

## Transcript – Mathematical Process Standards

The Mathematical Process Standards provide connections to the content standards across and within the grade levels. Embedding the process standards within each focal point provides students the opportunity to have sustained involvement with larger groups of TEKS within each focal point, thereby focusing on larger ideas and mathematical themes rather than on smaller clusters or isolated skills. If we think about the content standards as bricks, then the process standards serve as the mortar to hold the ideas together.

## Transcript – Four Big Ideas

We will examine the mathematical process standards through the lens of four big ideas:

- Communication
- Reasoning, generalizing, and problem solving
- Analysis
- Modeling using tools and connecting to representations

Keeping these four big ideas in mind, take a moment to look at page eight of the Texas Response to Curriculum Focal Points Revised 2013 and find evidence to support each of these four ideas in the process standards. Record your findings on the Exploring the Mathematical Process Standards journal page.

## Transcript – Focus Question

Is there a distinct separation between these ideas? Why or why not?

For instance, if you were to answer no, your reasoning might be that the mathematical process standards are the mortar that allows students to process, acquire, demonstrate, and communicate their understanding of the mathematics in the world around them.

If you were to answer yes, your reason might be that problem solving can take place without tools.