

EVERY DAY COUNTS
ALGEBRA READINESS © 2006

correlated to

Louisiana
Mathematics
Grade-Level Expectations
Grades 6-8



A Division of Houghton Mifflin Company

TO CONTACT YOUR LOUISIANA GREAT SOURCE REPRESENTATIVE, CALL:

800-289-4490, option 4

WWW.GREATSOURCE.COM



A Division of Houghton Mifflin Company

**Every Day Counts Algebra Readiness © 2006
Teacher Edition
correlated to
Louisiana Mathematics Grade-Level Expectations
Grade 6**

NUMBER AND NUMBER RELATIONS

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
1. Factor whole numbers into primes (N-1-M)	52-55, 71-72
2. Determine common factors and common multiples for pairs of whole numbers (N-1-M)	24-28, 40-42, 52-55, 71-72, 88-91, 93-94
3. Find the greatest common factor (GCF) and least common multiple (LCM) for whole numbers in the context of problem-solving (N-1-M)	26, 27, 41
4. Recognize and compute equivalent representations of fractions and decimals (i.e., halves, thirds, fourths, fifths, tenths, hundredths) (N-1-M) (N-3-M)	28-30, 42-43, 55-57, 72-73, 91-92, 109
5. Decide which representation (i.e., fraction or decimal) of a positive number is appropriate in a real-life situation (N-1-M) (N-5-M)	The opportunity to address this objective is available on the following pages: 28-30, 42-43, 55-57, 72-73, 91-92, 109
6. Compare positive fractions, decimals, and positive and negative integers using symbols (i.e., $<$, $=$, $>$) and number lines (N-2-M)	28-30, 91-92, 131-135, 154-158
7. Read and write numerals and words for decimals through ten-thousandths (N-3-M)	The opportunity to address this objective is available on the following pages: 28-30, 72-73, 91, 109
8. Demonstrate the meaning of positive and negative numbers and their opposites in real-life situations (N-3-M) (N-5-M)	131-135, 154-156

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
9. Add and subtract fractions and decimals in real-life situations (N-5-M)	91-92, 100, 109, 125
10. Use and explain estimation strategies to predict computational results with positive fractions and decimals (N-6-M)	The opportunity to address this objective is available on the following pages: 36, 37, 100-101, 121
11. Mentally multiply and divide by powers of 10 (e.g., $25/10=2.5$; $12.56 \times 100=1,256$) (N-6-M)	140-141
13. Use models and pictures to explain concepts or solve problems involving ratio, proportion, and percent with whole numbers (N-8-M)	29, 42-43, 47, 64-65, 80-81, 98-101, 109-114, 120-122, 142-145, 177-180

A L G E B R A

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
14. Model and identify perfect squares up to 144 (A-1-M)	24-28, 40-42, 94-96, 137-139
15. Match algebraic equations and expressions with verbal statements and vice versa (A-1-M) (A-3-M) (A-5-M) (P-2-M)	33-35, 43-44, 60-61, 77, 108, 119, 138-139, 181-182
16. Evaluate simple algebraic expressions using substitution (A-2-M)	33-35, 45-46, 63, 77, 78-79, 140-141, 181-182
17. Find solutions to 2-step equations with positive integer solutions (e.g., $3x-5=13$, $2x+3x=20$) (A-2-M)	34, 164

M E A S U R E M E N T

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
18. Measure length and read linear measurements to the nearest sixteenth-inch and mm (M-1-M)	146-147

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
19. Calculate perimeter and area of triangles, parallelograms, and trapezoids (M-1-M)	32, 44, 114-116
22. Estimate perimeter and area of any 2-dimensional figure (regular and irregular) using standard units (M-2-M)	The opportunity to address this objective is available on the following pages: 30-33, 43-44, 146-147
23. Identify and select appropriate units to measure area (M-3-M)	The opportunity to address this objective is available on the following pages: 43-44, 60-62, 114-116, 135-137

G E O M E T R Y

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
24. Use mathematical terms to describe the basic properties of 3-dimensional objects (edges, vertices, faces, base, etc.) (G-2-M)	150-154, 172-174, 186-189
25. Relate polyhedra to their 2-dimensional shapes by drawing or sketching their faces (G-2-M) (G-4-M)	150-154, 172-174, 186-189
26. Apply concepts, properties, and relationships of points, lines, line segments, rays, diagonals, circles, and right, acute, and obtuse angles and triangles in real-life situations, including estimating sizes of angles (G-2-M) (G-5-M) (G-1-M)	The opportunity to address this objective is available on the following pages: 57-59, 93-94, 128-131

**D A T A A N A L Y S I S , P R O B A B I L I T Y , A N D
D I S C R E T E M A T H**

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
29. Collect, organize, label, display, and interpret data in frequency tables, stem-and-leaf plots, and scatter plots and discuss patterns in the data verbally and in writing (D-1-M) (D-2-M) (A-3-M)	101-103, 182-185
30. Describe and analyze trends and patterns observed in graphic displays (D-2-M)	81-83, 101-103, 122-124, 142-145, 182-185

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
31. Demonstrate an understanding of precision, accuracy, and error in measurement (D-2-M) (M-2-M)	The opportunity to address this objective is available on the following pages:81-53, 101-103
32. Calculate and discuss mean, median, mode, and range of a set of discrete data to solve real-life problems (D-3-M)	82-83, 101-103, 142
36. Apply the meaning of <i>equally likely</i> and <i>equally probable</i> to real-life situations (D-5-M)	The opportunity to address this objective is available on the following pages: 159-161, 175-177

P A T T E R N S , R E L A T I O N S , A N D F U N C T I O N S

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
37. Describe, complete, and apply a pattern of differences found in an input-output table (P-1-M) (P-2-M) (P-3-M)	The opportunity to address this objective is available on the following pages: 31, 44, 45, 60, 63
38. Describe patterns in sequences of arithmetic and geometric growth and now-next relationships (i.e., growth patterns where the next term is dependent on the present term) with numbers and figures (P-3-M) - (A-4-M)	The opportunity to address this objective is available on the following pages: 30-33, 43-44, 60-62, 75-78, 115, 137-139



A Division of Houghton Mifflin Company

Every Day Counts Algebra Readiness © 2006
Teacher Edition
correlated to
Louisiana Mathematics Grade-Level Expectations
Grade 7

NUMBER AND NUMBER RELATIONS

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
1. Recognize and compute equivalent representations of fractions, decimals, and percents (i.e., halves, thirds, fourths, fifths, eighths, tenths, hundredths) (N-1-M)	28-30, 42-43, 55-57, 72-73, 91-92, 109, 145, 166-167
2. Compare positive fractions, decimals, percents, and integers using symbols (i.e., $<$, \leq , $=$, \geq , $>$) (N-2-M)	28-30, 91-92, 131-135, 154-158
3. Solve order of operations problems involving grouping symbols and multiple operations (N-4-M)	44
4. Model and apply the distributive property in real-life applications (N-4-M)	43-44
5. Multiply and divide positive fractions and decimals (N-5-M)	28-30, 55-57, 72-73, 91-92, 93-94, 100, 109, 125, 166-169
6. Set up and solve simple percent problems using various strategies, including mental math (N-5-M) (N-6-M) (N-8-M)	28-30, 35-37, 42-43, 47, 55, 57, 72-73, 80-81, 91-92, 98-101, 109, 120-122
7. Select and discuss appropriate operations and solve single- and multi-step, real-life problems involving positive fractions, percents, mixed numbers, decimals, and positive and negative integers (N-5-M) (N-3-M) (N-4-M)	The opportunity to address this objective is available on the following pages: 28-30, 35, 37, 55-57, 72-73, 80-81, 91-92, 93-94, 98-101, 109, 125, 131-135, 154-158, 166-169

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
8. Determine the reasonableness of answers involving positive fractions and decimals by comparing them to estimates (N-6-M) (N-7-M)	36, 37, 120-121
9. Determine when an estimate is sufficient and when an exact answer is needed in real-life problems using decimals and percents (N-7-M) (N-5-M)	The opportunity to address this objective is available on the following pages: 36, 37, 120-121
10. Determine and apply rates and ratios (N-8-M)	35-37, 98-101, 110-114, 120-122, 144-145
11. Use proportions involving whole numbers to solve real-life problems (N-8-M)	177-180

A L G E B R A

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
12. Evaluate algebraic expressions containing exponents (especially 2 and 3) and square roots, using substitution (A-1-M)	119, 140-141, 181-182
14. Write a real-life meaning of a simple algebraic equation or inequality, and vice versa (A-1-M) (A-5-M)	The opportunity to address this objective is available on the following pages: 33-35, 96, 139, 156-157
16. Solve one- and two-step equations and inequalities (with one variable) in multiple ways (A-2-M)	The opportunity to address this objective is available on the following pages: 33-35, 96, 139, 156-157
18. Describe linear, multiplicative, or changing growth relationships (e.g., 1, 3, 6, 10, 15, 21,...) verbally and algebraically (A-3-M) (A-4-M) (P-1-M)	The opportunity to address this objective is available on the following pages: 43-44, 60-62, 75-78, 115, 137-139
19. Use <i>function machines</i> to determine and describe the rule that generates outputs from given inputs (A-3-M) (P-3-M)	31, 44, 45, 63

M E A S U R E M E N T

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
20. Determine the perimeter and area of composite plane figures by subdivision and area addition (M-1-M) (G-7-M)	The opportunity to address this objective is available on the following pages: 114-115
21. Compare and order measurements within and between the U.S. and metric systems in terms of common reference points (e.g., weight/mass and area) (M-4-M) (G-1-M)	166-169
22. Convert between units of area in U.S. and metric units within the same system (M-5-M)	166-169
23. Demonstrate an intuitive sense of comparisons between degrees Fahrenheit and Celsius in real-life situations using common reference points (M-5-M)	The opportunity to address this objective is available on the following pages: 164-166

G E O M E T R Y

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
24. Identify and draw angles (using protractors), circles, diameters, radii, altitudes, and 2-dimensional figures with given specifications (G-2-M)	50, 51, 57-59, 68-70, 74, 93-94, 106-108, 110-114, 128, 129, 135-136, 152, 172-174
26. Recognize π as the ratio between the circumference and diameter of any circle (i.e., $\pi = C/d$ or $\pi = C/2r$) (G-5-M)	110-114, 135-136
27. Model and explain the relationship between perimeter and area (how scale change in a linear dimension affects perimeter and area) and between circumference and area of a circle (G-5-M)	30-33
28. Determine the radius, diameter, circumference, and area of a circle and apply these measures in real-life problems (G-5-M) (G-7-M) (M-6-M)	58, 110-114, 135-136

DATA ANALYSIS, PROBABILITY, AND DISCRETE MATH

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
31. Analyze and interpret circle graphs, and determine when a circle graph is the most appropriate type of graph to use (D-2-M)	142-145
32. Describe data in terms of patterns, clustered data, gaps and outliers (D-2-M)	81-83, 101-103, 182-185
33. Analyze discrete and continuous data in real-life applications (D-2-M) (D-6-M)	The opportunity to address this objective is available on the following pages: 82-83, 101-103, 142-145, 161, 182-185
36. Apply the fundamental counting principle in real-life situations (D-4-M)	The opportunity to address this objective is available on the following pages: 159-161, 175-177
37. Determine probability from experiments and from data displayed in tables and graphs (D-5-M)	159-161, 175-177
38. Compare theoretical and experimental probability in real-life situations (D-5-M)	159-161, 175-177

PATTERNS, RELATIONS, AND FUNCTIONS

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
39. Analyze and describe simple exponential number patterns (e.g., 3, 9, 27 or 3_, 3_, 3_) (P-1-M)	140-141
40. Analyze and verbally describe real-life additive and multiplicative patterns involving fractions and integers (P-1-M) (P-4-M)	97, 117
41. Illustrate patterns of change in length(s) of sides and corresponding changes in areas of polygons (P-3-M)	30-33, 43-44, 60-62, 95, 114-117



A Division of Houghton Mifflin Company

**Every Day Counts Algebra Readiness © 2006
Teacher Edition
correlated to
Louisiana Mathematics Grade-Level Expectations
Grade 8**

NUMBER AND NUMBER RELATIONS

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
1. Compare rational numbers using symbols (i.e., $<$, \leq , $=$, \geq , $>$) and position on a number line (N-1-M) (N-2-M)	28-30, 91-92, 131-135, 154-158
2. Use whole number exponents (0-3) in problem-solving contexts (N-1-M) (N-5-M)	96-97, 117-120, 140-141
3. Estimate the answer to an operation involving rational numbers based on the original numbers (N-2-M) (N-6-M)	36, 37, 101, 120-121
5. Simplify expressions involving operations on integers, grouping symbols, and whole number exponents using order of operations (N-4-M)	44
6. Identify missing information or suggest a strategy for solving a real-life, rational-number problem (N-5-M)	The opportunity to address this objective is available on the following pages: 24-26, 40-41, 54, 60-62, 137-139
7. Use proportional reasoning to model and solve real-life problems (N-8-M)	177-180
8. Solve real-life problems involving percentages, including percentages less than 1 or greater than 100 (N-8-M) (N-5-M)	28-30, 35-37, 42-43, 47, 55, 57, 72-73, 80-81, 91-92, 98-101, 109, 120-122

A L G E B R A

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
10. Write real-life meanings of expressions and equations involving rational numbers and variables (A-1-M) (A-5-M)	The opportunity to address this objective is available on the following pages: 33-35, 43-46, 60-64, 77, 108, 119, 138, 139, 140-141, 156-157, 181-182
11. Translate real-life situations that can be modeled by linear or exponential relationships to algebraic expressions, equations, and inequalities (A-1-M) (A-4-M) (A-5-M)	45-46, 60-64, 78-80, 96-97, 138, 164-166, 181-182
12. Solve and graph solutions of multi-step linear equations and inequalities (A-2-M)	45-46
13. Switch between functions represented as tables, equations, graphs, and verbal representations, with and without technology (A-3-M) (P-2-M) (A-4-M)	31, 44, 45, 60, 63
14. Construct a table of x- and y-values satisfying a linear equation and construct a graph of the line on the coordinate plane (A-3-M) (A-2-M)	45-46

M E A S U R E M E N T

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
17. Determine the volume and surface area of prisms and cylinders (M-1-M) (G-7-M)	172-174
19. Demonstrate an intuitive sense of the relative sizes of common units of volume in relation to real-life applications and use this sense when estimating (M-2-M) (G-1-M)	The opportunity to address this objective is available on the following pages: 166-169, 172-175
20. Identify and select appropriate units form measuring volume (M-3-M)	The opportunity to address this objective is available on the following pages: 166-169, 172-175
21. Compare and estimate measurements of volume and capacity within and between the U.S. and metric systems (M-4-M) (G-1-M)	166-169

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
22. Convert units of volume/capacity within systems for U.S. and metric units (M-5-M)	166-169

G E O M E T R Y

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
24. Demonstrate conceptual and practical understanding of symmetry, similarity, and congruence and identify similar and congruent figures (G-2-M)	27, 86-88, 106-108, 131, 152, 172-174
27. Construct polyhedra using 2-dimensional patterns (nets) (G-4-M)	172-174, 186-189
32. Model and explain the relationship between the dimensions of a rectangular prism and its volume (i.e., how scale change between linear dimension(s) affects volume) (G-5-m)	The opportunity to address this objective is available on the following pages: 150-154, 172-174
33. Graph solutions to real-life problems on the coordinate plane (G-6-M)	The opportunity to address this objective is available on the following pages: 45-46, 78-79, 164-166

**D A T A A N A L Y S I S , P R O B A B I L I T Y , A N D
D I S C R E T E M A T H**

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
34. Determine what kind of data display is appropriate for a given situation (D-1-M)	The opportunity to address this objective is available on the following pages: 82-83, 101-103, 142-145, 182-185
35. Match a data set or graph to a describe situation, and vice versa (D-1-M)	The opportunity to address this objective is available on the following pages: 82-83, 101-103, 142-145, 182-185
36. Organize and display data using circle graphs (D-1-M)	142-145
38. Sketch and interpret a trend line (i.e., line of best fit) on a scatterplot (D-2-M) (A-4-M) (A-5-M)	182-185
39. Analyze and make predictions from discovered data patterns (D-2-M)	The opportunity to address this objective is available on the following pages: 82-83, 101-103, 142-145, 182-185

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
40. Explain factors in a data set that would affect measures of central tendency (e.g., impact of extreme values) and discuss which measure is most appropriate for a given situation (D-2-M)	The opportunity to address this objective is available on the following pages: 82-83, 101-103, 142-146, 182-185
43. Use lists and tables to apply the concept of combinations to represent the number of possible ways a set of objects can be selected from a group (D-4-M)	The opportunity to address this objective is available on the following pages: 159-161, 175-177
44. Use experimental data presented in tables and graphs to make outcome predictions of independent events (D-5-M)	The opportunity to address this objective is available on the following pages: 159-161, 175-177
45. Calculate, illustrate and apply single- and multiple-event probabilities, including mutually exclusive, independent events and non-mutually exclusive, dependent events (D-5-M)	The opportunity to address this objective is available on the following pages: 159-161, 175-177

P A T T E R N S , R E L A T I O N S , A N D F U N C T I O N S

Grade-Level Expectation	Every Day Counts Algebra Readiness-TE
46. Distinguish between and explain when real-life numerical patterns are linear/arithmetic (i.e., grows by addition) or exponential/geometric (i.e., grows by multiplication) (P-1-M) (P-4-M)	The opportunity to address this objective is available on the following pages: 30-33, 43-44, 60-62, 75-78, 115, 137-139
47. Represent the n th term in a pattern as a formula and test the representation (P-1-M) (P-2-M) (P-3-M) (A-5-M)	140-141
48. Illustrate patterns of change in dimension(s) and corresponding changes in volumes of rectangular solid (P-3-M)	117-120, 186-189



A Division of Houghton Mifflin Company