

Problem Solving Knowledge and Skills

Statements for Grades K – 8: Set 2

Grade	Underlying processes and mathematical tools.
K	K.14 The student communicates about Kindergarten mathematics using informal language. The student is expected to: <i>(A) explain and record observations using objects, words, pictures, numbers, and technology; and</i> <i>(B) relate everyday language to mathematical language and symbols.</i>
1	1.12 The student communicates about Grade 1 mathematics using informal language. The student is expected to: <i>(A) explain and record observations using objects, words, pictures, numbers, and technology; and</i> <i>(B) relate informal language to mathematical language and symbols.</i>
2	2.13 The student communicates about Grade 2 mathematics using informal language. The student is expected to: <i>(A) explain and record observations using objects, words, pictures, numbers, and technology; and</i> <i>(B) relate informal language to mathematical language and symbols.</i>
3	3.16 The student communicates about Grade 3 mathematics using informal language. The student is expected to: <i>(A) explain and record observations using objects, words, pictures, numbers, and technology; and</i> <i>(B) relate informal language to mathematical language and symbols.</i>
4	4.15 The student communicates about Grade 4 mathematics using informal language. The student is expected to: <i>(A) explain and record observations using objects, words, pictures, numbers, and technology; and</i> <i>(B) relate informal language to mathematical language and symbols.</i>
5	5.15 The student communicates about Grade 5 mathematics using informal language. The student is expected to: <i>(A) explain and record observations using objects, words, pictures, numbers, and technology; and</i> <i>(B) relate informal language to mathematical language and symbols.</i>
6	6.12 The student communicates about Grade 6 mathematics through informal and mathematical language, representations, and models. The student is expected to: <i>(A) communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and</i> <i>(B) evaluate the effectiveness of different representations to communicate ideas.</i>
7	7.14 The student communicates about Grade 7 mathematics through informal and mathematical language, representations, and models. The student is expected to: <i>(A) communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and</i> <i>(B) evaluate the effectiveness of different representations to communicate ideas.</i>
8	8.15 The student communicates about Grade 8 mathematics through informal and mathematical language, representations, and models.

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	The student is expected to: <i>(A) communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and</i> <i>(B) evaluate the effectiveness of different representations to communicate ideas.</i>
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