Grade 6 Middle School Advanced Mathematics TEKS Crosswalk

Advanced Mathematics TEKS #s	Grade 6, Middle School Advanced Mathematics	Corresponding Grade 6,7,8, Alg I TEKS #s	Grade 6, 7, 8 Mathematics TEKS, Adopted 2012	Notes
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(a)	Implementation. The provisions of this section may be implemented by school districts beginning with the 2025-2026 school year.			
(b)	Introduction.	(a)		Reorganization helps to support the compacting of standards in a shorter time period
(1)	The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on computational thinking, mathematical fluency, and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.	(1)		Identical language
(2)	The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, algorithms, paper and pencil, and technology and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	(2)		Identical language
(3)	To increase the number of students who complete advanced mathematics courses in high school, the middle school advanced mathematics courses are designed to enable students to complete Algebra I by the end of Grade 8.			Focus for advanced mathematics courses to have student reach Algebra 1 by end of Grade 8

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(4)	The primary focal areas in Grade 6, Middle School Advanced Mathematics, are numeracy; proportionality; expressions, equations, and relationships; and data science. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop a foundational understanding of functions. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. The use of technology, including graphing tools, is essential in middle school advanced mathematics courses to master algebra readiness skills by bridging conceptual understanding and procedural fluency.	(3)	The primary focal areas in Grade 6 are ~~number and operations; proportionality; expressions, equations, and relationships; and measurement and data~~. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. ~~While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.~~	Updates for strand and sub-strand names, including function foundations, and clarifying use of technology tools to support student learning regardless of use allowed on assessments. Included conceptual understanding and procedural fluency to update for connections to math RBIS.
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	(4)		Identical language
(c)	Knowledge and Skills.	(b)		
6AM.1	Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	6.1		These KSs are identical.
6AM.1.A	apply mathematics to problems arising in everyday life, society, and the workplace;	6.1.A		These SEs are identical.
6AM.1.B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;	6.1.B		These SEs are identical.
6AM.1.C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;	6.1.C		These SEs are identical.
6AM.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	6.1.D		These SEs are identical.
6AM.1.E	create and use representations to organize, record, and communicate mathematical ideas;	6.1.E		These SEs are identical.
6AM.1.F	analyze mathematical relationships to connect and communicate mathematical ideas; and	6.1.F		These SEs are identical.
6AM.1.G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	6.1.G		These SEs are identical.
6AM.2	Numeracy--foundations of rational numbers. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:	6.2	~~Number and operations~~. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:	The number and operations strand was divided into substrands including foundational concepts and application of concepts.

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6AM.2.A	classify sets and subsets using a visual representation such as a Venn diagram or a hierarchy to describe relationships between sets of rational numbers~~:~~.	7.2.A	Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to ~~extend previous knowledge of~~ sets and subsets using a visual representation to describe relationships between sets of rational numbers.	6AM.2.A combines 7.2.A and 6.2.A into one SE. Included "Venn diagram" from 6.2.A and added "heirarchy" as an example of previous knowledge from grade 5. Verb from 6.2.A "classify" used instead of "extend previous knowledge"
		6.2.A	*[~~classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers;~~]*	Subsumed into 6AM.2.A
6AM.2.B	identify a number, its opposite, and its absolute value;	6.2.B		These SEs are identical.
6AM.2.C	represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers as proportional relationships;	6.4.F	represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers;	"Proportional relationships" was added from grade 6 KS4 to maintain the full intent of 6.4.F.
6AM.2.D	generate equivalent forms of fractions, decimals, and percents using real-world problems as proportional relationships, including problems that involve money; ~~and~~	6.4.G	generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money; and	"Proportional relationships" was added from grade 6 KS4 to maintain the full intent of 6.4.G.
6AM.2.E	use equivalent fractions, decimals, and percents to show equal parts of the same whole as proportional relationships~~:~~.	6.5.C	use equivalent fractions, decimals, and percents to show equal parts of the same whole.	"Proportional relationships" was added from grade 6 KS 5 to maintain the full intent of 6.5.C.
6AM.2.F	locate, compare, and order integers and rational numbers using a number line;	6.2.C		These SEs are identical.
6AM.2.G	order a set of rational numbers arising from mathematical and real-world contexts; and	6.2.D		These SEs are identical.
6AM.2.H	use coordinate geometry to identify locations on a plane including graphing points in all four quadrants using ordered pairs of rational numbers.	6.11.A	~~Measurement and data. The student applies mathematical process standards to~~ use coordinate geometry to identify locations on a plane. ~~The student is expected to graph~~ points in all four quadrants using ordered pairs of rational numbers.	Language from KS 6.11 and SE 6.11(A) was combined into 6AM.2.H
6AM.3	Numeracy--operations with rational numbers. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:	6.3	~~Number and operations~~. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:	The number and operations strand was divided into substrands including foundational concepts and application of concepts.
6AM.3.A	recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values;	6.3.A		These SEs are identical.
6AM.3.B	determine, with and without computation, whether a quantity is increased or decreased when multiplied by a fraction, including values greater than or less than one;	6.3.B		These SEs are identical.
6AM.3.C	extend representations for division to include fraction notation such as a/b represents the same number as $a \div b$ where $b \neq 0$.	6.2.E		These SEs are identical.
6AM.3.D	represent integer operations with concrete models and connect the actions with the models to standardized algorithms;	6.3.C		These SEs are identical.
6AM.3.E	add, subtract, multiply, and divide integers fluently~~; and~~	6.3.D		These SEs are identical.

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6AM.3.F	add, subtract, multiply, and divide rational numbers; ~~and~~	7.3.A	add, subtract, multiply, and divide rational numbers ~~fluently~~; and	6AM.3.F combines 7.3.A and 6.3.E into one SE. The word "fluently" was removed in 6AM.3.F. The expectation of fluency is introduced in 7AM.3.A.
		6.3.E	*[~~multiply and divide positive rational numbers fluently~~ .]*	Subsumed into 6AM.3.F
6AM.3.G	generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization;	6.7.A		These SEs are identical.
6AM.3.H	balance a check register that includes deposits, withdrawals, and transfers; and	6.14.C		These SEs are identical. This SE was placed in the numeracy--operations with rational numbers strand to reinforce mathematical concept development. In grade 6 mathematics TEKS, SE 6.14.C is in the personal finacial literacy strand.
6AM.3.I	create and organize a financial assets and liabilities record and construct a net worth statement.~~;~~	7.13.C		These SEs are identical. This SE was placed in the numeracy--operations with rational numbers strand to reinforce mathematical concept development. In grade 7 mathematics TEKS, SE 7.13.C is in the personal financial literacy strand.
6AM.4	Numeracy--applications of percents. The student applies mathematical process standards to solve problems involving percents as proportional relationships. The student is expected to:	6.5	~~Proportionality.~~ The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	This substrand was added to the numeracy strand as part of the reorganization of SEs.
6AM.4.A	solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models; and	6.5.B		These SEs are identical.
6AM.4.B	calculate the sales tax for a given purchase and calculate income tax for earned wages.~~;~~	7.13.A		These SEs are identical. This SE was placed in the numeracy--operations with rational numbers strand to reinforce mathematical concept development. In grade 7 mathematics TEKS, SE 7.13.A is in the personal financial literacy strand.
6AM.5	Proportionality--foundations of ratios and rates. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	6.4	Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	The proportionality strand was divided into substrands including foundational concepts and application of concepts.
6AM.5.A	give examples of ratios as multiplicative comparisons of two quantities describing the same attribute;	6.4.C		These SEs are identical.
6AM.5.B	give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients;	6.4.D		These SEs are identical.
6AM.5.C	represent ratios and percents with concrete models, fractions, and decimals; and	6.4.E		These SEs are identical.
6AM.5.D	represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions.~~;~~	6.5.A		These SEs are identical.

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6AM.6	Proportionality--applications of ratios and rates. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	6.5	Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	The proportionality strand was divided into substrands including foundational concepts and application of concepts.
6AM.6.A	apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates;	6.4.B		These SEs are identical.
6AM.6.B	calculate unit rates from rates in mathematical and real-world problems; and	7.4.B		These SEs are identical.
6AM.6.C	convert within and between measurement systems, including the use of proportions and the use of unit rates.	7.4.E	convert between measurement systems, including the use of proportions and the use of unit rates.	6AM.6.C combines 7.4.E and 6.4.H into one SE.
		6.4.H	*~~[convert units within a measurement system, including the use of proportions and unit rates.]~~*	Subsumed into 6AM.6.C
6AM.7	One-variable expressions, equations, and relationships--foundations of one-variable relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:	6.7	Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:	The expressions, equations, and relationships strand was divided into separate KSs for one and two variables. The one-variable expression, equations, and relationships strand was further divided into substrands including foundations of one-variable relationships and applications of one-variable relationships.
6AM.7.A	distinguish between expressions and equations verbally, numerically, and algebraically;	6.7.B		These SEs are identical.
6AM.7.B	determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations; and	6.7.C		These SEs are identical.
6AM.7.C	generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties.	6.7.D		These SEs are identical.
6AM.8	One-variable expressions, equations, and relationships--applications of one-variable relationships. The student applies mathematical process standards to use equations and inequalities to represent situations and solve problems. The student is expected to:	7.10	Expressions, equations, and relationships. The student applies mathematical process standards to use ~~one-variable~~ equations and inequalities to represent situations. The student is expected to:	The expressions, equations, and relationships strand was divided into separate KSs for one and two variables. The one-variable expression, equations, and relationships strand was further divided into substrands including foundations of one-variable relationships and applications of one-variable relationships. . The phrase "and solve problems" was included from grade 6 KS 10 to combine grade 6 KS 10 and grade 7 KS 10. Two SEs from the grade 6 KS 10 are subsumed in this strand.
6AM.8.A	write one-variable, one- and two-step equations and inequalities to represent constraints or conditions within problems;	7.10.A	write one-variable, two-step equations and inequalities to represent constraints or conditions within problems;	6AM.8.A combines 7.10.A and 6.9.A into one SE.
		6.9.A	*[~~write one-variable, one-step equations and inequalities to represent constraints or conditions within problems;~~]*	Subsumed into 6AM.8.A
6AM.8.B	write corresponding real-world problems given one-variable, one- and two-step equations or inequalities~~.~~;	7.10.C	write a corresponding real-world problem given a one-variable, two-step equation or inequality.	6AM.8.B combines 7.10.C and 6.9.C into one SE.
		6.9.C	*[~~write corresponding real-world problems given one-variable, one-step equations or inequalities.~~]*	Subsumed into 6AM.8.B

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6AM.8.C	represent solutions for one-variable, one- and two-step equations and inequalities on number lines; ~~and~~	7.10.B	represent solutions for one-variable, two-step equations and inequalities on number lines; and	6AM.8.C combines 7.10.B and 6.9.B into one SE.
		6.9.B	*[~~represent solutions for one-variable, one-step equations and inequalities on number lines; and~~]*	Subsumed into 6AM.8.C
6AM.8.D	model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts; and	6.10.A		These SEs are identical.
6AM.8.E	model and solve one-variable, two-step equations and inequalities; and	7.11.A		These SEs are identical.
6AM.8.F	determine if the given value(s) make(s) one-variable, one- and two-step equations and inequalities true. ~~; and~~	7.11.B	determine if the given value(s) make(s) one-variable, two-step equations and inequalities true; and	6AM.8.F combines 7.11.B and 6.10.B into one SE.
		6.10.B	*[~~determine if the given value(s) make(s) one-variable, one-step equations or inequalities true~~].*	Subsumed into 6AM.8.F
6AM.9	Two-variable equations and relationships--foundations of linear relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:	6.6	~~Expressions,~~ equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:	The expressions, equations, and relationships strand was divided into separate KSs for one and two variables. The two-variable equations strand was further divided into substrands including foundations of linear relationships and applications of proportional relationships.
6AM.9.A	identify independent and dependent quantities from tables and graphs;	6.6.A		These SEs are identical.
6AM.9.B	write an equation that represents the relationship between independent and dependent quantities from a table; ~~and~~	6.6.B		These SEs are identical.
6AM.9.C	represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$; and~~.~~	6.6.C		These SEs are identical.
6AM.9.D	compare two rules verbally, numerically, graphically, and symbolically in the form of $y = ax$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships~~.~~;	6.4.A		These SEs are identical.
6AM.10	Two-variable equations and relationships--applications of proportional relationships. The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to:	7.4	Proportionality. The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to:	The expressions, equations, and relationships strand was divided into separate KSs for one and two variables. The two-variable equations strand was further divided into substrands including foundations of linear relationships and applications of proportional relationships.
6AM.10.A	represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including $d = rt$ ~~.~~;	7.4.A		These SEs are identical.
6AM.11	Geometric expressions, equations, and relationships--foundations of geometric concepts. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	6.8	Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	The expressions, equations, and relationships strand was divided into substrands including foundations of geometric concepts and application of geometric concepts.
6AM.11.A	model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes; and	6.8.B		These SEs are identical.
6AM.11.B	write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers. ~~; and~~	6.8.C		These SEs are identical.

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6AM.12	Geometric expressions, equations, and relationships--applications of geometric concepts. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	6.8	Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	The expressions, equations, and relationships strand was divided into substrands of foundations including geometric concepts and application of geometric concepts.
6AM.12.A	extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle;	6.8.A		These SEs are identical.
6AM.12.B	determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles where dimensions are positive rational numbers;~~.~~	6.8.D	determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles [~~*and volume of right rectangular prisms]*~~ where dimensions are positive rational numbers.	Strikethrough language is subsumed into 6AM.12.C.
6AM.12.C	solve problems involving the volume of right rectangular prisms and triangular prisms; and~~.~~	7.9.A	solve problems involving the volume of rectangular prisms, ~~rectangular pyramids, and triangular pyramids~~;	6AM.12.C - Subsumes part of 6.8.D "volume of right rectangular prisms" Volume of pyramids was placed in 7AM.10.B
6AM.12.D	write and solve equations using geometry concepts, including the sum of the angles in a triangle, and angle relationships.	7.11.C		These SEs are identical.
6AM.13	Data science--foundations of measurement and data. The student applies mathematical process standards to represent and analyze data. The student is expected to:	6.13	Measurement and data. The student applies mathematical process standards to ~~use numerical or graphical representations to solve problems~~. The student is expected to:	The measurement and data strand was divided into substrands including foundations and applications. KS 6AM.13 is formed by combining content from grade 6 KSs 12 and 13, and grade 7 KS 12.
6AM.13.A	distinguish between situations that yield data with and without variability; and ~~.~~	6.13.B		These SEs are identical.
6AM.13.B	represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots.~~;~~	6.12.A		These SEs are identical.
6AM.14	Data science--applications of measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze and solve problems. The student is expected to:	6.12	Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:	The measurement and data strand was divided into substrands including foundations and applications.
6AM.14.A	use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution;	6.12.B		These SEs are identical.
6AM.14.B	summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution; and	6.12.C		These SEs are identical.
6AM.14.C	interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots; ~~and~~	6.13.A		These SEs are identical.
6AM.14.D	solve problems using data represented in bar graphs, dot plots, and circle graphs, including part-to-whole and part-to-part comparisons and equivalents;	7.6.G		These SEs are identical.
6AM.14.E	compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads; and	7.12.A		These SEs are identical.
6AM.14.F	summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution.	6.12.D		These SEs are identical.

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6AM.15	Personal financial literacy--money management. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	6.14	Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	A substrand was added to the personal financial literacy strand.
6AM.15.A	compare the features and costs of a checking account and a debit card offered by different local financial institutions;	6.14.A		These SEs are identical.
6AM.15.B	identify and explain the advantages and disadvantages of different payment methods, including distinguishing between debit cards and credit cards;	8.12.E	identify and explain the advantages and disadvantages of different payment methods;	6AM.15.B combines 8.12.E and 6.14.B into one SE.
		6.14.B	*[~~distinguish between debit cards and credit cards;~~]*	Subsumed into 6AM.15.B
6AM.15.C	explain why it is important to establish a positive credit history;	6.14.D		These SEs are identical.
6AM.15.D	describe the information in a credit report and how long it is retained;	6.14.E		These SEs are identical.
6AM.15.E	describe the value of credit reports to borrowers and to lenders;	6.14.F		These SEs are identical.
6AM.15.F	explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study; and	6.14.G		These SEs are identical.
6AM.15.G	compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income.	6.14.H		These SEs are identical.