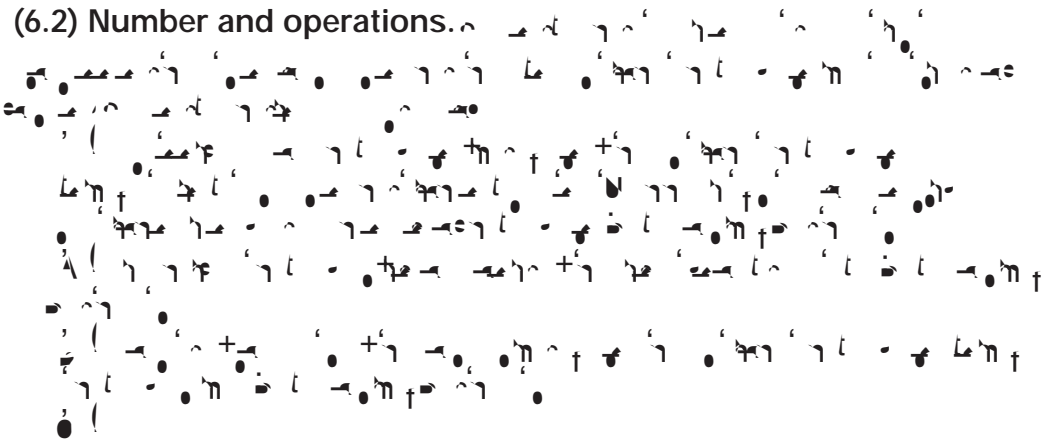
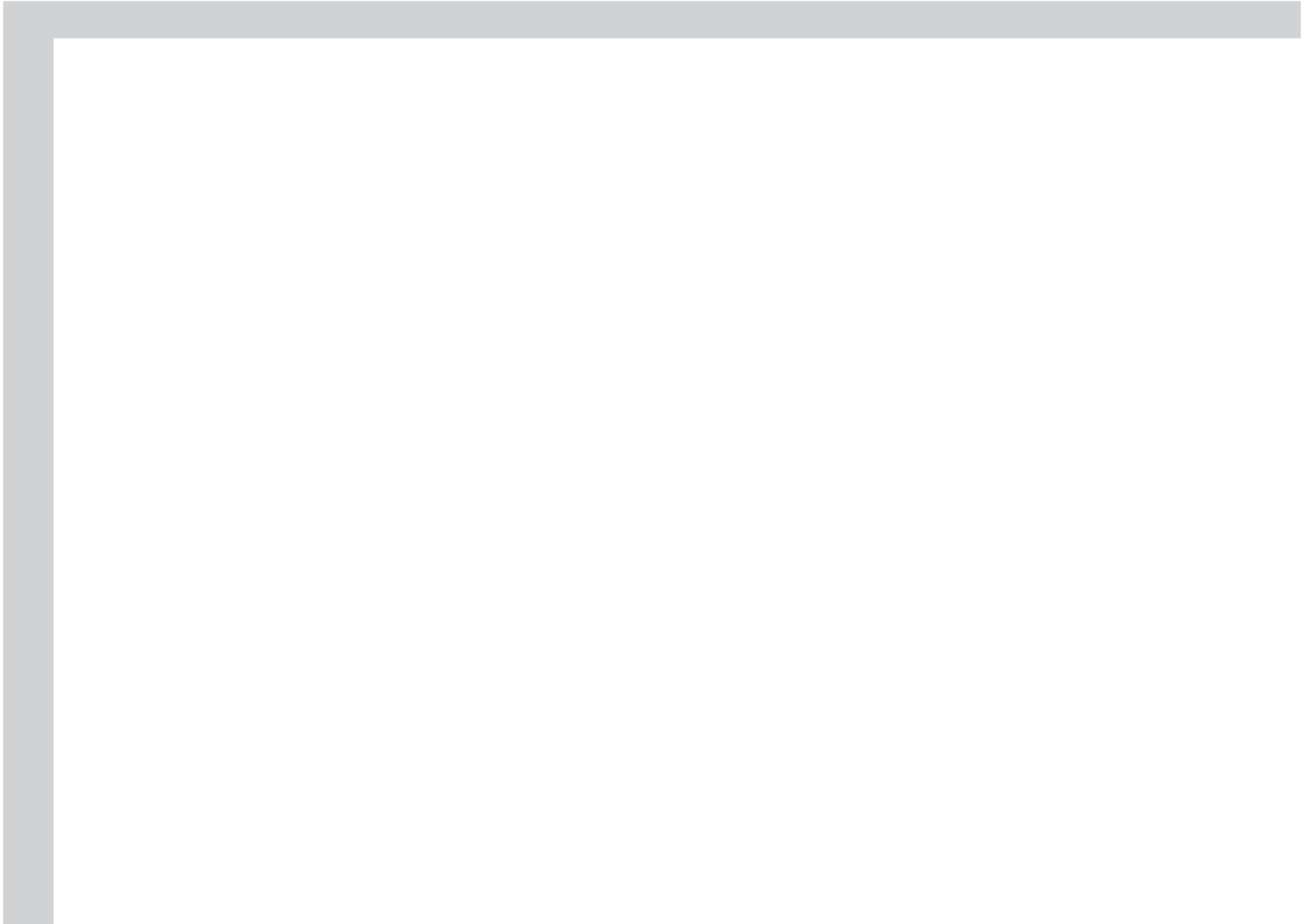


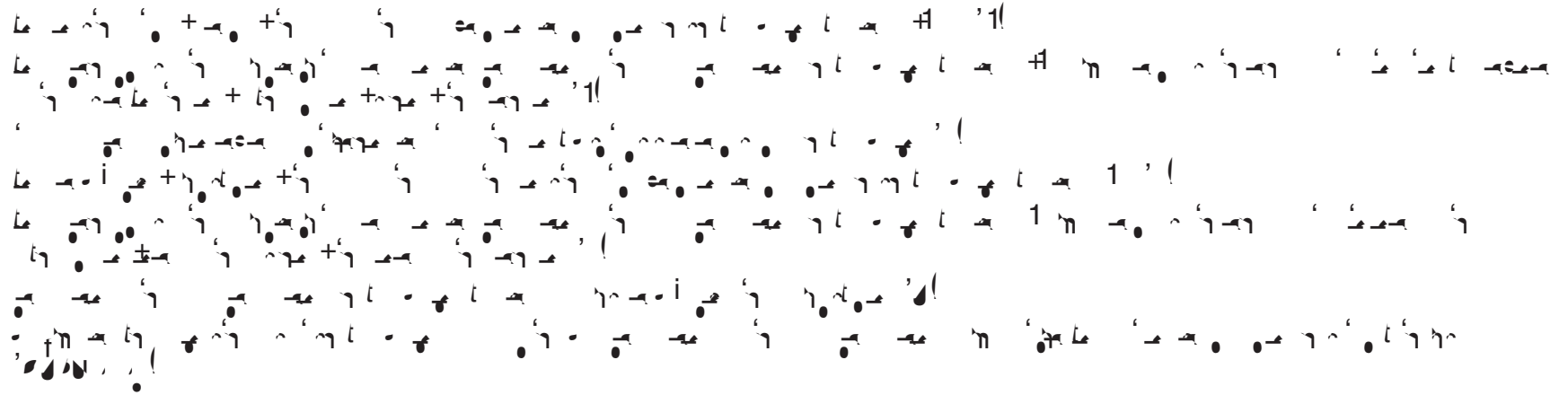


STAAR Reporting Category 1 – Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	STAAR Alternate 2 Essence Statement
<p>(6.2) Number and operations.</p> 	

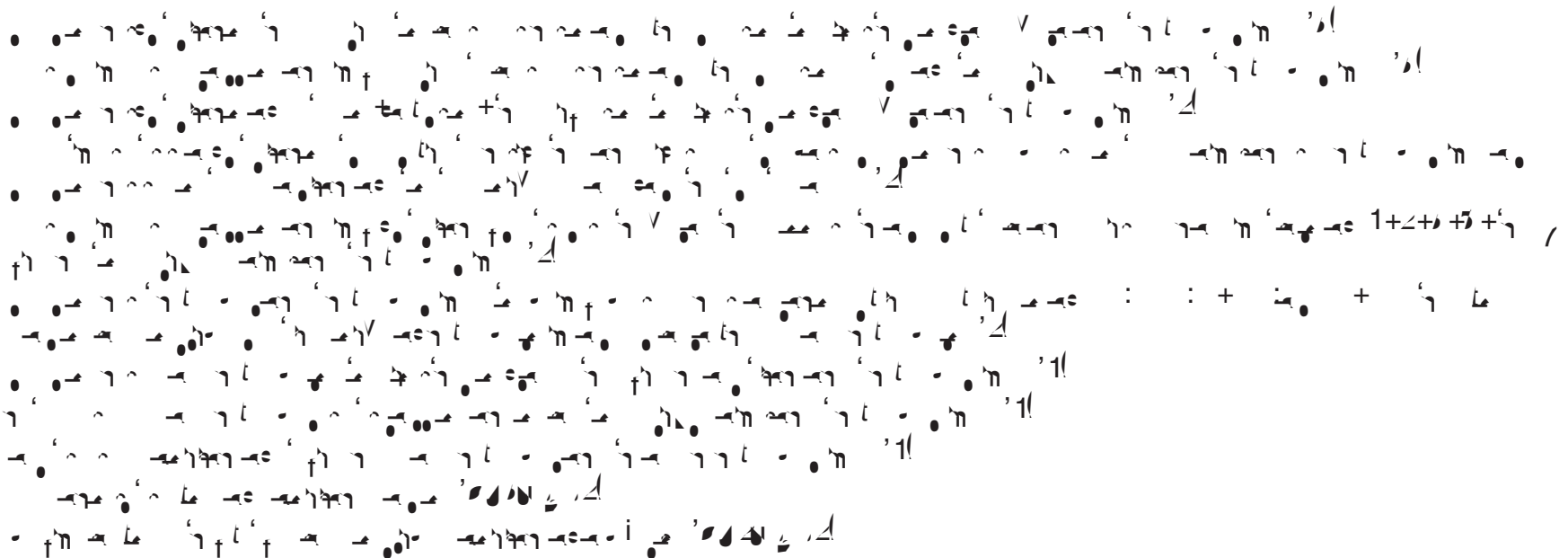


6.2

Prerequisite Skills/Links to TEKS Vertical Alignment



Identifying Points and Distances on Number Lines



Comparing, Ordering, and Rounding Numbers Using Place Value



Continued

6.2

Prerequisite Skills/Links to TEKS Vertical Alignment

Recognizing Numbers and Counting

Continued

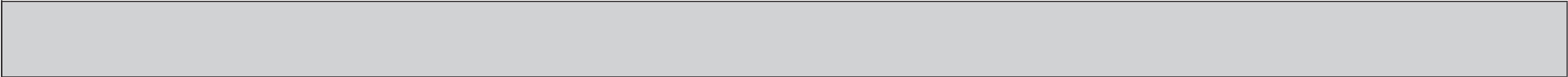
STAAR Reporting Category 1 – Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	STAAR Alternate 2 Essence Statement
(6.4) Proportionality.	

6.4

Prerequisite Skills/Links to TEKS Vertical Alignment

The prerequisite skills for this section include:

- Understanding the relationship between addition and subtraction: $a + b = c$ implies $c - b = a$ and $c - a = b$.
- Understanding the relationship between multiplication and division: $a \times b = c$ implies $c \div b = a$ and $c \div a = b$.
- Understanding the relationship between multiplication and division involving negative numbers: $a \times b = c$ implies $c \div b = a$ and $c \div a = b$.
- Understanding the relationship between multiplication and division involving fractions: $a \times \frac{b}{c} = d$ implies $d \div \frac{b}{c} = a$ and $d \div a = \frac{b}{c}$.
- Understanding the relationship between multiplication and division involving decimals: $a \times b = c$ implies $c \div b = a$ and $c \div a = b$.
- Understanding the relationship between multiplication and division involving mixed numbers: $a \times \frac{b}{c} = d$ implies $d \div \frac{b}{c} = a$ and $d \div a = \frac{b}{c}$.
- Understanding the relationship between multiplication and division involving integers: $a \times b = c$ implies $c \div b = a$ and $c \div a = b$.
- Understanding the relationship between multiplication and division involving rational numbers: $a \times b = c$ implies $c \div b = a$ and $c \div a = b$.
- Understanding the relationship between multiplication and division involving real numbers: $a \times b = c$ implies $c \div b = a$ and $c \div a = b$.



6.5 Prerequisite Skills/Links to TEKS Vertical Alignment

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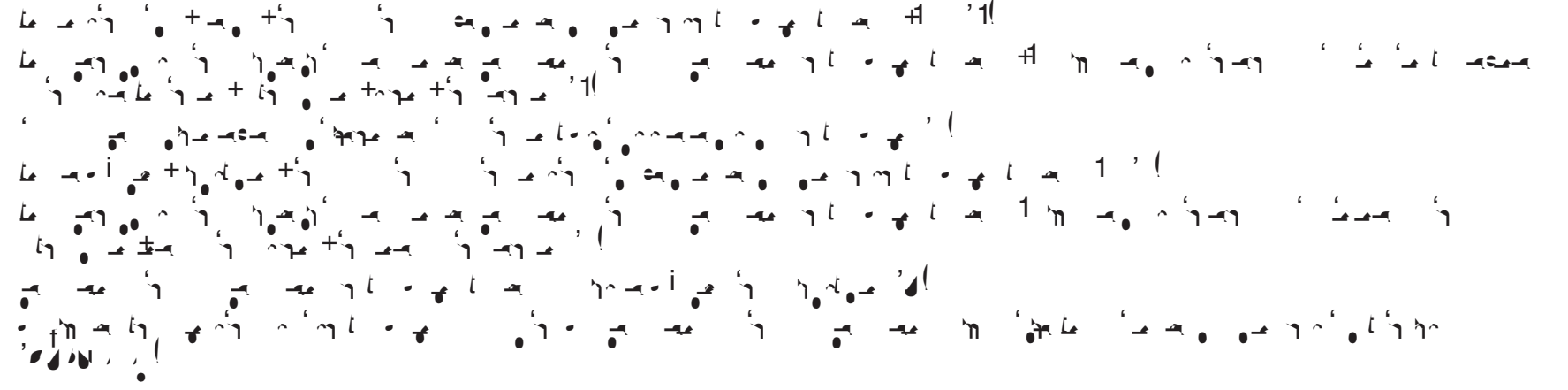
STAAR Reporting Category 1 – Numerical Representations and Relationships:
 The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	STAAR Alternate 2 Essence Statement
<p>(6.7) Expressions, equations, and relationships.</p> <p>Use properties of operations to add, subtract, multiply, and divide whole numbers, fractions, and integers.</p> <p>Use the order of operations to evaluate expressions.</p> <p>Use properties of operations to generate equivalent expressions.</p> <p>Use the distributive property to generate equivalent expressions.</p> <p>Use properties of operations to solve equations and inequalities.</p> <p>Use properties of operations to solve word problems involving unknowns in all positions.</p>	<ul style="list-style-type: none"> Use properties of operations to add, subtract, multiply, and divide whole numbers, fractions, and integers.

6.7 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Determining and Simplifying Numeric and Algebraic Expressions</i></p> <p>Use properties of operations to add, subtract, multiply, and divide whole numbers, fractions, and integers.</p> <p>Use the order of operations to evaluate expressions.</p> <p>Use properties of operations to generate equivalent expressions.</p> <p>Use the distributive property to generate equivalent expressions.</p> <p>Use properties of operations to solve equations and inequalities.</p> <p>Use properties of operations to solve word problems involving unknowns in all positions.</p>
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Continued

6.7	Prerequisite Skills/Links to TEKS Vertical Alignment
	

STAAR Reporting Category 2 – Computations and Algebraic Relationships:
The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	STAAR Alternate 2 Essence Statement
<p>(6.3) Number and operations.</p> <p>Use the distributive property to multiply a monomial by a polynomial and to multiply a polynomial by a polynomial. For example, $3x^2(4x - 5) = 12x^3 - 15x^2$ and $(x + 2)(x + 3) = x^2 + 5x + 6$.</p> <p>Use the distributive property to multiply a binomial by a binomial. For example, $(x + 1)(x + 2) = x^2 + 3x + 2$.</p> <p>Use the distributive property to multiply a trinomial by a binomial. For example, $(x + 2)(x^2 + 3x + 4) = x^3 + 5x^2 + 10x + 8$.</p> <p>Use the distributive property to multiply a polynomial by a polynomial. For example, $(x + 2)(x^2 + 3x + 4) = x^3 + 5x^2 + 10x + 8$.</p> <p>Use the distributive property to multiply a polynomial by a polynomial. For example, $(x + 2)(x^2 + 3x + 4) = x^3 + 5x^2 + 10x + 8$.</p> <p>Use the distributive property to multiply a polynomial by a polynomial. For example, $(x + 2)(x^2 + 3x + 4) = x^3 + 5x^2 + 10x + 8$.</p>	<p>Use the distributive property to multiply a monomial by a polynomial and to multiply a polynomial by a polynomial. For example, $3x^2(4x - 5) = 12x^3 - 15x^2$ and $(x + 2)(x + 3) = x^2 + 5x + 6$.</p>

6.3 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Multiplying Whole Numbers, Fractions, and Decimals</i></p> <p>Use the distributive property to multiply a monomial by a polynomial and to multiply a polynomial by a polynomial. For example, $3x^2(4x - 5) = 12x^3 - 15x^2$ and $(x + 2)(x + 3) = x^2 + 5x + 6$.</p> <p>Use the distributive property to multiply a binomial by a binomial. For example, $(x + 1)(x + 2) = x^2 + 3x + 2$.</p> <p>Use the distributive property to multiply a trinomial by a binomial. For example, $(x + 2)(x^2 + 3x + 4) = x^3 + 5x^2 + 10x + 8$.</p> <p>Use the distributive property to multiply a polynomial by a polynomial. For example, $(x + 2)(x^2 + 3x + 4) = x^3 + 5x^2 + 10x + 8$.</p> <p>Use the distributive property to multiply a polynomial by a polynomial. For example, $(x + 2)(x^2 + 3x + 4) = x^3 + 5x^2 + 10x + 8$.</p> <p>Use the distributive property to multiply a polynomial by a polynomial. For example, $(x + 2)(x^2 + 3x + 4) = x^3 + 5x^2 + 10x + 8$.</p>
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Continued

6.3

Prerequisite Skills/Links to TEKS Vertical Alignment

$1 + 2 = 3$
 $2 + 3 = 5$
 $3 + 4 = 7$
 $4 + 5 = 9$
 $5 + 6 = 11$
 $6 + 7 = 13$
 $7 + 8 = 15$
 $8 + 9 = 17$
 $9 + 10 = 19$
 $10 + 11 = 21$
 $11 + 12 = 23$
 $12 + 13 = 25$
 $13 + 14 = 27$
 $14 + 15 = 29$
 $15 + 16 = 31$
 $16 + 17 = 33$
 $17 + 18 = 35$
 $18 + 19 = 37$
 $19 + 20 = 39$
 $20 + 21 = 41$
 $21 + 22 = 43$
 $22 + 23 = 45$
 $23 + 24 = 47$
 $24 + 25 = 49$
 $25 + 26 = 51$
 $26 + 27 = 53$
 $27 + 28 = 55$
 $28 + 29 = 57$
 $29 + 30 = 59$
 $30 + 31 = 61$
 $31 + 32 = 63$
 $32 + 33 = 65$
 $33 + 34 = 67$
 $34 + 35 = 69$
 $35 + 36 = 71$
 $36 + 37 = 73$
 $37 + 38 = 75$
 $38 + 39 = 77$
 $39 + 40 = 79$
 $40 + 41 = 81$
 $41 + 42 = 83$
 $42 + 43 = 85$
 $43 + 44 = 87$
 $44 + 45 = 89$
 $45 + 46 = 91$
 $46 + 47 = 93$
 $47 + 48 = 95$
 $48 + 49 = 97$
 $49 + 50 = 99$

Adding and Subtracting Whole Numbers, Fractions, and Decimals

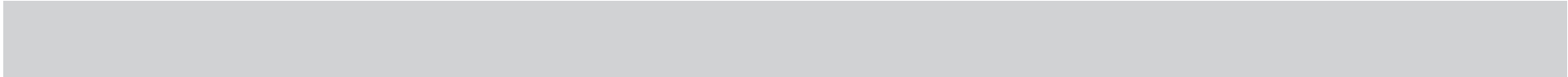
$1 + 2 = 3$
 $2 + 3 = 5$
 $3 + 4 = 7$
 $4 + 5 = 9$
 $5 + 6 = 11$
 $6 + 7 = 13$
 $7 + 8 = 15$
 $8 + 9 = 17$
 $9 + 10 = 19$
 $10 + 11 = 21$
 $11 + 12 = 23$
 $12 + 13 = 25$
 $13 + 14 = 27$
 $14 + 15 = 29$
 $15 + 16 = 31$
 $16 + 17 = 33$
 $17 + 18 = 35$
 $18 + 19 = 37$
 $19 + 20 = 39$
 $20 + 21 = 41$
 $21 + 22 = 43$
 $22 + 23 = 45$
 $23 + 24 = 47$
 $24 + 25 = 49$
 $25 + 26 = 51$
 $26 + 27 = 53$
 $27 + 28 = 55$
 $28 + 29 = 57$
 $29 + 30 = 59$
 $30 + 31 = 61$
 $31 + 32 = 63$
 $32 + 33 = 65$
 $33 + 34 = 67$
 $34 + 35 = 69$
 $35 + 36 = 71$
 $36 + 37 = 73$
 $37 + 38 = 75$
 $38 + 39 = 77$
 $39 + 40 = 79$
 $40 + 41 = 81$
 $41 + 42 = 83$
 $42 + 43 = 85$
 $43 + 44 = 87$
 $44 + 45 = 89$
 $45 + 46 = 91$
 $46 + 47 = 93$
 $47 + 48 = 95$
 $48 + 49 = 97$
 $49 + 50 = 99$

Continued

6.3

Prerequisite Skills/Links to TEKS Vertical Alignment

6.3	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p>The image shows a page of handwritten musical notation. It includes several staves with notes, rests, and clefs. The notation appears to be a piece of music, possibly a song or instrumental piece, written in a style that might be for a specific instrument or voice. The handwriting is somewhat informal but legible. There are various note values, including quarter and eighth notes, and rests. The piece starts with a treble clef and a key signature of one flat (B-flat). The notation is arranged in several systems, with some systems containing multiple staves. There are also some markings that look like bar lines and dynamic markings.</p>



6.5 Prerequisite Skills/Links to TEKS Vertical Alignment

- $\frac{1}{2} + \frac{1}{4} = \frac{2}{4} + \frac{1}{4} = \frac{3}{4}$
- $\frac{1}{2} - \frac{1}{4} = \frac{2}{4} - \frac{1}{4} = \frac{1}{4}$
- $\frac{1}{2} \times \frac{1}{4} = \frac{1 \times 1}{2 \times 4} = \frac{1}{8}$
- $\frac{1}{2} \div \frac{1}{4} = \frac{1}{2} \times \frac{4}{1} = \frac{4}{2} = 2$
- $\frac{1}{2} + \frac{1}{3} = \frac{2}{6} + \frac{2}{6} = \frac{4}{6} = \frac{2}{3}$
- $\frac{1}{2} - \frac{1}{3} = \frac{2}{6} - \frac{2}{6} = \frac{1}{6}$
- $\frac{1}{2} \times \frac{2}{3} = \frac{1 \times 2}{2 \times 3} = \frac{2}{6} = \frac{1}{3}$
- $\frac{1}{2} \div \frac{2}{3} = \frac{1}{2} \times \frac{3}{2} = \frac{3}{4}$
- $\frac{1}{2} + \frac{1}{4} + \frac{1}{8} = \frac{4}{8} + \frac{2}{8} + \frac{1}{8} = \frac{7}{8}$
- $\frac{1}{2} - \frac{1}{4} - \frac{1}{8} = \frac{4}{8} - \frac{2}{8} - \frac{1}{8} = \frac{1}{8}$
- $\frac{1}{2} \times \frac{1}{3} \times \frac{1}{4} = \frac{1 \times 1 \times 1}{2 \times 3 \times 4} = \frac{1}{24}$
- $\frac{1}{2} \div \frac{1}{3} \div \frac{1}{4} = \frac{1}{2} \times \frac{3}{1} \times \frac{4}{1} = \frac{12}{2} = 6$

Representing and Using Fractions, Decimals, Percents and Probability

- $\frac{1}{2} = 0.5$
- $\frac{1}{4} = 0.25$
- $\frac{1}{3} \approx 0.33$
- $\frac{1}{2} = 50\%$
- $\frac{1}{4} = 25\%$
- $\frac{1}{3} \approx 33\%$

6.6	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p> <ul style="list-style-type: none"> • $2 \times 3 = 6$ and $3 \times 2 = 6$ • $4 \times 3 = 12$ and $3 \times 4 = 12$ • $5 \times 3 = 15$ and $3 \times 5 = 15$ • $6 \times 3 = 18$ and $3 \times 6 = 18$ • $7 \times 3 = 21$ and $3 \times 7 = 21$ • $8 \times 3 = 24$ and $3 \times 8 = 24$ • $9 \times 3 = 27$ and $3 \times 9 = 27$ • $10 \times 3 = 30$ and $3 \times 10 = 30$ • $11 \times 3 = 33$ and $3 \times 11 = 33$ • $12 \times 3 = 36$ and $3 \times 12 = 36$ • $13 \times 3 = 39$ and $3 \times 13 = 39$ • $14 \times 3 = 42$ and $3 \times 14 = 42$ • $15 \times 3 = 45$ and $3 \times 15 = 45$ • $16 \times 3 = 48$ and $3 \times 16 = 48$ • $17 \times 3 = 51$ and $3 \times 17 = 51$ • $18 \times 3 = 54$ and $3 \times 18 = 54$ • $19 \times 3 = 57$ and $3 \times 19 = 57$ • $20 \times 3 = 60$ and $3 \times 20 = 60$ • $21 \times 3 = 63$ and $3 \times 21 = 63$ • $22 \times 3 = 66$ and $3 \times 22 = 66$ • $23 \times 3 = 69$ and $3 \times 23 = 69$ • $24 \times 3 = 72$ and $3 \times 24 = 72$ • $25 \times 3 = 75$ and $3 \times 25 = 75$ • $26 \times 3 = 78$ and $3 \times 26 = 78$ • $27 \times 3 = 81$ and $3 \times 27 = 81$ • $28 \times 3 = 84$ and $3 \times 28 = 84$ • $29 \times 3 = 87$ and $3 \times 29 = 87$ • $30 \times 3 = 90$ and $3 \times 30 = 90$ • $31 \times 3 = 93$ and $3 \times 31 = 93$ • $32 \times 3 = 96$ and $3 \times 32 = 96$ • $33 \times 3 = 99$ and $3 \times 33 = 99$ • $34 \times 3 = 102$ and $3 \times 34 = 102$ • $35 \times 3 = 105$ and $3 \times 35 = 105$ • $36 \times 3 = 108$ and $3 \times 36 = 108$ • $37 \times 3 = 111$ and $3 \times 37 = 111$ • $38 \times 3 = 114$ and $3 \times 38 = 114$ • $39 \times 3 = 117$ and $3 \times 39 = 117$ • $40 \times 3 = 120$ and $3 \times 40 = 120$ • $41 \times 3 = 123$ and $3 \times 41 = 123$ • $42 \times 3 = 126$ and $3 \times 42 = 126$ • $43 \times 3 = 129$ and $3 \times 43 = 129$ • $44 \times 3 = 132$ and $3 \times 44 = 132$ • $45 \times 3 = 135$ and $3 \times 45 = 135$ • $46 \times 3 = 138$ and $3 \times 46 = 138$ • $47 \times 3 = 141$ and $3 \times 47 = 141$ • $48 \times 3 = 144$ and $3 \times 48 = 144$ • $49 \times 3 = 147$ and $3 \times 49 = 147$ • $50 \times 3 = 150$ and $3 \times 50 = 150$ • $51 \times 3 = 153$ and $3 \times 51 = 153$ • $52 \times 3 = 156$ and $3 \times 52 = 156$ • $53 \times 3 = 159$ and $3 \times 53 = 159$ • $54 \times 3 = 162$ and $3 \times 54 = 162$ • $55 \times 3 = 165$ and $3 \times 55 = 165$ • $56 \times 3 = 168$ and $3 \times 56 = 168$ • $57 \times 3 = 171$ and $3 \times 57 = 171$ • $58 \times 3 = 174$ and $3 \times 58 = 174$ • $59 \times 3 = 177$ and $3 \times 59 = 177$ • $60 \times 3 = 180$ and $3 \times 60 = 180$ • $61 \times 3 = 183$ and $3 \times 61 = 183$ • $62 \times 3 = 186$ and $3 \times 62 = 186$ • $63 \times 3 = 189$ and $3 \times 63 = 189$ • $64 \times 3 = 192$ and $3 \times 64 = 192$ • $65 \times 3 = 195$ and $3 \times 65 = 195$ • $66 \times 3 = 198$ and $3 \times 66 = 198$ • $67 \times 3 = 201$ and $3 \times 67 = 201$ • $68 \times 3 = 204$ and $3 \times 68 = 204$ • $69 \times 3 = 207$ and $3 \times 69 = 207$ • $70 \times 3 = 210$ and $3 \times 70 = 210$ • $71 \times 3 = 213$ and $3 \times 71 = 213$ • $72 \times 3 = 216$ and $3 \times 72 = 216$ • $73 \times 3 = 219$ and $3 \times 73 = 219$ • $74 \times 3 = 222$ and $3 \times 74 = 222$ • $75 \times 3 = 225$ and $3 \times 75 = 225$ • $76 \times 3 = 228$ and $3 \times 76 = 228$ • $77 \times 3 = 231$ and $3 \times 77 = 231$ • $78 \times 3 = 234$ and $3 \times 78 = 234$ • $79 \times 3 = 237$ and $3 \times 79 = 237$ • $80 \times 3 = 240$ and $3 \times 80 = 240$ • $81 \times 3 = 243$ and $3 \times 81 = 243$ • $82 \times 3 = 246$ and $3 \times 82 = 246$ • $83 \times 3 = 249$ and $3 \times 83 = 249$ • $84 \times 3 = 252$ and $3 \times 84 = 252$ • $85 \times 3 = 255$ and $3 \times 85 = 255$ • $86 \times 3 = 258$ and $3 \times 86 = 258$ • $87 \times 3 = 261$ and $3 \times 87 = 261$ • $88 \times 3 = 264$ and $3 \times 88 = 264$ • $89 \times 3 = 267$ and $3 \times 89 = 267$ • $90 \times 3 = 270$ and $3 \times 90 = 270$ • $91 \times 3 = 273$ and $3 \times 91 = 273$ • $92 \times 3 = 276$ and $3 \times 92 = 276$ • $93 \times 3 = 279$ and $3 \times 93 = 279$ • $94 \times 3 = 282$ and $3 \times 94 = 282$ • $95 \times 3 = 285$ and $3 \times 95 = 285$ • $96 \times 3 = 288$ and $3 \times 96 = 288$ • $97 \times 3 = 291$ and $3 \times 97 = 291$ • $98 \times 3 = 294$ and $3 \times 98 = 294$ • $99 \times 3 = 297$ and $3 \times 99 = 297$ • $100 \times 3 = 300$ and $3 \times 100 = 300$ </p>

STAAR Reporting Category 3 – Geometry and Measurement:
The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	STAAR Alternate 2 Essence Statement
<p>(6.4) Proportionality.</p>	

6.4 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Measuring Length, Area, Volume, and Weight/Mass</i></p> <p> $V = l \times w \times h$ $V = s \times s \times s$ $V = Bh$ </p> <p> $l + w + l + w$ $2l + 2w$ </p>

Continued

6.4 Prerequisite Skills/Links to TEKS Vertical Alignment

The image displays a grid of musical notation, likely representing prerequisite skills for TEKS vertical alignment. The notation includes various musical symbols such as notes, clefs, and rests, arranged in a structured format. The notation is presented in a grid-like structure, with multiple staves of music. The notation includes various musical symbols such as notes, clefs, and rests, arranged in a structured format. The notation is presented in a grid-like structure, with multiple staves of music. The notation includes various musical symbols such as notes, clefs, and rests, arranged in a structured format.

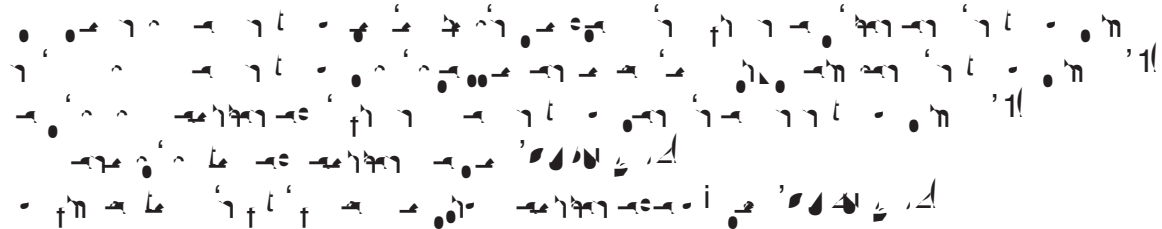
Continued



6.8 Prerequisite Skills/Links to TEKS Vertical Alignment

This section contains a large block of text that is extremely faint and illegible. It appears to be a list of prerequisite skills or links to TEKS vertical alignment, but the content cannot be discerned due to the low contrast and resolution of the image.

STAAR Reporting Category 3 – Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	STAAR Alternate 2 Essence Statement
(6.11) Measurement and data.	
6.11 Prerequisite Skills/Links to TEKS Vertical Alignment	
<p><i>Graphing on the Coordinate Plane</i></p>	

6.11	Prerequisite Skills/Links to TEKS Vertical Alignment
	 <p>The image shows musical notation for a song, likely 'The Alphabet Song'. It features a melody line with notes and lyrics. The lyrics are: 'A B C D E F G H I J K L M N O P Q R S T U V W X Y Z'. The notation includes a treble clef, a key signature of one flat (B-flat), and a 4/4 time signature. The melody is simple and repetitive, with each letter of the alphabet corresponding to a specific note.</p>

6.12 Prerequisite Skills/Links to TEKS Vertical Alignment

A large grid of musical notation, including notes, stems, and clefs, arranged in a pattern that suggests a data visualization or a complex mathematical structure. The notation is dense and covers most of the page area.

Using Data

A smaller grid of musical notation, similar to the one above, but with a different arrangement of notes and stems, possibly representing a different data set or analysis. The notation is less dense than the one above.

6.13	

6.14

Prerequisite Skills/Links to TEKS Vertical Alignment

Understanding the Connections Among Income, Expenses, and Careers

Continued

6.14

Prerequisite Skills/Links to TEKS Vertical Alignment

A musical score for the song 'Determining Values of Coins and Bills'. The lyrics are: 'אני מניח את המטבעות שלי על המדף. אני מניח את המטבעות שלי על המדף. אני מניח את המטבעות שלי על המדף. אני מניח את המטבעות שלי על המדף.' The melody is simple and repetitive, using a single line of music with a treble clef and a key signature of one flat.

Determining Values of Coins and Bills

A musical score for the song 'Determining Values of Coins and Bills'. The lyrics are: 'אני מניח את המטבעות שלי על המדף. אני מניח את המטבעות שלי על המדף. אני מניח את המטבעות שלי על המדף. אני מניח את המטבעות שלי על המדף. אני מניח את המטבעות שלי על המדף. אני מניח את המטבעות שלי על המדף. אני מניח את המטבעות שלי על המדף. אני מניח את המטבעות שלי על המדף.' The melody is simple and repetitive, using a single line of music with a treble clef and a key signature of one flat.

Mathematical Process Standards – Mathematical process standards will not be listed under a separate reporting category. Instead, they will be incorporated into test questions across reporting categories since the application of mathematical process standards is part of each knowledge statement.

**TEKS Knowledge and Skills Statement/
STAAR-Tested Student Expectations**

(6.1) Mathematical process standards.

Mathematical process standards are the skills and habits of mind that are necessary for mathematical proficiency. These standards are not tested separately, but are embedded in the knowledge and skills statements. The standards are:

- 1. Problem Solving:** The ability to identify a problem, analyze it, and solve it using mathematical skills and reasoning.
- 2. Reasoning and Proof:** The ability to use logical thinking to justify mathematical statements and conclusions.
- 3. Communication:** The ability to explain mathematical thinking and solutions to others.
- 4. Connections:** The ability to see relationships between different mathematical concepts and topics.
- 5. Representation:** The ability to use various representations (such as diagrams, tables, and graphs) to understand and solve mathematical problems.
- 6. Estimation:** The ability to make reasonable estimates of mathematical results.
- 7. Technology:** The ability to use technology to solve mathematical problems.
- 8. Mathematical Practices:** A set of eight practices that describe the behaviors and habits of mind of mathematically proficient students.

6.1 Prerequisite Skills/Links to TEKS Vertical Alignment

Prerequisite skills for 6.1 include:

- Understanding of basic arithmetic operations (addition, subtraction, multiplication, division).
- Ability to work with fractions and decimals.
- Understanding of the order of operations.
- Ability to use a number line.
- Understanding of the properties of numbers.
- Ability to use a calculator.