Current TEKS	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
(a) Introduction. (1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 3 are multiplying and dividing whole numbers, connecting fraction symbols to fractional quantities, and standardizing language and procedures in geometry and measurement.	(a) Introduction. (4) The primary focal areas in Grade 3 are place value, operations of whole numbers, and understanding fractional units. These focal areas are supported throughout the mathematical strands of number and operations, algebraic reasoning, geometry and measurement, and data analysis. In Grades 3-5 the number set is limited to positive rational numbers. In number and operations, students will focus on applying place value, comparing and ordering whole numbers, connecting multiplication and division, and understanding and representing fractions as numbers and equivalent fractions. In algebraic reasoning, students will use multiple representations of problem situations, determine missing values in number sentences, and represent real-world relationships using number pairs in a table and verbal descriptions. In geometry and measurement, students will identify and classify two-dimensional figures according to common attributes, decompose composite figures formed by rectangles to determine area, determine the perimeter of polygons, solve problems involving time, and measure liquid volume (capacity) or weight. In data analysis, students will represent and interpret data.
(a) Introduction. (2) Throughout mathematics in Grades 3-5, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use algorithms for addition, subtractions, multiplication, and division as generalizations connect to concrete experiences; and they concretely develop basic concepts of fractions and decimals. Students use appropriate language and organizational structures such as tables and charts to represent and communicate relationships, make predictions, and solve problems. Students select and use formal language to describe their reasoning as the identify, compare, and classify two- or three-dimensional geometric figures; and they use numbers, standard units, and measurement tools to describe and compare objects, make estimates, and solve application problems. Students organize data, choose an appropriate method to display the data, and interpret the data to make decisions and predication and solve problems.	
(a) Introduction. (3) Throughout mathematics in Grades 3-5, students develop numerical fluency with conceptual understand and computational accuracy. Students in Grades 3-5 use knowledge of the bas-ten place value system to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. By the end of Grade 5, students know basic addition, subtraction, multiplication, and division facts and are using them to work flexibly, efficiently, and accurately with numbers during addition, subtraction, multiplication, and division computation.	(a) Introduction. (3 For students to become fluent in mathematics students must develop a robust sense of number. The National Research Council's report, "Adding It Up," defines procedural fluency as "skill in carrying out procedures flexibly, accurately, efficiently and appropriately." As students develop procedural fluency, they must also realize that true problem solving may take time, effort, and perseverance. Students in Grade 3 are expected to perform their work without the use of calculators.

Current TEKS	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
(a) Introduction. (4) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Grades 3-5, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics.	(a) Introduction. (2) The process standards describe ways in which students are expected to engage in the content. The placement of the process skill at the beginning of the draft is intentional. The process skills weave the other knowledge and skills together so that students may be successful problems solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, algorithms, paper and pencil, and technology and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, and language. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
	(a) Introduction. (1) The desire to achieve educational excellence is the driving force behind the Texas Essential Knowledge and Skills for mathematics, guided by the College and Career Readiness Standards. By embedding statistics, probability, and finance, while focusing on computational thinking, mathematical fluency and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.
	(a) Introduction. (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Current TEKS: Number, Operation, and Quantitatifve Reasoning	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
3.1A Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. **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.**	3.2A Number and Operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. **The student is expected to 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.**
3.1B Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. **The student is expected to use place value to compare and order whole numbers through 9,999.**	3.2D Number and Operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. **The student is expected to compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =.**
3.1C Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. **The student is expected to determine the value of a collection of coins and bills.**	3.4C Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. **The student is expected to determine the value of a collection of coins and bills.**
3.2A 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. **The student is expected to construct concrete models of fractions.**	3.3A Number and Operations. The student applies mathematical process standards to represent and explain fractional units. **The student is expected to 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.**
3.2B 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 **The student is expected to compare fractional parts of whole objects or sets of objects in a problem situation using concrete models.**	3.3H Number and Operations. The student applies mathematical process standards to represent and explain fractional units. **The student is expected to 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.**

Current TEKS: Number, Operation, and Quantitatifve Reasoning	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
3.2C 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. **The student is expected to use fraction names and symbols to describe fractional parts of whole objects or sets of objects.**	3.3C Number and Operations. The student applies mathematical process standards to represent and explain fractional units. **The student is expected to 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.**
3.2D 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. **The student is expected to construct concrete models of equivalent fractions for fractional parts of whole objects.**	3.3F Number and Operations. The student applies mathematical process standards to represent and explain fractional units. **The student is expected to represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines.**
3.3A Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. **The student is expected to model addition and subtraction using pictures, words, and numbers.**	3.5A Algebraic Reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. **The student is expected to represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.**
3.3B Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. **The student is expected to select addition or subtraction and use the operation to solve problems involving whole numbers through 999.**	3.4A Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. **The student is expected to 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.**

Current TEKS: Number, Operation, and Quantitatifve Reasoning	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
3.4A Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations. **The student is expected to learn and apply multiplication facts through 12 by 12 using concrete models and objects.**	3.4E Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. **The student is expected to 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.**
3.4B Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations. **The student is expected to solve and record multiplication problems (up to two digits times one digit).**	3.4G Number and Opertions. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. **The student is expected to 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.**
	3.4D Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. **The student is expected to determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10.**
3.4C Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations. **The student is expected to use models to solve division problems and use number sentences to record the solutions.**	3.4H Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. **The student is expected to 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.**

Current TEKS: Number, Operation, and Quantitatifve Reasoning	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
3.5A Number, operation and quantitative reasoning. The student estimates to determine reasonable results. **The student is expected to round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.**	3.4B Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. **The student is expected to round to the nearest 10 or 100 or use compatible numbers — to estimate solutions to addition and subtraction problems.**
3.5B Number, operation and quantitative reasoning. The student estimates to determine reasonable results. **The student is expected to use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.**	
	3.2B Number and Operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. **The student is expected to describe the mathematical relationships found in the base-10 place value system through the hundred thousands place.**
	3.2C Number and Operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. **The student is expected to represent a number on a number line as being between two consecutive multiples of 10, 100, 1000, or 10,000 and use words to describe relative size of numbers in order to round whole numbers.**
	3.3D Number and Operations. The student applies mathematical process standards to represent and explain fractional units. **The student is expected to compose and decompose a fraction *a* / *b* with a numerator greater than zero and less than or equal to *b* as a sum of parts 1 / *b*.**

Current TEKS: Number, Operation, and Quantitatifve Reasoning	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
	3.3E Number and Operations. The student applies mathematical process standards to represent and explain fractional units. **The student is expected to 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.**
	3.3G Number and Operations. The student applies mathematical process standards to represent and explain fractional units. **The student is expected to 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.**
	3.4F Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. **The student is expected to recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts.**
	3.4I Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. **The student is expected to determine if a number is even or odd using divisibility rules.**

Current TEKS: Patterns, Relationships, and Algebraic Thinking	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
3.6A Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. **The student is expected to identify and extend whole-number and geometric patterns to make predictions and solve problems.**	
3.6B Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. **The student is expected to identify patterns in multiplication facts using concrete objects, pictorial models, or technology.**	
3.6C Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. **The student is expected to identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$**	3.4J Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. **The student is expected to determine a quotient using the relationship between multiplication and division.**
3.7A Patterns, relationships, and algebraic thinking. The student uses lists, tables, and charts to express patterns and relationships. **The student is expected to generate a table of paired numbers based on a real-life situation such as insects and legs**.	3.5E Algebraic Reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. **The student is expected to represent real-world relationships using number pairs in a table and verbal descriptions.**
3.7B Patterns, relationships, and algebraic thinking. The student uses lists, tables, and charts to express patterns and relationships. **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.**	

Current TEKS: Patterns, Relationships, and Algebraic Thinking	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
	3.4K Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. **The student is expected to 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.**
	3.5B Algebraic Reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. **The student is expected to represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.**
	3.5C Algebraic Reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. **The student is expected to describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24.**
	3.5D Algebraic Reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. **The student is expected to 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.**

Current TEKS: Geometry and Spatial Reasoning	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
3.8A Geometry and spatial reasoning. The student uses formal geometric vocabulary. **The student is expected to 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 geometry vocabulary.**	3.6A Geometry and Measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. **The student is expected to classify and sort two- and three-dimensional solids, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language.**
3.9A Geometry and spatial reasoning. The student recognizes congruence and symmetry. **The student is expected to identify congruent two-dimensional figures**.	
3.9B Geometry and spatial reasoning. The student recognizes congruence and symmetry. **The student is expected to create two-dimensional figures with lines of symmetry using concrete models and technology.**	
3.9C Geometry and spatial reasoning. The student recognizes congruence and symmetry. **The student is expected to identify lines of symmetry in two-dimensional geometric figures.**	
3.10A Geometry and spatial reasoning. The student recognizes that a line can be used to represent numbers and fractions and their properties and relationships. **The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths.**	3.3B Number and Operations. The student applies mathematical process standards to represent and explain fractional units. **The student is expected to 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.**
	3.7A Geometry and Measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary measurement. **The student is expected to represent fractions of halves, fourths, and eighths as distances from zero on a number line**.

Current TEKS: Geometry and Spatial Reasoning	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
	3.6B Geometry and Measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. **The student is expected to 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.**

Current TEKS: Measurement	**Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.**
3.11A Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and use comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. **The student is expected to use linear measurement tools to estimate and measure lengths using standard units.**	
3.11B Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and use comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. **The student is expected to use standard units to find perimeter of a shape.**	3.7B Geometry and Measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary measurement. **The student is expected to determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems.**
3.11C Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and use comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. **The student is expected to use concrete and pictorial models of square units to determine the area of two-dimensional surfaces.**	3.6C Geometry and Measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. **The student is expected to 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.**
3.11D Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and use comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. **The student is expected to identify concrete models that approximate standard units of weight/mass and use them to measure weight/mass.**	3.7D Geometry and Measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary measurement. **The student is expected to determine when it is appropriate to use measurements of liquid volume (capacity) or weight.**

Current TEKS: Measurement	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
3.11E Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and use comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. **The student is expected to identify concrete models that approximate standard units for capacity and use them to measure capacity.**	3.7E Geometry and Measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary measurement. **The student is expected to determine liquid volume (capacity) or weight using appropriate units and tools.**
3.11F Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and use comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. **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.**	
3.12A Measurement. The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems. **The student is expected to use a thermometer to measure temperature.**	
3.12B Measurement. The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems. **The student is expected to tell and write time shown on analog and digital clocks.**	3.7C Geometry and Measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary measurement. **The student is expected to 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.**

Current TEKS: Measurement	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
	3.6D Geometry and Measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. **The student is expected to decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area.**
	3.6E Geometry and Measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. **The student is expected to 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 need not have the same shape.**

Current TEKS: Probability and statistics	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
3.13A Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. **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.**	3.8A Data Analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. **The student is expected to summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.**
3.13B Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. **The student is expected to interpret information from pictographs and bar graphs.**	3.8B Data Analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. **The student is expected to solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.**
3.13C Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. **The student is expected to use data to describe events as more likely than, less likely than, or equally likely as.**	

Current TEKS: Underlying Processes and Mathematical Tools	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
3.14A 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. **The student is expected to identify the mathematics in everyday situations.**	3.1A Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to apply mathematics to problems arising in everyday life, society, and the workplace.**
3.14BUnderlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. **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.**	3.1B Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution**.
3.14C 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. **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.**	
3.14D 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. **The student is expected to use tools such as real objects, manipulatives, and technology to solve problems.**	3.1C Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to 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.**

Current TEKS: Underlying Processes and Mathematical Tools	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
3.15A Underlying processes and mathematical tools The student communicates about Grade 3 mathematics using informal language. **The student is expected to explain and record observations using objects, words, pictures, numbers, and technology.**	3.1D Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.**
3.15B Underlying processes and mathematical tools The student communicates about Grade 3 mathematics using informal language. **The student is expected to relate informal language to mathematical language and symbols.**	3.1E Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to create and use representations to organize, record, and communicate mathematical ideas.**
3.16A Underlying processes and mathematical tools The student uses logical reasoning. **The student is expected to make generalizations from patterns or sets of examples and nonexamples.**	3.1F Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to analyze mathematical relationships to connect and communicate mathematical ideas.**
3.16B Underlying processes and mathematical tools The student uses logical reasoning. **The student is expected to justify why an answer is reasonable and explain the solution process.**	3.1G Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.**

Current TEKS: Financial Literacy	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
	3.9A Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. **The student is expected to explain the connection between human capital/labor and income.**
	3.9B Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. **The student is expected to describe the relationship between the availability or scarcity of resources and how that impacts cost.**
	3.9C Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. **The student is expected to identify the cost and benefits of planned and unplanned spending decisions.**
	3.9D Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. **The student is expected to 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.**
	3.9E Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. **The student is expected to list reasons to save and explain the benefit of a savings plan, including for college.**
	3.9F Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. **The student is expected to identify decisions involving income, spending, saving, credit, and charitable giving.**