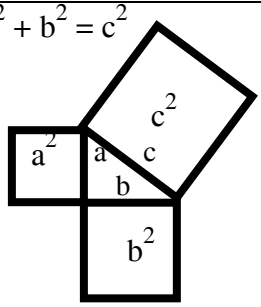
GLOSSARY

Vocabulary Term/Concept	Verbal Representation	Mathematical/Visual/ Verbal Examples or Showing Sentence	Underlying Concept	Standards
PYTHAGOREAN *(n)* **THEOREM** *Teorema de Pitágoras*	Relationship of the sides of a right triangle; the sum of the squares of the lengths of the legs is equal to the area of a square constructed along the triangle's longest side (the hypotenuse).	$a^2 + b^2 = c^2$  	Geometric figures are classified by their attributes: number of sides, number of faces, types of faces, and relationships of faces.	7MG 3.3
QUANTITATIVE *(n)* **RELATIONSHIP** *Relación cuantitativa*	The relationship or correlation of two or more measurable quantities.	Scatterplots are used to show the *quantitative relationship* between two sets of data.	Point locations can be represented in a two dimensional plane.	7AF 1.5
QUANTITY *(n)* *Cantidad*	A measurable amount of something.	Examples of *quantities*: 60%, \$2.38, 4 $in.^2$	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	7NS 1.6 7AF 3.4
RAISING TO A POWER *(v)* *Llevar a una potencia*	The operation of the repeated multiplication of a base.	$3^3 = 27$ $3 \times 3 \times 3 = 27$ Three is *raised to the* third *power.*	Variables, numbers, or operations can be used to represent mathematical problems.	7NS 2.4
RANGE *(n)* *Rango*	The second number, or y, in an ordered pair.	(6, 8) The *range* in this ordered pair is 8.	Point locations can be represented in a two dimensional plane.	5SDAP 1.4 5SDAP 1.5 (See Coordinate Graph Terms**)
RANGE *(n)* *Amplitud*	The difference between the greatest and smallest numbers in a data set.	(14, 29, 46, 66) The *range* value of this data set is 52 (66-14).	Data is organized and analyzed in a variety of ways.	6SDAP 1.1

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RATE *(n)* *Razón*	A ratio that compares quantities measured in different units.	He ate cherries at a *rate* of 20 per minute. This rate compares the amount of cherries in timed units.	Variables, numbers, or operations can be used to represent mathematical problems.	7MG 1.3 7AF 4.2
RATE PROBLEMS *(n)* *Problemas de razón*	Questions regarding ratios that compare quantities measured in different units.	Celia traveled 700 miles in 13 hours. Find the *unit rate* of miles per hour.	Variables, numbers, or operations can be used to represent mathematical problems.	A1 15.0
RATIO *(n)* *Razón*	A proportional comparison of two quantities by using division.	5:2, 5 to 2, or $\frac{5}{2}$ are three different ways to express a *ratio*.	Rational numbers can be represented in different forms with different operations.	6NS 1.2 7AF 3.3 7AF 3.4 6SDAP 3.3
RATIONAL NUMBERS *(n)* *Números racionales*	Any number that can be written as a ratio or fraction with integers in the numerator and the denominator.	$\frac{-26}{6}$, 6.2, 4 are *rational numbers.*	The real number system is comprised of irrational and rational numbers.	7NS 1.1 7NS 1.2 7NS 1.5 7NS 2.3 7AF 1.3 7AF 4.1
REAL NUMBER *(n)* *Número real*	Any number belonging to the set of rational or irrational numbers; the set of real numbers consists of all rational and irrational numbers.	8, -2.7, $\frac{2}{3}$, $\sqrt{18}$, 3.141592653 are examples of *real numbers.*	The real number system is comprised of irrational and rational numbers.	7NS 2.5
REASONABLE *(adj)* *Razonable*	Rational; making sense.	Please check that your answer is *reasonable.*	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	6SDAP 3.3
REASONABLENESS *(adv)* *Razonabilidad*	Rational; making sense.	Please check the *reasonableness* of your answer.	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	7AF 4.1 7MG 1.3 7MR 2.1

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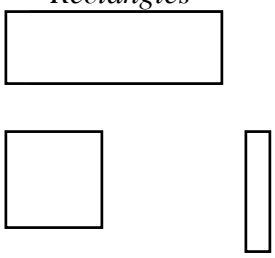
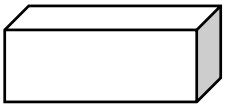
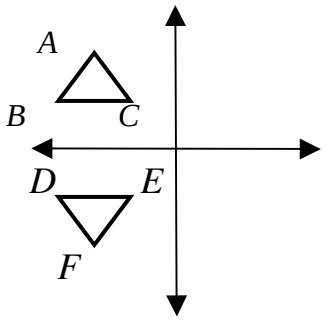
RECIPROCAL *(n)*	Two numbers that have a product of 1.	$5 \times \frac{1}{5} = 1$ $\frac{1}{5}$ is the *reciprocal* of 5.	Variables, numbers, or operations can be used to represent mathematical problems.	A1 2.0
RECTANGLE *(n)* *Rectángulo*	A quadrilateral with four congruent right angles and two pairs of congruent and parallel opposite sides.	*Rectangles* 	Geometric figures are classified by their attributes: number of sides, number of faces, types of faces, and relationships of faces.	7MG 2.1
RECTANGULAR SOLID/PRISM *(n)* *Solidó rectangular*	A three-dimensional solid figure with 8 vertices, 6 rectangular flat faces, and 12 straight edges.	*Rectangular Prism* 	Geometric figures are classified by their attributes: number of sides, number of faces, types of faces, and relationships of faces.	7MG 2.3
REDUCED FRACTION *(n)* *Fracciones reducidas*	A rational number written as a fraction in its simplest form.	Write the rational number as a *reduced fraction*. $44\% = \frac{44}{100} = \frac{11}{25}$	In mathematics, we often change forms to facilitate problem solving and computation.	6NS 2.4 7NS 1.5
REFLECTION *(n)* *Reflejo, reflección*	A transformation that creates a mirror image of a geometric figure across a line called the axis of reflection.	 $\triangle$ DEF is a *reflection* of $\triangle$ BCA.	The movement of geometrical shapes in two-dimensional and three-dimensional space can be mathematically defined.	7MG 3.2

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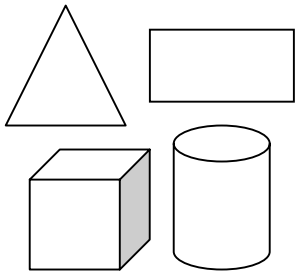
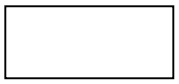
REGULAR *(adj)* *Regular*	Common geometrical figures that can be two or three-dimensional.		Geometric figures are classified by their attributes: number of sides, number of faces, types of faces, and relationships of faces.	
RELATE *(v)* *Relaciona*	Show a connection between two or more units.	*Relate* the conversion between 70° Fahrenheit to Celsius.	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	4NS 1.0 7MG 2.4
RELATED *(adj)* *Relacionado(a)*	Connected or similar to each other.	Area is *related* to length in that area is a multiple of length, but changes from units to square units. 7 3  Multiples of 7: 7, 14, 21, 28, 35	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	A1 8.0 7MG 3.2
RELATION *(n)* *Relación*	A set of ordered pairs.	Examples: (5, 9) (6,10), (7,11)	Point locations can be represented in a two dimensional plane.	5SDAP 1.4 (See Coordinate Graph Terms**)
RELATIONSHIP *(n)* *Relación*	Describes the connection or correlation between two or more variables, numbers, or geometric figures. In statistics *Relationships* can have positive, negative, or no correlation.	Positive *relationship* (correlation): the y-coordinates tend to increase as the x-coordinates increase (0,0) (1,2) (2,4) (3,8). Negative correlation: the y- coordinates tend to decrease as the x-coordinates increase (0,8) (1,4) (2,2) (3,0). No obvious correlation: no pattern between the two coordinates (0,0) (1,5) (2,1) (3,6) (4, 5)	Point locations can be represented in a two-dimensional plane.	7MG 3.4 7SDP 1.2 7MR 1.1

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RELATIVE SIZE *(n)* *Tamaño relativo*	Relates a proportion to something else; using ratios to compare two quantities.	*Relative size* example: The field trip requires 1 adult for every ten students, or 1:10. How many adults would be needed for 83 students?	Rational numbers can be represented in different forms with different operations.	6NS 1.2
RELEVANT *(adj)* *Pertinente*	Pertinent information, necessary to solve a problem; an important skill in solving mathematical word problems is to determine what information is needed, and what is not needed.	Underline the *relevant* information: Sue went to the store at noon. <u>She spent $3 and came home with $2 in change.</u> How much money did she take to the store?	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	7MR 1.1