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LOUISIANA GRADE LEVEL EXPECTATIONS TO MOVING WITH MATH® INTERMEDIATE/MIDDLE (IM) GRADE 6

		IM1 *Number, Reasoning & Data* Student Book Skill Builders (SB)	IM2 *Fractions, Decimals & Percent* Student Book Skill Builders (SB)	IM3 *Geometry, Measurement, & Graphing* Student Book Skill Builders (SB)
	NUMBER AND NUMBER RELATIONS			
1.	Factor whole numbers into primes (**N-1-M**)	18 **SB:** 4-5	**SB:** 4-3	
2.	Determine common factors and common multiples for pairs of whole numbers (**N-1-M**)	13 **SB:** 4-6	8, 18, 48	
3.	Find the greatest common factor (GCF) and least common multiple (LCM) for whole numbers in the context of problem-solving **(N-1-M**)	13 **SB:** 4-6	8,18 **SB:** 12-2, 13-4	
4.	Recognize and compute equivalent representations of fractions and decimals (i.e., halves, thirds, fourths, fifths, eighths, tenths, hundredths) (**N-1-M**) (**N-3-M**)		6-9, 18, 42-44, 46, 47, 67 **SB:** 12-1 to 12-7, 12-9, 12-10, 14-2, 21-1 to 21-3, 23-2, 25-1 to 25-4, 30-5	**SB:** 25-1, 29-1
5.	Decide which representation (i.e., fraction or decimal0 of a positive number is appropriate in a real-life situation (**N-1-M**) (**N-5-M**)			
6.	Compare positive fractions, decimals, and positive and negative integers using symbols (i.e., <, =, >) and number lines (**N-2-M**)	7, 8, 66 **SB:** 2-3, 59-3	10, 11, 49-51 **SB:** 13-1 to 13-3, 13-5, 24-1 to 24-4, 59-1	**SB:** 13-1, 14-1, 21-1, 25-1, 59-1
7.	Read and write numerals and words for decimals through ten-thousandths (**N-3-M**)		45, 46, 67 **SB**: 22-1, 22-2, 23-1, 23-3, 23-4	**SB:** 22-1, 23-1
8.	Demonstrate the meaning of positive and negative numbers and their opposites in real-life situations (**N-3-M**) (**N-5-M**0	63-67 **SB:** 59-1, 59-2, 59-4		

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10.	Use and explain estimation strategies to predict computational results with positive fractions and decimals (**N-6-M**)		12, 19, 24-27, 52 **SB:** 18-3, 18-4, 45-3, 45-5, 45-6, 45-8 to 45-10, 51-1	
11.	Mentally multiply and divide by powers of 10 (e.g., 25/10 = 2.5; 12.56 x 100 = 1,256) (**N-6-M**)	33, 34, 38, 44, 51-53 **SB:** 8-3, 10-1, 10-7	63 **SB:** 22-4, 28-3, 28-7	
12.	Divide 4-digit numbers by 2-digit numbers with the quotient written as a mixed number or a decimal (**N-7-M**)			
13.	Use models and pictures to explain concepts or solve problems involving ratio, proportion, and percent with whole numbers (**N-8-M)**		9, 67, 70, 71 **SB:** 12-8, 29-1 to 29-3	56-58, 60, 61 **SB:** 12-1, 52-2, 52-4, 52-5
	ALGEBRA			
14.	Model and identify perfect squares up to 144 (**A-1-M**)	17 **SB:** 4-4	**SB:** 4-1	**SB:** 44-4
15.	Match algebraic equations and expressions with verbal statements and vice versa (**A-1-M**) (**A-3-M**) (**A-5-M**) (**P-2-M**)	50, 55, 70-72 **SB:** 45-2, 56-1, 56-3 to 56-5	**SB:** 56-1	**SB**: 56-1
16.	Evaluate simple algebraic expressions using substitution (**A-2-M**)			
17	Find solutions to 2-step equations with positive integer solutions (e.g., 3x - 5 = 13, 2x + 3x = 20) (**A-2-M**)			
	MEASUREMENT			
18.	Measure length and read linear measurements to the nearest sixteenth - inch and mm (**M-1-M**)			32
20.	Calculate, interpret, and compare rates such as $/lb., mpg, and mph (**M-1-M**)		64 **SB:** 45-12	59 **SB:** 52-3

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21.	Demonstrate an intuitive sense of relative sizes of common units for length and area of familiar objects in real-life problems (e.g., estimate the area of a desktop in square feet, the average adult is between 1.5 and 2 meters tall) (**M-2-M**) (**G-1-M**)			
22.	Estimate perimeter and area of any 2-dimensional figure (regular and irregular) using standard units (**M-2-M**)			
23.	Identify and select appropriate units to measure area (**M-3-M**)			
	GEOMETRY			
24.	Use mathematical terms to describe the basic properties of 3-dimensional objects (edges, vertices, faces, base, etc.) (**G-2-M**)			11, 12
25.	Relate polyhedral to their 2dimensional shapes by drawing or sketching their faces (**G-2-M**) (**G-4-M**)			11, 12 **SB:** 34-6 to 34-8
26.	Apply concepts, properties, and relationships of points, lines, line segments, rays, diagonals, circles, and right, acute, and obtuse angles and triangles in real-life situations, including estimating sizes of angles (**G-2-M**) (**G-5-M**) (**G-1-M**)			2-6, 8, 13, 14, 23-27 **SB:** 31-1, 31-2, 32-1 to 32-5,3 3-1, 54-1, 55-1 to 55-3
27.	Make and test predictions regarding tessellations with geometric shapes (**G-3-M**)			**SB:** 60-5
28.	Use a rectangular grid and ordered pairs to plot simple shapes and find horizontal and vertical lengths and area (**G-6-M**)			15 **SB:** 32-4
	DATA ANALYSIS, PROBABILITY, AND DISCRETE MATH			

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29	Collect, organize, label, display, and interpret data in frequency tables, stem-and-leaf plots, and scatter plots and discuss patterns in the data verbally and in writing (**D-1-M**) (**D-2-M**) (**D-3-M**)	78 **SB:** 45-13, 46-5, 50-3		66-76
30.	Describe and analyze trends and patterns observed in graphic displays (**D-2-M**)			68, 69
32.	Calculate and discuss mean, median, mode, and range of a set of discrete data to solve real-life problems (**D-2-M**)	59-62 **SB:** 46-1 to 46-5	**SB:** 46-1	65 **SB:** 46-1, 48-2
33.	Create and use Venn diagrams with two overlapping categories to solve counting logic problems (**D-3-M**)			
34.	Use lists, tree diagrams, and tables to determine the possible combinations from two disjoint sets when choosing one item from each set (**D-4-M**)		76-78 **SB:** 58-1 to 58-3	**SB:** 58-1
35.	Illustrate and apply the concept of complementary events (**D-5-M**)		74 **SB:** 57-4	
36.	Apply the meaning of *equally likely* and *equally probable* to solve real-life situations (**D-5-M**) (**D-6-M**)		75	
	PATTERNS, RELATIONS, AND FUNCTIONS			
37.	Describe, complete, and apply a pattern of differences found in an input-out-put table (**P-1-M**) (**P-2-M**) (**P-3-M**)	**SB:** 44-5		
38.	Describe patterns in sequences of arithmetic and geometric growth and now-next relationships (I.e., growth patterns where the next term is dependent on the present term) with numbers and figures (**P-3-M**) (**A-4-M**)	73-76, 78 **SB:** 44-2, 44-3	**SB:** 44-1	21 **SB:** 44-6