

Multiple Representations: Equations to Tables and Graphs

Note-Taking Guide

TEKS

- 6(6)(C) The student is expected to represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$.
- 7(4)(A) The student is expected to represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including $d = rt$.
- 7(7) The student is expected to represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form $y = mx + b$.
- 8(5)(A) The student is expected to represent linear proportional situations with tables, graphs, and equations in the form of $y = kx$.
- 8(5)(B) The student is expected to represent linear non-proportional situations with tables, graphs, and equations in the form of $y = mx + b$, where $b \neq 0$.
- 8(5)(I) The student is expected to write an equation in the form $y = mx + b$ to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations.

A table represents _____ of the paired values that satisfy a _____ equation.
 A graph represents a _____ of points that satisfies a _____ equation.

Vertical Alignment of Concepts and Skills

		Grade 6	Grade 7	Grade 8	Algebra I
Multiple Representations	Translating Equations to Tables				
	Translating Equations to Graphs				