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LOUISIANA GRADE LEVEL EXPECTATIONS TO MOVING WITH MATH® MATH-BY-TOPIC LEVEL C GRADE 6

		Student Book	Skill Builders
	NUMBER AND NUMBER RELATIONS		
1.	Factor whole numbers into primes (**N-1-M**)	**CI**: 20	
2.	Determine common factors and common multiples for pairs of whole numbers (**N-1-M**)	**CI**: 17, 41	12-5
3.	Find the greatest common factor (GCF) and least common multiple (LCM) for whole numbers in the context of problem-solving (**N-1-M**)	**CI**: 42 **CII**: 22, 41	12-5, 13-3
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**)	**CII**: 64-67	21-1, 25-2
5.	Decide which representation (i.e., fraction or decimal) 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**)	**CI**: 78	13-1, 13-2, 24-1, 24-2
7.	Read and write numerals and words for decimals through ten-thousandths (**N-3-M**)	**CII**: 68-71	22-1, 22-2, 23-1 to 23-3
8.	Demonstrate the meaning of positive and negative numbers and their opposites in real-life situations (**N-3-M**) (**N-5-M**)	**CI**: 77	
9.	Add and subtract fractions and decimals in real-life situations (**N-5-M**)	**CII**: 30, 31, 33, 47, 78, 80	15-1, 15-3, 15-4, 15-5, 26-1, 26-2
10.	Use and explain estimation strategies to predict computational results with positive fractions and decimals (**N-6-M**)	**CII**: 47, 57, 58, 80, 92	19-3, 20-4
11.	Mentally multiply and divide by powers of 10 (e.g., 25/10 = 2.5; 12.56 x 100 = 1,256) (**N-6-M**)	**CI**: 44, 45, 60	27-3, 28-4
12.	Divide 4-digit numbers by 2-digit numbers with the quotient written as a mixed number or a decimal (**N-7-M**)	**CI**: 64, 65	10-5, 10-6
13.	Use models and pictures to explain concepts or solve problems involving ratio, proportion, and percent with whole numbers (**N-8-M**)	**CII**: 27, 95, 96	29-1

		Student Book	Skill Builders
	ALGEBRA		
14.	Model and identify perfect squares up to 144 (**A-1-M**)		
15.	Match algebraic equations and expressions with verbal statements and vice versa (**A-1-M**) (**A-3-M**) (**A-5-M**) (**P-2-M**)	**CI**: 74	45-5
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**)	**CI**: 74	
	MEASUREMENT		
18.	Measure length and read linear measurements to the nearest sixteenth-inch and mm (**M-1-M**)	**CIII**: 34	36-5
19.	Calculate perimeter and area of triangles, parallelograms, and trapezoids (**M-1-M**)	**CIII**: 39-46	38-1 to 38-6
20.	Calculate, interpret, and compare rates such as $/lb., mpg, and mph (**M-1-M**)	**CII**: 90 **CIII**: 64	45-6, 45-7
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**)	**CIII**: 32, 35	36-4, 39-4, 42-3
22.	Estimate perimeter and area of any 2-dimensional figure (regular and irregular) using standard units (**M-2-M**)	**CIII**: 46	38-3
23.	Identify and select appropriate units to measure area (**M-3-M**)	**CIII**: 41-45	38-3, 38-4
	GEOMETRY		
24.	Use mathematical terms to describe the basic properties of 3-dimensional objects (edges, vertices, faces, base, etc.) (**G-2-M**)	**CIII**: 5	34-5
25.	Relate polyhedral to their 2 dimensional shapes by drawing or sketching their faces (**G-2-M**) (**G-4-M**)	**CIII**: 20, 21	
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**)	**CIII**: 6-13	31-1, 31-2, 32-1, 32-2, 33-1, 35-2, 37-2
27.	Make and test predictions regarding tessellations with geometric shapes (**G-3-M**)		
28.	Use a rectangular grid and ordered pairs to plot simple shapes and find horizontal and vertical lengths and area (**G-6-M**)		

		Student Book	Skill Builders
	DATA ANALYSIS, PROBABILITY, AND DISCRETE MATH		
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**)		47-1
30.	Describe and analyze trends and patterns observed in graphic displays (**D-2-M**)	**CIII**: 65-69	47-3, 48-1, 48-2
31.	Demonstrate an understanding of precision, accuracy, and error in measurement (**D-2-M**) (**M-2-M**)		
32.	Calculate and discuss mean, median, mode, and range of a set of discrete data to solve real-life problems (**D-2-M**)		
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**)		47-5
35.	Illustrate and apply the concept of complementary events (**D-5-M**)		
36.	Apply the meaning of *equally likely* and *equally probable* to solve real-life situations (**D-5-M**) (**D-6-M**)		47-4
	PATTERNS, RELATIONS, AND FUNCTIONS		
37.	Describe, complete, and apply a pattern of differences found in an input-output table (**P-1-M**) (**P-2-M**) (**P-3-M**)	**CI**: 72	
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**)	**CIII**: 61, 62	44-1, 44-2, 44-3
	CI: *Numeration and Problem Solving*		
	CII: *Fractions, Decimals and Percent*		
	CIII: *Geometry and Measurement*		