictures, numbers, and technology.
STUDENT EXPECTATION	(5.15) (B)	The student is expected to relate informal language to mathematical language and symbols.
TEKS	TX.111.17 (5.16)	Underlying processes and mathematical tools. The student uses logical reasoning.
STUDENT EXPECTATION	(5.16) (A)	The student is expected to make generalizations from patterns or sets of examples and non-examples.
STUDENT EXPECTATION	(5.16) (B)	The student is expected to justify why an answer is reasonable and explain the solution process.