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Correlation of Texas Essential Knowledge and Skills (TEKS) for Mathematics to Moving with Math Extensions 2nd Edition Grade 6

		Student Book Part A	Skill Builders Part A	Student Book Part B	Skill Builders Part B
6.1	**Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.**				
(A)	apply mathematics to problems arising in everyday life, society, and the workplace	1-3, 8-18, 21-33, 35-42, 50-64	throughout	65, 66, 68, 69, 72, 75, 76, 78, 80-84, 90-96	throughout
(B)	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	1-3, 8-18, 21-33, 35-42, 50-64	throughout	65, 66, 68, 69, 72, 75, 76, 78, 80-84, 90-96	throughout
(C)	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	throughout	throughout	throughout	throughout
(D)	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	throughout	throughout	throughout	throughout
(E)	create and use representations to organize, record, and communicate mathematical ideas	1-10, 13, 14, 16-21, 24, 25, 27-64	throughout	throughout	throughout
(F)	analyze mathematical relationships to connect and communicate mathematical ideas	throughout	throughout	throughout	throughout
(G)	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	throughout	throughout	throughout	throughout
6.2	**Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms.**				

		Student Book Part A	Skill Builders Part A	Student Book Part B	Skill Builders Part B
(A)	classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers				
(B)	identify a number, its opposite, and its absolute value	64		66, 67	53-4, 53-5, 53-6
(C)	locate, compare, and order integers and rational numbers using a number line	62	21-1	65, 79	53-1
(D)	order a set of rational numbers arising from mathematical and real-world contexts	2, 22	13-1		
(E)	extend representations for division to include fraction notation such as a/b represents the same numbers as a ÷ b where b ≠ 0				
6.3	**Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions.**				
(A)	recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values	30, 31	20-1, 20-2, 20-3		
(B)	determine, with and without computation, whether a quantity is increased or decreased when multiplied by a fraction, including values greater than or less than one	28			
(C)	represent integer operations with concrete models and connect the actions with the models to standardized algorithms			68, 69, 70	53-2, 53-3, 54-1, 54-2, 54-3
(D)	add, subtract, multiply, and divide integers fluently			71	53-2, 53-3, 54-4
(E)	multiply and divide positive rational numbers fluently	12-15, 17, 18, 28-31, 38-41	8-1 to 8-3, 9-1 to 9-3, 10-1, 10-2, 19-1, 19-2, 20-1 to 20-3, 27-1, 27-2, 28-1, 28-2, 45-1 to 45-3, 45-5, 45-7, 47-1, 50-1		
6.4	**Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations**				

		Student Book Part A	Skill Builders Part A	Student Book Part B	Skill Builders Part B
(A)	compare two rules verbally, numerically, graphically, and symbolically in the form of y = ax or y = x + a in order to differentiate between additive and multiplicative relationships				
(B)	apply qualitative and quantitative reasoning to solve prediction and comparison of real-world			80, 81	12-3 to 12-5, 52-1, 52-3
(C)	give examples of ratios as multiplicative comparisons of two quantities describing the same attribute			80	12-3, 12-4
(D)	give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients			81	12-4, 12-5, 52-2
(E)	represent ratios and percents with concrete models, fractions, and decimals	42, 53	12-5, 29-1		
(F)	represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers	19, 20, 34, 42	12-2, 25-2, 29-1		
(G)	generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money	21, 23, 33, 42	12-1, 12-2, 12-5, 14-1, 25-1 to 25-3, 30-1	82	43-1
(H)	convert units within a measurement system, including the use of proportions and unit rates	55, 56	12-5, 36-2, 36-3, 41-1, 41-2, 42-1, 42-2		
6.5	**Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships.**				
(A)	represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	53, 54		80, 81	52-3
(B)	solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models			82, 83, 84	51-1, 51-2, 51-3, 51-4, 51-5
(C)	use equivalent fractions, decimals, and percents to show equal parts of the same whole	21, 23, 33, 42, 54	12-1, 12-2, 12-5, 14-1, 25-1 to 25-3, 30-1		
6.6	**Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships.**				
(A)	identify independent and dependent quantities from tables and graphs	59(T.G.)			

		Student Book Part A	Skill Builders Part A	Student Book Part B	Skill Builders Part B
(B)	write an equation that represents the relationship between independent and dependent quantities from a table	59			
(C)	represent a given situation using verbal descriptions, tables, graphs, and equations in the form of y = kx or y = x +b	59		72, 73, 74	45-4, 45-6, 56-1
6.7	**Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations.**				
(A)	generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization	5	4-2, 4-3	78	
(B)	distinguish between expressions and equations verbally, numerically and algebraically			77	
(C)	determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations	7		77	
(D)	generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties	7, 8	5-1, 5-2, 5-3	77	
6.8	**Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems**				
(A)	extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle				
(B)	model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes			86	38-4, 38-5
(C)	write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers	50, 51	38-3, 38-4, 38-5, 39-1, 39-6	85, 86, 89	58-1
(D)	determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers	49, 50	38-3, 39-1, 39-6	85, 86, 87, 89	38-4, 38-5, 38-7, 38-10, 38-11, 39-2, 58-1
6.9	**Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations.**				

		Student Book Part A	Skill Builders Part A	Student Book Part B	Skill Builders Part B
(A)	write one-variable, one-step equations and inequalities to represent constraints or conditions within problems		44-4, 56-3		
(B)	represent solutions for one-variable, one-step equations and inequalities on number lines				
(C)	write corresponding real-world problems given one-variable, one-step equations or inequalities		45-4		
6.10	**Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems**				
(A)	model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts			75, 76	44-5, 56-2, 56-3, 56-7
(B)	determine if the given value(s) make(s) one-variable, one-step equations or inequalities true		57-1		
6.11	**Measurement and data. The student applies mathematical process standards to use coordinate geometry to identify locations on a plane. The student is expected to graph points in all four quadrants using ordered pairs of rational numbers.**	63	38-11, 44-2, 44-3, 44-4, 44-5, 44-6	87	
6.12	**Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems.**				
(A)	represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots	57, 58		93	59-4, 59-5, 60-1
(B)	use the graphical representation of numeric data to describe the center, spread, and the shape of the data distribution.			93, 94, 95	59-4, 59-5, 60-1
(C)	summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution	16, 58	46-1, 46-2, 46-3	91, 92, 93, 94, 95	59-4, 59-5
(D)	summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution			91	46-3, 59-4

		Student Book Part A	Skill Builders Part A	Student Book Part B	Skill Builders Part B
6.13	**Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems.**				
(A)	interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots			93, 95	47-2, 48-1, 59-4
(B)	distinguish between situations that yield data with and without variability			96	59-2, 59-3
6.14	**Personal financial literacy. The student applies mathematical process standard to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor**				
(A)	compare the features and costs of a checking account and a debit card offered by different local financial institutions.				
(B)	distinguish between debit cards and credit cards				
(C)	balance a check register that includes deposits, withdrawals, and transfers				
(D)	explain why it is important to establish a positive credit history				
(E)	describe the information in a credit report and how long it is retained				
(F)	describe the value of credit reports to borrowers and to lenders				
(G)	explain various methods to pay for college including through savings, grants, scholarships, student loads and work-study				
(H)	compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income				