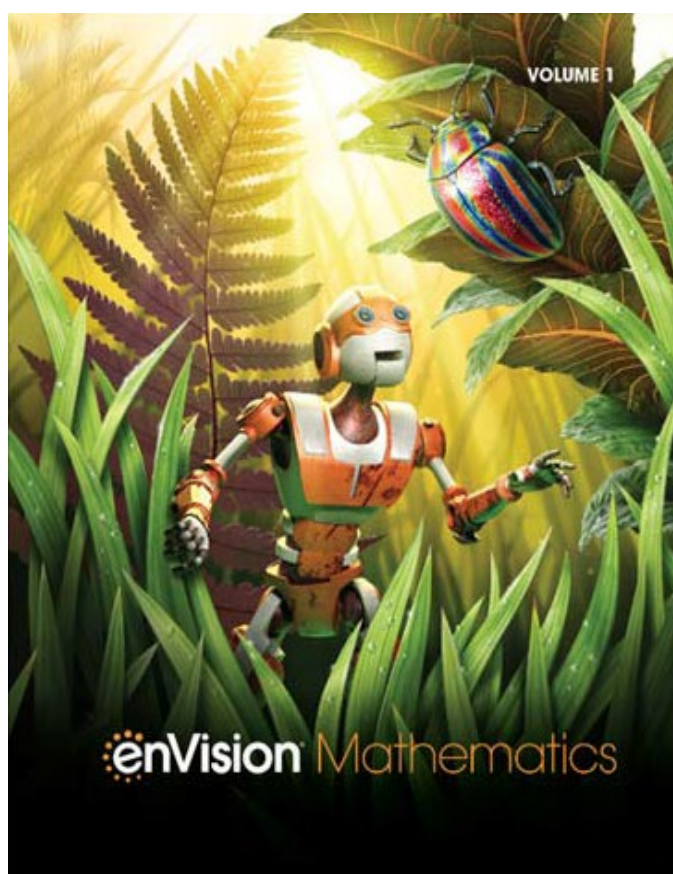


A Correlation of

**enVision** Mathematics

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to the  
**Louisiana Student Standards  
for Mathematics 2016  
Grade 6**

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Introduction

The new enVision® Mathematics ©2021 is the latest offering of the nationally recognized Grades K-12 series, created for print, digital, and blended instruction. Problem-Based Learning connects with Visual Learning to deep conceptual understanding. Interactive multimedia experiences engage learners in student choice and solving rich problems. Extensive customization and differentiation options empower every teacher and student.

**UNDERSTANDING**

A simple lesson design provides a clear, intentional pathway. Starting on a firm foundation of conceptual understanding, students can connect and apply math ideas in amazing ways. High-interest math projects invite all students to be active participants.

A simple lesson design provides a clear, intentional pathway.

STEP 1 Problem-Based Learning

STEP 2 Visual Learning

STEP 3 Assess and Differentiate

**ASSESSMENT**

The enVision Assessment Suite offers options to move students toward mastery of state standards while driving instructional differentiation.

**DIAGNOSTIC Assessment**

Reading Test, Diagnostic Test (Math Diagnosis and Intervention System), Review What You Know

**FORMATIVE Assessment**

SCOUT Observational Assessment used during Solve & Share, Do You Understand? And Convince Me! Guide Practice, Quick Check

**SUMMATIVE Assessment**

Topic Assessments, Topic Performance Assessments, Examview Test Generator, Fluency Assessments, Cumulative/Benchmarks Assessments, Progress Monitoring Assessments

**INSTRUCTIONAL SUPPORT**

Gain a new perspective on your teaching with embedded strategies, methods, and a wide range of Professional Development opportunities in print and digital formats.

**Ideas, Inspiration, and Teaching Methods**

Math background for every Topic and Lesson serves as an easy-to-access math methods course.

Make every lesson perfect for you. Access all digital content, assessments, and management tools at [SavvasRealize.com](http://SavvasRealize.com).

Kids See the Math. Teachers See Results.

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<b>Ratios and Proportional Relationships 6.RP</b>	
<b>Understand ratio concepts and use ratio reasoning to solve problems</b>	
1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”	5-1 Understand Ratios: 267-272 Topic 5 Review: 333-338
2. Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ , and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”	5-5 Understand Rates and Unit Rates: 293-298 Topic 5 Review: 333-338
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	5-1 Understand Ratios: 267-272 5-2 Generate Equivalent Ratios: 273-278 5-3 Compare Ratios: 279-284 5-4 Represent and Graph Ratios: 285-290 5-5 Understand Rates and Unit Rates: 293-298 5-6 Compare Unit Rates: 299-304 5-7 Solve Unit Rate Problems: 305-310 5-8 Ratio Reasoning: Convert Customary Units: 315-320 5-9 Ratio Reasoning: Convert Metric Units: 321-326 5-10 Relate Customary and Metric Units: 327-332 Topic 5 Review: 333-338
a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	5-1 Understand Ratios: 267-272 5-2 Generate Equivalent Ratios: 273-278 5-3 Compare Ratios: 279-284 5-4 Represent and Graph Ratios: 285-290 5-5 Understand Rates and Unit Rates: 293-298 5-6 Compare Unit Rates: 299-304 Topic 5 Review: 333-338
b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	5-5 Understand Rates and Unit Rates: 293-298 5-6 Compare Unit Rates: 299-304 5-7 Solve Unit Rate Problems: 305-310 Topic 5 Review: 333-338

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c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	6-1 Understand Percent: 347-352 6-2 Relate Fractions, Decimals, and Percents: 353-358 6-3 Represent Percents Greater Than 100 and Less Than 1: 359-364 6-4 Estimate to Find Percent: 367-372 6-5 Find the Percent of a Number: 373-378 6-6 Find the Whole Given a Part and the Percent: 379-384 Topic 6 Review: 389-392
d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	5-8 Ratio Reasoning: Convert Customary Units: 315-320 5-9 Ratio Reasoning: Convert Metric Units: 321-326 5-10 Relate Customary and Metric Units: 327-332 Topic 5 Review: 333-338
<b>The Number System 6.NS</b>	
<b>A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions</b>	
1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$ . (In general, $(a/b) \div (c/d) = ad/bc$ .) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?	1-4 Understand Division with Fractions: 33-38 1-5 Divide Fractions by Fractions: 39-44 1-6 Divide Mixed Numbers: 45-50 1-7 Solve Problems with Rational Numbers: 51-56 Topic 1 Review: 57-60
<b>B. Compute fluently with multi-digit numbers and find common factors and multiples</b>	
2. Fluently divide multi-digit numbers using the standard algorithm.	1-2 Fluently Divide Whole Numbers and Decimals: 15-20 Topic 1 Review: 57-60
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	1-1 Fluently Add, Subtract, and Multiply Decimals: 9-14 1-2 Fluently Divide Whole Numbers and Decimals: 15-20 Topic 1 Review: 57-60

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4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$ .	3-2 Find Greatest Common Factor and Least Common Multiple: 129-136 Topic 3 Review: 173-176
<b>C. Apply and extend previous understandings of numbers to the system of rational numbers</b>	
5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	2-1 Understand Integers: 69-74 2-2 Represent Rational Numbers on the Number Line: 75-80 Topic 2 Review: 111-114
6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	2-2 Represent Rational Numbers on the Number Line: 75-80 2-4 Represent Rational Numbers on the Coordinate Plane: 89-94 Topic 2 Review: 111-114 7-4 Find Areas of Polygons: 422-424 Topic 7 Review: 457
a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$ , and that 0 is its own opposite.	2-1 Understand Integers: 69-74 2-2 Represent Rational Numbers on the Number Line: 75-80 Topic 2 Review: 111-114
b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	2-4 Represent Rational Numbers on the Coordinate Plane: 89-94 Topic 2 Review: 111-114
c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	2-1 Understand Integers: 69-74 2-2 Represent Rational Numbers on the Number Line: 75-80 2-4 Represent Rational Numbers on the Coordinate Plane: 89-94 Topic 2 Review: 111-114 7-4 Find Areas of Polygons: 421-424 Topic 7 Review: 457

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7. Understand ordering and absolute value of rational numbers.	2-2 Represent Rational Numbers on the Number Line: 75-80 2-3 Absolute Values of Rational Numbers: 81-86 Topic 2 Review: 111-114
a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that $-3$ is located to the right of $-7$ on a number line oriented from left to right.	2-2 Represent Rational Numbers on the Number Line: 75-80 Topic 2 Review: 111-114
b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that $-3^{\circ}\text{C}$ is warmer than $-7^{\circ}\text{C}$ .	2-2 Represent Rational Numbers on the Number Line: 75-80 Topic 2 Review: 111-114
c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of $-30$ dollars, write $ -30  = 30$ to describe the size of the debt in dollars.	2-3 Absolute Values of Rational Numbers: 81-86 Topic 2 Review: 111-114
d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than $-30$ dollars represents a debt greater than 30 dollars.	2-2 Represent Rational Numbers on the Number Line: 75-80 2-3 Absolute Values of Rational Numbers: 81-86 Topic 2 Review: 111-114
8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	2-4 Represent Rational Numbers on the Coordinate Plane: 89-94 2-5 Find Distances on the Coordinate Plane: 99-104 2-6 Represent Polygons on the Coordinate Plane: 105-110 Topic 2 Review: 111-114 7-4 Find Areas of Polygons: 421-424 Topic 7 Review: 457

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<b>Expressions and Equations 6.EE</b>	
<b>A. Apply and extend previous understandings of arithmetic to algebraic expression</b>	
1. Write and evaluate numerical expressions involving whole-number exponents.	3-1 Understand and Represent Exponents: 123-128 3-3 Write and Evaluate Numerical Expressions: 137-142 Topic 3 Review: 173-176
2. Write, read, and evaluate expressions in which letters stand for numbers.	3-4 Write Algebraic Expressions: 145-150 3-5 Evaluate Algebraic Expressions: 151-156 Topic 3 Review: 173-176 7-1 Find Areas of Parallelograms and Rhombuses: 402-406 7-2 Solve Triangle Area Problems: 407-412 7-3 Find Areas of Trapezoids and Kites: 413-418 7-4 Find Areas of Polygons: 420-421 7-6 Find Surface Areas of Prisms: 438-442 7-7 Find Surface Areas of Pyramids: 443-448 7-8 Find Volume of Prisms with Fractional Edge Lengths: 451-454 Topic 7 Review: 455-460
a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract $y$ from 5” as $5 - y$ .	3-4 Write Algebraic Expressions: 145-150 Topic 3 Review: 173-176 7-6 Find Surface Areas of Prisms: 437-442 7-7 Find Surface Areas of Pyramids: 443-448 7-8 Find Volume of Prisms with Fractional Edge Lengths: 449-454 Topic 7 Review: 455-460
b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.	3-4 Write Algebraic Expressions: 145-150 3-6 Generate Equivalent Expressions: 161-166 3-7 Simplify Algebraic Expressions: 167-172



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<p>c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = 1/2</math>.</p>	<p>3-4 Write Algebraic Expressions: 145-150            3-5 Evaluate Algebraic Expressions: 151-156            Topic 3 Review: 173-176            7-1 Find Areas of Parallelograms and Rhombuses: 402-406            7-2 Solve Triangle Area Problems: 407-412            7-3 Find Areas of Trapezoids and Kites: 413-418            7-4 Find Areas of Polygons: 420-421            7-6 Find Surface Areas of Prisms: 438-442            7-7 Find Surface Areas of Pyramids: 443-448            7-8 Find Volume of Prisms with Fractional Edge Lengths: 451-454            Topic 7 Review: 455-460</p>
<p>3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</p>	<p>3-3 Write and Evaluate Numerical Expressions: 137-142            3-6 Generate Equivalent Expressions: 161-166            3-7 Simplify Algebraic Expressions: 167-172            Topic 3 Review: 173-176</p>
<p>4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</p>	<p>3-3 Write and Evaluate Numerical Expressions: 137-142            3-6 Generate Equivalent Expressions: 161-166            3-7 Simplify Algebraic Expressions: 167-172            Topic 3 Review: 173-176</p>
<p><b>B. Reason about and solve one-variable equations and inequalities</b></p>	
<p>5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p>	<p>4-1 Understand Equations and Solutions: 185-190            4-6 Understand and Write Inequalities: 219-224            4-7 Solve Inequalities: 225-230            Topic 4 Review: 253-258</p>

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6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	3-4 Write Algebraic Expressions: 145-150 3-5 Evaluate Algebraic Expressions: 151-156 Topic 3 Review: 173-176 4-3 Write and Solve Addition and Subtraction Equations: 197-202 4-4 Write and Solve Multiplication and Division Equations: 203-208 4-5 Write and Solve Equations with Rational Numbers: 209-216 Topic 4 Review: 253-258 7-6 Find Surface Areas of Prisms: 437-442 7-7 Find Surface Areas of Pyramids: 443-448 7-8 Find Volume of Prisms with Fractional Edge Lengths: 449-454 Topic 7 Review: 455-460
7. Solve real-world and mathematical problems by writing and solving equations and inequalities of the form $x + p = q$ and $px = q$ for cases in which $p$ , $q$ and $x$ are all nonnegative rational numbers. Inequalities will include $<$ , $>$ , $\leq$ , and $\geq$ .	4-2 Apply Properties of Equality: 191-196 4-3 Write and Solve Addition and Subtraction Equations: 197-202 4-4 Write and Solve Multiplication and Division Equations: 203-208 4-5 Write and Solve Equations with Rational Numbers: 209-216 Topic 4 Review: 253-258
8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	4-6 Understand and Write Inequalities: 219-224 4-7 Solve Inequalities: 225-230 Topic 4 Review: 253-258
<b>C. Represent and analyze quantitative relationships between dependent and independent variables</b>	
9. Use variables to represent two quantities in a real-world problem that change in relationship to one another. Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.	4-8 Understand Independent and Dependent Variables: 235-240 4-9 Use Patterns to Write and Solve Equations: 241-246 4-10 Relate Tables, Graphs, and Equations: 247-252 Topic 4 Review: 253-258

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<b>Geometry 6.G</b>	
<b>A. Solve real-world and mathematical problems involving area, surface area, and volume</b>	
1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	7-1 Find Areas of Parallelograms and Rhombuses: 401-406 7-2 Solve Triangle Area Problems: 407-412 7-3 Find Areas of Trapezoids and Kites: 413-418 7-4 Find Areas of Polygons: 419-424 Topic 7 Review: 455-460
2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	7-8 Find Volume of Prisms with Fractional Edge Lengths: 449-454 Topic 7 Review: 460
3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	2-6 Represent Polygons on the Coordinate Plane: 105-110 Topic 2 Review: 114 7-4 Find Areas of Polygons: 421-424 Topic 7 Review: 457
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	7-5 Represent Solid Figures Using Nets: 427-432 7-6 Find Surface Areas of Prisms: 437-442 7-7 Find Surface Areas of Pyramids: 443-448 Topic 7 Review: 459-460
<b>Statistics and Probability 6.SP</b>	
<b>A. Develop understanding of statistical variability</b>	
1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.	8-1 Recognize Statistical Questions: 469-474 Topic 8 Review: 519-522
2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	8-7 Summarize Data Distributions: 509-514 Topic 8 Review: 519-522

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3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	8-2 Summarize Data Using Mean, Median, Mode, and Range: 475-482 8-5 Summarize Data Using Measures of Variability: 497-502 Topic 8 Review: 519-522
<b>B. Summarize and describe distributions</b>	
4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	8-1 Recognize Statistical Questions: 470-471, 473-474 8-3 Display Data in Box Plots: 483-488 8-4 Display Data in Frequency Tables and Histograms: 489-494 8-5 Summarize Data Using Measures of Variability: 497-502 8-6 Choose Appropriate Statistical Measures: 504, 506-507 8-7 Summarize Data Distributions: 509-514 Topic 8 Review: 519-522
5. Summarize numerical data sets in relation to their context, such as by:	
a. Reporting the number of observations.	8-4 Display Data in Frequency Tables and Histograms: 489-494 Topic 8 Review: 519-522
b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	Topic 8 STEM Project: 464 8-6 Choose Appropriate Statistical Measures: 503-508 8-7 Summarize Data Distributions: 509-514 Topic 8 Review: 519-522
c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	8-2 Summarize Data Using Mean, Median, Mode, and Range: 475-482 8-5 Summarize Data Using Measures of Variability: 497-502 8-6 Choose Appropriate Statistical Measures: 503-508 8-7 Summarize Data Distributions: 509-514 Topic 8 Review: 519-522
d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	8-6 Choose Appropriate Statistical Measures: 503-508 Topic 8 Review: 519-522

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<b>Standards for Mathematical Practice</b>	
<p>1 Make sense of problems and persevere in solving them.</p>	<p>enVision Mathematics provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages online. In the textbook, each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a problem situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. The following references are a representative sample.</p> <p>Topic 1 3-Act Mathematical Modeling, Video: 31            1-6 Divide Mixed Numbers: 50            2-2 Represent Rational Numbers on the Number Line: 80            2-4 Represent Rational Numbers on the Coordinate Plane: 89            3-2 Find Greatest Common Factor and Least Common Multiple: 135            3-3 Write and Evaluate Numerical Expressions: 141            3-6 Generate Equivalent Expressions: 165            4-5 Write and Solve Equations with Rational Numbers: 214-215            4-9 Use Patterns to Write and Solve Equations: 244            Topic 8 3-Act Mathematical Modeling: 518</p>

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2 Reason abstractly and quantitatively.	<p>enVision Mathematics provides scaffolded instruction to help students develop both quantitative and also abstract reasoning. In Visual Learning examples, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the meaning or effect of an operation, for example, rather than merely the solution. The following references are a representative sample.</p> <p>Topic 1 3-Act Mathematical Modeling, Video: 31-32            1-5 Divide Fractions by Fractions: 42            1-6 Divide Mixed Numbers: 48            1-7 Solve Problems with Rational Numbers: 56            2-3 Absolute Values of Rational Numbers: 84-85            2-6 Represent Polygons on the Coordinate Plane: 108            3-1 Understand and Represent Exponents: 124            3-2 Find Greatest Common Factor and Least Common Multiple: 135            3-4 Write Algebraic Expressions: 148            4-1 Understand Equations and Solutions: 188</p>

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<p>3 Construct viable arguments and critique the reasoning of others.</p>	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In enVision Mathematics, Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program explicitly call for students to justify their strategies and solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student’s own processes and those of others. The following references are a representative sample.</p> <p>1-2 Fluently Divide Whole Numbers and Decimals: 20            1-7 Solve Problems with Rational Numbers: 54-55            2-1 Understand Integers: 72            3-1 Understand and Represent Exponents: 128            3-3 Write and Evaluate Numerical Expressions: 140            Topic 3 3-Act Mathematical Modeling: 160            4-8 Understand Independent and Dependent Variables: 238            5-8 Ratio Reasoning: Convert Customary Units: 319            Topic 7 3-Act Mathematical Modeling: 436            8-6 Choose Appropriate Statistical Measures: 507</p>
<p>4 Model with mathematics.</p>	<p>Students using enVision Mathematics explicitly use mathematical modeling in each Topic during the 3-Act Math lesson. The Visual Learning examples in each lesson similarly present real-world situations and demonstrate how these problems can be modeled mathematically. Additional evidence of modeling with math appears in the Practice and Problem Solving section of each lesson. The following references are a representative sample.</p> <p>Topic 1 3-Act Mathematical Modeling, Video: 29-32            1-4 Understand Division with Fractions: 36            1-5 Divide Fractions by Fractions: 44            2-4 Represent Rational Numbers on the Coordinate Plane: 91            Topic 2 3-Act Mathematical Modeling: 95-98            3-1 Understand and Represent Exponents: 126            3-3 Write and Evaluate Numerical Expressions: 142            3-4 Write Algebraic Expressions: 146, 149-150            Topic 3 3-Act Mathematical Modeling: 157-160            4-2 Apply Properties of Equality: 192</p>

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5 Use appropriate tools strategically.	<p>Students become fluent in the use of a wide assortment of math tools ranging from physical objects, including manipulatives, integer chips, algebra tiles, and even pencil and paper; measuring tools, such as rulers and protractors; visual tools, including number lines and area models; and digital tools, such as graphing calculators, Online Math Tools, and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.</p> <p>Topic 1 3-Act Mathematical Modeling, Video: 30            Topic 2 3-Act Mathematical Modeling: 96            Topic 3 3-Act Mathematical Modeling: 158            Topic 4 3-Act Mathematical Modeling: 232            5-2 Generate Equivalent Ratios: 278            Topic 5 3-Act Mathematical Modeling: 312            6-5 Find the Percent of a Number: 376            Topic 6 3-Act Mathematical Modeling: 386            Topic 7 3-Act Mathematical Modeling: 434            Topic 8 3-Act Mathematical Modeling: 518</p>
6 Attend to precision.	<p>Students are expected to use mathematical terms and symbols with precision. Key terms are highlighted in each lesson, and important concepts are presented in the Concept Summary. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations. Exercises in the Practice and Problem Solving sets require students to Be Precise as they appropriately use technical math vocabulary to describe a process or strategy.</p> <p>1-2 Fluently Divide Whole Numbers and Decimals: 20            1-3 Multiply Fractions: 26            1-5 Divide Fractions by Fractions: 43            2-4 Represent Rational Numbers on the Coordinate Plane: 94            3-1 Understand and Represent Exponents: 126            3-4 Write Algebraic Expressions: 147-148            Topic 4 3-Act Mathematical Modeling: 234            Topic 5 Math Literacy Activity: 264            6-6 Find the Whole Given a Part and the Percent: 382            Topic 6 3-Act Mathematical Modeling: 388</p>



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7 Look for and make use of structure.	<p>Students are encouraged to look for structure as they develop and implement solution strategies. This focus on recognizing and applying structure enables students to formalize their understanding of relationships among numbers, operations, and patterns. They continually build on this understanding and extend and apply it to algebraic and geometric constructs.</p> <p>1-1 Fluently Add, Subtract, and Multiply Decimals: 13            1-5 Divide Fractions by Fractions: 44            1-6 Divide Mixed Numbers: 50            2-2 Represent Rational Numbers on the Number Line: 77            2-3 Absolute Values of Rational Numbers: 82, 86            2-4 Represent Rational Numbers on the Coordinate Plane: 90, 93-94            2-5 Find Distances on the Coordinate Plane: 104            Topic 5 3-Act Mathematical Modeling: 314</p>
8 Look for and express regularity in repeated reasoning.	<p>Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution strategy developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations.</p> <p>1-6 Divide Mixed Numbers: 48            2-1 Understand Integers: 72-73            2-2 Represent Rational Numbers on the Number Line: 76            2-6 Represent Polygons on the Coordinate Plane: 106            3-2 Find Greatest Common Factor and Least Common Multiple: 133            3-6 Generate Equivalent Expressions: 164            4-4 Write and Solve Multiplication and Division Equations: 208            4-5 Write and Solve Equations with Rational Numbers: 213            4-7 Solve Inequalities: 228            5-5 Understand Rates and Unit Rates: 294-295</p>

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