

Correlations to Texas Essential Knowledge and Skills (TEKS)					
Chapter	Chapter 111. Mathematics				
Subchapter	Subchapter B. Middle School				
Course	§111.22. Mathematics, Grade 6.				
Publisher	Prentice Hall				
Program Title	Prentice Hall Mathematics: Course 1 (Texas Edition)				
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TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
01. Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to:	A. compare and order non-negative rational numbers;	01. compare non-negative rational numbers	0131340174	5, 26–30, 192–195, 196, 199	Example 2, Examples 1–2 and More Than One Way, Examples 1 and 2, Think It Through at bottom, Example 3
01. Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to:	A. compare and order non-negative rational numbers;	02. order non-negative rational numbers	0131340174	5, 26–30, 192–195, 196–197	Example 3, Example 3 and More Than One Way, Example 3, Guided Problem Solving
01. Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to:	B. generate equivalent forms of rational numbers including whole numbers, fractions, and decimals;	01. generate equivalent forms of rational numbers including whole numbers	0131340174 0131340077	233 30, 33, 233, 234	exposition at top followed by Example 2 TE margin: Teaching Tip, Guided Instruction: Example 3, Guided Instruction: Example 2, Closure
01. Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to:	B. generate equivalent forms of rational numbers including whole numbers, fractions, and decimals;	02. generate equivalent forms of rational numbers including fractions	0131340174	176–179, 198–199, 182–185, 192–195, 331–334	Examples 1–3, Examples 1–3, Examples 1–3, Examples 1–3, Examples 1–4

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01. Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to:	B. generate equivalent forms of rational numbers including whole numbers, fractions, and decimals;	03. generate equivalent forms of rational numbers including decimals	0131340174	27, 198–199, 330, 331–334	Example 2: Step 1, Examples 1–3 , Activity Questions 3 and 4, Examples 2 and 3
01. Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to:	C. use integers to represent real-life situations;	>>>>>	0131340174 0131340077	516, 517–519 517	Example 1, exercises 2/ 7–12/ 29–30/ 42/ 44 TE margin: ELL at bottom
01. Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to:	D. write prime factorizations using exponents;	>>>>>	0131340174	167, 189, 168–169, 170, 185	Example 3, Michael's Method, exercises 18–25/ 27–28/ 34, exercises 8–10, exercise 37
01. Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to:	E. identify factors of a positive integer, common factors, and the greatest common factor of a set of positive integers; and	01. identify factors of a positive integer	0131340174	166, 171, 168–169, 185	Example 1, Example 1, exercises 5–13/ 26/ 29–30/ 32, exercise 38
01. Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to:	E. identify factors of a positive integer, common factors, and the greatest common factor of a set of positive integers; and	02. identify common factors of a set of positive integers	0131340174	171, 173–174	Example 1, exercises 6–11/ 29

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01. Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to:	E. identify factors of a positive integer, common factors, and the greatest common factor of a set of positive integers; and	03. identify the greatest common factor of a set of positive integers	0131340174	171–172, 173–174, 177, 178–179, 205	Examples 1-3, exercises 1-34, Example 2, exercises 6-21, top of page/ exercises 14-17
01. Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to:	F. identify multiples of a positive integer and common multiples and the least common multiple of a set of positive integers.	01. identify multiples of a positive integer	0131340174	188, 189, 190–191	Example 1, Amanda's Method, exercises 1–39
01. Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to:	F. identify multiples of a positive integer and common multiples and the least common multiple of a set of positive integers.	02. identify common multiples of a set of positive integers	0131340174	188, 189, 190–191	Example 1, Amanda's Method, exercises 6–17/ 28
01. Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to:	F. identify multiples of a positive integer and common multiples and the least common multiple of a set of positive integers.	03. identify the least common multiple of a set of positive integers	0131340174	188–189, 192, 193, 194–195	Examples 1–2, Example 1, Examples 2 and 3, exercises 1–40
02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:	A. model addition and subtraction situations involving fractions with objects, pictures, words, and numbers;	01. model addition situations involving fractions with objects	0131340174	216, 227	Activity Lab 5–2a, Activity Lab 5–4a

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02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:	A. model addition and subtraction situations involving fractions with objects, pictures, words, and numbers;	02. model addition situations involving fractions with pictures	0131340174	217, 221, 219, 222, 229	Example 1, Activity Lab 5–3a, exercises 3 and 4, Example 1, Example 3
02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:	A. model addition and subtraction situations involving fractions with objects, pictures, words, and numbers;	03. model addition situations involving fractions with words	0131340174 0131340077	241, 219 220, 221	Example 3, exercise 3 TE margin: Exercises note on left, Exercises note on right
02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:	A. model addition and subtraction situations involving fractions with objects, pictures, words, and numbers;	04. model addition situations involving fractions with numbers	0131340174	217–220, 222–225, 229–231	Examples 1 and 2, Examples 2 and 3, Example 2
02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:	A. model addition and subtraction situations involving fractions with objects, pictures, words, and numbers;	05. model subtraction situations involving fractions with objects	0131340174 0131340077	216, 227 212	Activity question 4 and exercises 2/ 4, Activity question 6 Differentiated Instruction: Special Needs
02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:	A. model addition and subtraction situations involving fractions with objects, pictures, words, and numbers;	06. model subtraction situations involving fractions with pictures	0131340174	221, 219, 235, 279	Activity Lab 5–3a: Example 1b and exercises 2 and 3, exercise 4, exercise 22, exercise 27

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02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:	A. model addition and subtraction situations involving fractions with objects, pictures, words, and numbers;	07. model subtraction situations involving fractions with words	0131340174	219	exercise 4
			0131340077	220, 221	TE margin: Exercises note on left, Exercises note on right
02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:	A. model addition and subtraction situations involving fractions with objects, pictures, words, and numbers;	08. model subtraction situations involving fractions with numbers	0131340174	232–236, 223, 224–225, 212–215	Example 2, Example 3, exercises 4/ 14–21, exercises 27–29
02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:	B. use addition and subtraction to solve problems involving fractions and decimals;	01. use addition to solve problems involving fractions	0131340174	228-231, 244–245, 215, 220	Example 1 and 3, Guided Problem Solving: example and exercises 1–10, exercises 27-28, exercise 30
02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:	B. use addition and subtraction to solve problems involving fractions and decimals;	02. use addition to solve problems involving decimals	0131340174	33, 34, 35, 51, 56–57	Examples 2, exercise 28, exercise 34, TAKS Strategies: exercise 1, exercises 4 and 15

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02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:	B. use addition and subtraction to solve problems involving fractions and decimals;	03. use subtraction to solve problems involving fractions	0131340174	213, 218, 223, 232–236, 244–245	Example 3, Example 3, Example 3, Example 1 and 3 and More Than One Way , Guided Problem Solving
02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:	B. use addition and subtraction to solve problems involving fractions and decimals;	04. use subtraction to solve problems involving decimals	0131340174	91–92, 33, 34–35, 51, 53	Guided Problem Solving: example and exercises 1–7/ 9, Example 3, exercises 27–28/ 33/ 37, Example and exercise 4, exercises 33/ 35/ 36
02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:	C. use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates;	01. use multiplication of whole numbers to solve problems including situations involving equivalent ratios	0131340174	316–319, 321–324, 326–329, 332, 346–347	Lesson 7-3, Lesson 7-4, Lesson 7-5, Example 4, Guided Problem Solving
02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:	C. use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates;	02. use multiplication of whole numbers to solve problems including situations involving rates	0131340174	312–315, 326–329, 354	Lesson 7-2, Lesson 7-5, exercises 13–15
02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:	C. use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates;	03. use division of whole numbers to solve problems including situations involving equivalent ratios	0131340174	316–319, 321–324, 326–329, 332, 346–347	Lesson 7-3, Lesson 7-4, Lesson 7-5, Example 4, Guided Problem Solving

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02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:	C. use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates;	04. use division of whole numbers to solve problems including situations involving rates	0131340174	312–315, 326–329, 354	Lesson 7-2, Lesson 7-5, exercises 13–15
02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:	D. estimate and round to approximate reasonable results and to solve problems where exact answers are not required; and	01. estimate and round to approximate reasonable results	0131340174 0131340077	8–11, 32–35, 213–215, 228 430, 437	Lesson 1-2, Examples 1–3, Lesson 5–1, Example 1 TE Margin: Exercise note on left, Error Prevention! on right
02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:	D. estimate and round to approximate reasonable results and to solve problems where exact answers are not required; and	02. estimate and round to solve problems where exact answers are not required	0131340174	8–11, 16, 17, 212–215, 637	Lesson 1-2, exposition, Examples 1 and 2, Lesson 5-1
02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:	E. use order of operations to simplify whole number expressions (without exponents) in problem solving situations.	>>>>>	0131340174	16–19, 114, 115–116	Lesson 1-4, Example 2, exercises 7/ 11/ 14/ 17–20/ 24/ 25/ 28
03. Patterns, relationships, and algebraic thinking. The student solves problems involving direct proportional relationships. The student is expected to:	A. use ratios to describe proportional situations;	>>>>>	0131340174	306–309, 312–315, 316–319, 320–324, 326–329	Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5

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03. Patterns, relationships, and algebraic thinking. The student solves problems involving direct proportional relationships. The student is expected to:	B. represent ratios and percents with concrete models, fractions, and decimals; and	01. represent ratios with concrete models	0131340174	310, 330, 307, 308	Activity Lab 7-1b: Examples 1 and 2, Activity Lab 7-6a, Example 3, exercises 3–6
03. Patterns, relationships, and algebraic thinking. The student solves problems involving direct proportional relationships. The student is expected to:	B. represent ratios and percents with concrete models, fractions, and decimals; and	02. represent ratios with fractions	0131340174	306–309, 310, 312–315, 331–334, 316–319	Lesson 7-1, Activity Lab 7-1b, Lesson 7-2, Lesson 7-6, Lesson 7-3
03. Patterns, relationships, and algebraic thinking. The student solves problems involving direct proportional relationships. The student is expected to:	B. represent ratios and percents with concrete models, fractions, and decimals; and	03. represent ratios with decimals	0131340174	313, 314–315, 330	Example 2, exercises 3–6/ 11–14/ 17/ 23, Activity Lab 7-6a
03. Patterns, relationships, and algebraic thinking. The student solves problems involving direct proportional relationships. The student is expected to:	B. represent ratios and percents with concrete models, fractions, and decimals; and	04. represent percents with concrete models	0131340174	330, 333, 352	Activity Lab 7-6a, exercise 37, exercise 37
03. Patterns, relationships, and algebraic thinking. The student solves problems involving direct proportional relationships. The student is expected to:	B. represent ratios and percents with concrete models, fractions, and decimals; and	05. represent percents with fractions	0131340174	330, 331, 332–334, 351	Activity Lab 7-6a, Example 1 and 2, exercises 5–14/ 39/ 41/ 46/48, exercise 32
03. Patterns, relationships, and algebraic thinking. The student solves problems involving direct proportional relationships. The student is expected to:	B. represent ratios and percents with concrete models, fractions, and decimals; and	06. represent percents with decimals	0131340174	330, 331, 332–334	Activity Lab 7-6a, Example 2, exercises 15–25/ 46–48

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03. Patterns, relationships, and algebraic thinking. The student solves problems involving direct proportional relationships. The student is expected to:	C. use ratios to make predictions in proportional situations.	>>>>>	0131340174	320–324, 326–329, 495–497	Lesson 7-4, Lesson 7-5, Example 2/ exercises 3–24
04. Patterns, relationships, and algebraic thinking. The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. The student is expected to:	A. use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area; and	01. use tables to represent proportional relationships	0131340174	119, 121, 111, 424	Example 2, exercises 18 and 21, exercises 17, exercise 34
04. Patterns, relationships, and algebraic thinking. The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. The student is expected to:	A. use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area; and	02. use tables to represent other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area	0131340174	112, 123, 108–111, 119, 427	Activity Lab 3-2a, Activity Lab 3-3b, Example 1, Example 3, Example 2
04. Patterns, relationships, and algebraic thinking. The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. The student is expected to:	A. use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area; and	03. use tables to describe proportional relationships	0131340174	119, 121, 111	Example 3, exercises 18/ 21, exercise 17

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04. Patterns, relationships, and algebraic thinking. The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. The student is expected to:	A. use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area; and	04. use tables to describe other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area	0131340174	112, 123, 108, 119, 427	Activity Lab 3-2a, Activity Lab 3-3b, Example 1, Example 3, Example 2,
04. Patterns, relationships, and algebraic thinking. The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. The student is expected to:	A. use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area; and	05. use symbols to represent proportional relationships	0131340174	316–319, 320–324, 326–329, 330, 332	Lesson 7-3, Lesson 7-4, Lesson 7-5, Activity Lab 7-6a, Example 4
04. Patterns, relationships, and algebraic thinking. The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. The student is expected to:	A. use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area; and	06. use symbols to represent other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area	0131340174	112, 114, 119, 123, 427	Activity Lab 3-2a, Example 3, Example 3, Activity Lab 3-3b, Example 2
04. Patterns, relationships, and algebraic thinking. The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. The student is expected to:	A. use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area; and	07. use symbols to describe proportional relationships	0131340174	316–319, 320–324, 326–329, 330, 332	Lesson 7–3, Lesson 7–4, Lesson 7–5, Activity Lab 7–6a, Example 4

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04. Patterns, relationships, and algebraic thinking. The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. The student is expected to:	A. use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area; and	08. use symbols to describe other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area	0131340174	112, 114, 119, 123, 427	Activity Lab 3-2a, Example 3, Example 3, Activity Lab 3-3b, Example 2
04. Patterns, relationships, and algebraic thinking. The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. The student is expected to:	B. use tables of data to generate formulas representing relationships involving perimeter, area, volume of a rectangular prism, etc.	01. use tables of data to generate formulas representing relationships involving perimeter of a rectangular prism	0131340174	119, 133, 513, 426–427, 428	Example 3, exercise 31, exercise 14, Lesson 9-3 exposition and example 1, More Than One Way
04. Patterns, relationships, and algebraic thinking. The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. The student is expected to:	B. use tables of data to generate formulas representing relationships involving perimeter, area, volume of a rectangular prism, etc.	02. use tables of data to generate formulas representing relationships involving area of a rectangular prism	0131340174	471–472, 426–430, 431, 432–435, 453–456, 462–466	exercises 1 and 3, Lesson 9-3, Lesson 9-4, Activity Lab 9-4a, Lesson 9-8, Lesson 9–10
04. Patterns, relationships, and algebraic thinking. The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. The student is expected to:	B. use tables of data to generate formulas representing relationships involving perimeter, area, volume of a rectangular prism, etc.	03. use tables of data to generate formulas representing relationships involving volume of a rectangular prism, etc.	0131340174	457, 165, 466, 458–461, 462–466	Activity 9-9a, exercise 38, exercise 23, Lesson 9-9, Lesson 9-10

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05. Patterns, relationships, and algebraic thinking. The student uses letters to represent an unknown in an equation. The student is expected to formulate equations from problem situations described by linear relationships.	A. Formulate equations [an equation] from [a] problem situations described by linear relationships [situation].	>>>>>	0131340174	131, 132–133, 135, 136	Example 2, exercises 2/ 18–20/ 21–23/31, Example 2 and exercise 2, exercises 18 and 19
06. Geometry and spatial reasoning. The student uses geometric vocabulary to describe angles, polygons, and circles. The student is expected to:	A. use angle measurements to classify angles as acute, obtuse, or right;	01. use angle measurements to classify angles as acute	0131340174	368, 370–371, 557	exposition at top and Example 2, exercises 9/ 11/ 15/ 25, exercise 26
06. Geometry and spatial reasoning. The student uses geometric vocabulary to describe angles, polygons, and circles. The student is expected to:	A. use angle measurements to classify angles as acute, obtuse, or right;	02. use angle measurements to classify angles as obtuse	0131340174	368, 370–371, 408	exposition and Examples 2 and 3, exercises 1/ 13/ 30, exercise 1
06. Geometry and spatial reasoning. The student uses geometric vocabulary to describe angles, polygons, and circles. The student is expected to:	A. use angle measurements to classify angles as acute, obtuse, or right;	03. use angle measurements to classify angles as right	0131340174	368, 370–371, 557	Example 2, exercises 10/ 12/ 14, exercise 29
06. Geometry and spatial reasoning. The student uses geometric vocabulary to describe angles, polygons, and circles. The student is expected to:	B. identify relationships involving angles in triangles and quadrilaterals; and	01. identify relationships involving angles in triangles	0131340174 0131340077	379, 381, 383 379	Activity Lab 8–4a, Example 3, exercise 28 TE right margin: Activity Lab notes

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06. Geometry and spatial reasoning. The student uses geometric vocabulary to describe angles, polygons, and circles. The student is expected to:	B. identify relationships involving angles in triangles and quadrilaterals; and	02. identify relationships involving angles in quadrilaterals	0131340174	385, 388, 389–390, 419	Activity Lab 8-5a, Example 4, exercises 13–15/ 17–29, exercise 40
06. Geometry and spatial reasoning. The student uses geometric vocabulary to describe angles, polygons, and circles. The student is expected to:	C. describe the relationship between radius, diameter, and circumference of a circle.	>>>>>	0131340174	437, 438–441, 447, 466	Activity 9–5a, Lesson 9–5, exercise 31, exercise 24
07. Geometry and spatial reasoning. The student uses coordinate geometry to identify location in two dimensions. The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.	A. locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.	01. locate points on a coordinate plane using ordered pairs of non-negative rational numbers	0131340174	547, 548, 550–551	Activity Lab 11-8a, exposition top of page and Example 1, exercises 2–36
07. Geometry and spatial reasoning. The student uses coordinate geometry to identify location in two dimensions. The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.	A. locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.	02. name points on a coordinate plane using ordered pairs of non-negative rational numbers	0131340174	547, 548, 550–551	Activity Lab 11-8a, exposition top of page and Example 1, exercises 6/ 7/ 20/ 32

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ISBN	0131340174, 0131340077				
TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	A. estimate measurements (including circumference) and evaluate reasonableness of results;	01. estimate measurements (including circumference)	0131340174	227, 439–441, 288–291, 416–419, 186	Activity Lab 5-4a, Examples 3 and 4, Lesson 6-6, Lesson 9-1, Activity Lab 4-6a
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	A. estimate measurements (including circumference) and evaluate reasonableness of results;	02. evaluate reasonableness of results	0131340174 0131340077	291 215, 227, 430, 437	exercise 21 TE margin: Exercise note on right, Exercise note on right, Exercise note on left, Error Prevention! on right
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	01. select appropriate units, tools, or formulas to measure problems involving length (including perimeter)	0131340174	288–291, 296, 416–419, 420, 426–427	Lesson 6-6, Activity Lab 6-7b, Lesson 9-1, Activity Lab 9-1b, exposition and Example 1
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	02. select appropriate units, tools, or formulas to solve problems involving length (including perimeter)	0131340174	186, 289, 292, 227, 422, 426–427	Activity Lab 4-6b, Example 1, Example 2, Activity Lab 5-4a, Example 2, exposition prior to Example 2 and Example 2
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	03. select appropriate units, tools, or formulas to measure problems involving area	0131340174	427, 430, 429–430, 431, 486, 497	Example 1 and 2, exercises 20–22, exercises 2–28, Activity Lab 9-4a, exercise 30, exercise 25

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08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	04. select appropriate units, tools, or formulas to solve problems involving area	0131340174	426–427, 429–430, 432–435, 442–443, 460	exposition followed by Examples 1 and 2, exercises 2–28, Lesson 9-4, Guided Problem Solving: Example and exercises 1–6, exercises 18–21
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	05. select appropriate units, tools, or formulas to measure problems involving time	0131340174	246–250, 538–539, 291, 264, 351	Lesson 5-7, Guided Problem Solving, exercises 27–28, exercise 34, exercises 33–36
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	06. select appropriate units, tools, or formulas to solve problems involving time	0131340174	246–250, 538–539, 291, 264, 319	Lesson 5-7, Guided Problem Solving, exercises 27–28, exercise 34, exercise 35
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	07. select appropriate units, tools, or formulas to measure problems involving temperature	0131340174	644, 75, 136, 516, 518	Skills Handbook, Example 2, exercise 19, Example 1, exercise 29
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	08. select appropriate units, tools, or formulas to solve problems involving temperature	0131340174	644, 75, 136, 516, 518	Skills Handbook, Example 2, exercise 19, Example 1, exercise 29

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08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	09. select appropriate units, tools, or formulas to measure problems involving volume	0131340174	288, 289–291, 416–419, 420, 458–460	table/exposition, exposition prior to Example 3 and Example 3, table/exposition prior to Example Example 3 and Example 3, Activity Lab 9-1b, Lesson 9-9
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	10. select appropriate units, tools, or formulas to solve problems involving volume	0131340174	292–295, 421–424, 309, 458–460	Lesson 6-7, Lesson 9-2, exercise 36, Lesson 9-9
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	11. select appropriate units, tools, or formulas to measure problems involving weight	0131340174	296, 288, 289–291	Activity questions 4–6, exposition, Example 2
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	12. select appropriate units, tools, or formulas to solve problems involving weight	0131340174	292–295, 421–424, 456	Lesson 6-7, Lesson 9-2, exercises 28–29
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	13. use appropriate units, tools, or formulas to measure problems involving length (including perimeter)	0131340174	186, 289, 227, 422, 426–427	Activity Lab 4-6b, Example 1, Activity Lab 5-4a, Example 2, exposition prior to Example 2 and Example 2

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08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	14. use appropriate units, tools, or formulas to solve problems involving length (including perimeter)	0131340174	292–295, 421–424, 428, 430	Lesson 6-7, Lesson 9-2, More Than One Way, exercises 28–29
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	15. use appropriate units, tools, or formulas to measure problems involving area	0131340174	427, 429–430, 431	Example 1 and 2, various exercises, Activity 9-4a
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	16. use appropriate units, tools, or formulas to solve problems involving area	0131340174	426–427, 429–430, 432–435, 442–443, 460	exposition followed by Examples 1 and 2, various exercises, Lesson 9-4, Guided Problem Solving: Example and exercises 1–6, exercises 18–21
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	17. use appropriate units, tools, or formulas to measure problems involving time	0131340174	246–250, 538–539, 291, 264, 351	Lesson 5-7, Guided Problem Solving, exercises 27–28, exercise 34, exercises 33–36
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	18. use appropriate units, tools, or formulas to solve problems involving time	0131340174	246–250, 538–539, 291, 264, 319	Lesson 5-7, Guided Problem Solving, exercises 27–28, exercise 34, exercise 35

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08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	19. use appropriate units, tools, or formulas to measure problems involving temperature	0131340174	644, 75, 516, 518	Skills Handbook, Example 2, Example 1, exercise 29
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	20. use appropriate units, tools, or formulas to solve problems involving temperature	0131340174	644, 75, 518	Skills Handbook, Example 2, exercise 29
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	21. use appropriate units, tools, or formulas to measure problems involving volume	0131340174	420, 288, 289, 416, 417, 418–419	Activity Lab 9-1b, exposition, Example 3, exposition, Example 3, exercises 1/7/21–27/ 29/ 36–39
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	22. use appropriate units, tools, or formulas to solve problems involving volume	0131340174	292–295, 421–424, 309	Lesson 6-7, Lesson 9-2, exercise 36
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	23. use appropriate units, tools, or formulas to measure problems involving weight	0131340174	296, 288, 289	Activity questions 4–6, exposition, Example 2

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08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	24. use appropriate units, tools, or formulas to solve problems involving weight	0131340174	292–295, 421–424, 456	Lesson 6-7, Lesson 9-2, exercises 28–29
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	C. measure angles; and	>>>>>	0131340174	367, 369, 370–371, 378	Example 1, More than One Way, exercises 1–7/ 16–20, Activity Lab 8-3b
08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:	D. convert measures within the same measurement system (customary and metric) based on relationships between units.	>>>>>	0131340174	292–295, 420, 421–424	Lesson 6-7, Activity Lab exercises 2–5, Lesson 9-2
09. Probability and statistics. The student uses experimental and theoretical probability to make predictions. The student is expected to:	A. construct sample spaces using lists and tree diagrams; and	01. construct sample spaces using lists	0131340174	476, 478–479, 508	Example 1, exercises 3–5/ 11–12/ 16, exercise 5
09. Probability and statistics. The student uses experimental and theoretical probability to make predictions. The student is expected to:	A. construct sample spaces using lists and tree diagrams; and	02. construct sample spaces using tree diagrams	0131340174	477, 478, 479–480	Example 2, More than One Way, exercises 6–8/ 11–12/ 14/ 16

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09. Probability and statistics. The student uses experimental and theoretical probability to make predictions. The student is expected to:	B. find the probabilities of a simple event and its complement and describe the relationship between the two.	01. find the probabilities of a simple event and its complement	0131340174	482–486, 491, 493	Lesson 10-2, exercise 26, exercises 4–7
09. Probability and statistics. The student uses experimental and theoretical probability to make predictions. The student is expected to:	B. find the probabilities of a simple event and its complement and describe the relationship between the two.	02. describe the relationship between the two.	0131340174 0131340077	483, 484 483	exposition and Example 2, exercise 1 TE margin: ELL bottom of page
10. Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:	A. select and use an appropriate representation for presenting and displaying different graphical representations of the same data including line plot, line graph, bar graph, and stem and leaf plot;	01. select an appropriate representation for presenting and displaying different graphical representations of the same data including line plot	0131340174 0131340077	90, 73, 71 73	exercise 13, exercise 18, Example 2 TE margin: Alternative Assessment middle right
10. Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:	A. select and use an appropriate representation for presenting and displaying different graphical representations of the same data including line plot, line graph, bar graph, and stem and leaf plot;	02. select an appropriate representation for presenting and displaying different graphical representations of the same data including line graph	0131340174 0131340077	75, 76–77, 93, 95 74–75	Example 2 and 3, exercises 1/ 7/ 9/ 10/ 14, Example 1, exercise 5/ 10 TE margin: Differentiated Instruction on bottom
10. Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:	A. select and use an appropriate representation for presenting and displaying different graphical representations of the same data including line plot, line graph, bar graph, and stem and leaf plot;	03. select an appropriate representation for presenting and displaying different graphical representations of the same data including bar graph	0131340174 0131340077	74–76, 95, 147, 169 74	Lesson 2-4, exercises 1–4/ 6/ 9/ 11–13/ exercise 26, exercise 35 TE margin: Differentiated Instruction: Below Level

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10. Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:	A. select and use an appropriate representation for presenting and displaying different graphical representations of the same data including line plot, line graph, bar graph, and stem and leaf plot;	04. select an appropriate representation for presenting and displaying different graphical representations of the same data including stem and leaf plot;	0131340174	86, 88, 89, 90	exposition and Example 1, More Than One Way, exercises 1–3/ 5/ 6–8/ 17
10. Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:	A. select and use an appropriate representation for presenting and displaying different graphical representations of the same data including line plot, line graph, bar graph, and stem and leaf plot;	05. use an appropriate representation for presenting and displaying different graphical representations of the same data including line plot	0131340174	71, 72–73, 83, 99, 507	Example 2, exercises 3–5/ 8–9/ 15/ 18/ 20, exercise 26, Example 1 and exercise 1, exercise 1
10. Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:	A. select and use an appropriate representation for presenting and displaying different graphical representations of the same data including line plot, line graph, bar graph, and stem and leaf plot;	06. use an appropriate representation for presenting and displaying different graphical representations of the same data including line graph	0131340174	75, 76–77, 93, 395,	Example 2, exercises 7/ 9–10/ 12/ 14, Example 1, exercise 24
10. Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:	A. select and use an appropriate representation for presenting and displaying different graphical representations of the same data including line plot, line graph, bar graph, and stem and leaf plot;	07. use an appropriate representation for presenting and displaying different graphical representations of the same data including bar graph	0131340174	74, 76–77, 78, 507, 539	Example 1, exercises 5–6/ 11/ 13, Activity Lab 2–4b, Example, Exercise 4

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10. Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:	A. select and use an appropriate representation for presenting and displaying different graphical representations of the same data including line plot, line graph, bar graph, and stem and leaf plot;	08. use an appropriate representation for presenting and displaying different graphical representations of the same data including stem and leaf plot;	0131340174	86–87, 88, 90, 99, 405	Examples 1 and 2, More Than One Way, exercises 13/ 14 / 17, Example 1, exercise 26
10. Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:	B. identify mean (using concrete objects and pictorial models), median, mode, and range of a set of data;	01. identify mean (using concrete objects and pictorial models) of a set of data	0131340174 0131340077	60, 61, 63 67	Activity 2-1a, Example 1, exercises 2 and 3 Differentiated Instruction: ELL
10. Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:	B. identify mean (using concrete objects and pictorial models), median, mode, and range of a set of data;	02. identify median of a set of data	0131340174	66, 68–69, 94, 95	exposition prior to Example 1 and Example 1, exercises 3-12/ 19-21, Example 3, exercises 7/ 8
10. Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:	B. identify mean (using concrete objects and pictorial models), median, mode, and range of a set of data;	03. identify mode of a set of data	0131340174	67–69, 90, 94, 95	Lesson 2-2: Example 2 and 3, exercises, exercise 18, Quick Check 3, exercises 7–8
10. Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:	B. identify mean (using concrete objects and pictorial models), median, mode, and range of a set of data;	04. identify range of a set of data	0131340174	71, 72–73, 86, 99	Example 3, exercises 10–13/ 19, Quick Check 1, exercise 2
10. Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:	C. sketch circle graphs to display data; and	>>>>>	0131340174	340, 341–344, 345	Activity 7-8a, Lesson 7–8, Activity Lab 7-8b

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10. Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:	D. solve problems by collecting, organizing, displaying, and interpreting data.	01. solve problems by collecting data	0131340174	202, 437, 77, 90, 343	Activity Lab 4-9b, Activity lab 9-5a, exercise 12, exercise 15, exercise 17
10. Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:	D. solve problems by collecting, organizing, displaying, and interpreting data.	02. solve problems by organizing data	0131340174	66–69, 71, 74–77, 78, 87–90	Lesson 2-2, Example 2, Lesson 2-4, Activity Lab 2-4b, Lesson 2-6
10. Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:	D. solve problems by collecting, organizing, displaying, and interpreting data.	03. solve problems by displaying data	0131340174	70–73, 74–77, 86–89, 78, 341–344	Lesson 2-3, Lesson 2-4, Lesson 2-6, Activity Lab 2-4b, Lesson 7-8
10. Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:	D. solve problems by collecting, organizing, displaying, and interpreting data.	04. solve problems by interpreting data	0131340174	70–73, 74–77, 86–89, 341–344, 507	Lesson 2-3, Lesson 2-4, Lesson 2-6, Lesson 7-8, TAKS Strategy
11. Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:	A. identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;	01. identify mathematics to everyday experiences	0131340174	188, 45, 91, 145, 342	Why Learn This and Example 1, Example 2, Guided Problem Solving, Example 2, Example 3

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11. Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:	A. identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;	02. apply mathematics to everyday experiences	0131340174	45, 91, 145, 313, 342	Example 2, Guided Problem Solving, Example 2, Example 2 and 3, Example 3
11. Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:	A. identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;	03. identify mathematics to activities in and outside of school	0131340174	119, 229, 247, 321, 367	Example 2, Example 3, Example 3, Example 3, Example 1
11. Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:	A. identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;	04. apply mathematics to activities in and outside of school	0131340174	119, 229, 247, 321, 367	Example 2, Example 3, Example 3, Example 3, Example 1

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11. Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:	A. identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;	05. identify mathematics with other disciplines	0131340174	27, 163, 327, 363, 422	Example 3, Example 2, Example 2, Example 2, Example 2
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11. Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:	B. use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	01. use a problem-solving model that incorporates understanding the problem	0131340174	xlvii–lvii, 196, 63, 263, 323	third paragraph on each page, Guided Problem Solving, exercise 17, exercise 22, exercise 23
11. Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:	B. use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	02. use a problem-solving model that incorporates making a plan	0131340174	xlviii–lvii, 244, 18, 168, 329	fourth paragraph on each page, Guided Problem Solving, exercise 27, exercise 26, exercise 16

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11. Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:	B. use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	04. use a problem-solving model that incorporates evaluating the solution for reasonableness	0131340174	xlviii–lvii, 346, 168, 235, 496	sixth paragraph on each page, Guided Problem Solving, exercise 26, exercise 22, exercise 16
11. Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:	C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	01. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture	0131340174	1, 49, 91, 131, 407	Draw a Picture, Guided Problem Solving, Guided Problem Solving, Example 2, TAKS Strategy

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11. Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:	C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	03. select or develop an appropriate problem-solving strategy from a variety of different types, including systematic guessing and checking	0131340174	lii, 68, 125, 127	Systematic Guess and Check exercise 18, Example 3, exercises 15–26
11. Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:	C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	04. select or develop an appropriate problem-solving strategy from a variety of different types, including acting it out	0131340174 0131340077	liii, 370 111, 247, 389	Act It Out, exercise 16 TE margin: Exercise note on right, Alternative Method on right, Exercise note on bottom

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11. Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:	C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	06. select or develop an appropriate problem-solving strategy from a variety of different types, including working a simpler problem	0131340174	lv, 127, 219	Work a Simpler Problem, exercise 27, exercise 23
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11. Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:	D. select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.	>>>>>	0131340174	8–11, 78, 547, 216, 237	Lesson 1-2, Activity Lab 2-4b, Activity Lab 11-8a, Activity Lab 5-2a, Activity Lab 5-5b
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12. Underlying processes and mathematical tools. The student communicates about Grade 6 mathematics through informal and mathematical language, representations, and models. The student is expected to:	A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and	01. communicate mathematical ideas using language	0131340174	36, 187, 244, 362, 479	Vocabulary Builder, Vocabulary Builder, Guided Problem Solving, exposition, exercise 3
12. Underlying processes and mathematical tools. The student communicates about Grade 6 mathematics through informal and mathematical language, representations, and models. The student is expected to:	A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and	02. communicate mathematical ideas using efficient tools	0131340174	186, 227, 237, 345, 367,	Activity Lab 4-6b, Activity Lab 5-4a, Activity Lab 5-5b, Activity Lab 7-8b, Example 1

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12. Underlying processes and mathematical tools. The student communicates about Grade 6 mathematics through informal and mathematical language, representations, and models. The student is expected to:	A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and	04. communicate mathematical ideas using graphical, numerical, physical, or algebraic mathematical models	0131340174	26, 74–78, 119, 181, 331–332	Example 1, Examples 1 and 2, Example 2, Activity Lab 4-6a, Examples 1–4
12. Underlying processes and mathematical tools. The student communicates about Grade 6 mathematics through informal and mathematical language, representations, and models. The student is expected to:	B. evaluate the effectiveness of different representations to communicate ideas.	>>>>>	0131340174 0131340077	75, 88 221, 183, 310	Example 3, Choose a Method TE margin: Alternative Method on right, Guided Instruction: Example 1 on right, Guided Instruction: last paragraph on left
13. Underlying processes and mathematical tools. The student uses logical reasoning to make conjectures and verify conclusions. The student is expected to:	A. make conjectures from patterns or sets of examples and nonexamples; and	01. make conjectures from patterns or sets of examples	0131340174	108–111, 112, 379, 385, 437	Lesson 3-1, Activity Lab 3-2a, Activity Lab 8-4a, Activity Lab 8-5a, Activity Lab 9-5a

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13. Underlying processes and mathematical tools. The student uses logical reasoning to make conjectures and verify conclusions. The student is expected to:	B. validate his/her conclusions using mathematical properties and relationships.	01. validate his/her conclusions using mathematical properties	0131340174	12–15, 163, 164	Lesson 1-3, Example 3, exercises 18–26/ 29–31/ 34
13. Underlying processes and mathematical tools. The student uses logical reasoning to make conjectures and verify conclusions. The student is expected to:	B. validate his/her conclusions using mathematical properties and relationships.	02. validate his/her conclusions using relationships	0131340174	158–161, 380–383, 438–441, 31, 181	Lesson 4-1, Lesson 8-4, Lesson 9-5, Activity Lab 1-7a, Activity 4-6a