Main Criteria: Common Core State Standards
Secondary Criteria: California Content Standards, Pennsylvania Core and Academic Standards
Subject: Mathematics
Grade: 6

Correlation Options: Show All

Main Criteria Standards	California Content Standards	Pennsylvania Core and Academic Standards
Mathematics		
Grade 6		
CATEGORY / CLUSTER: **CCSS.Math.Practice.MP1** - Make sense of problems and persevere in solving them.	**MP.1.** - Make sense of problems and persevere in solving them.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
CATEGORY / CLUSTER: **CCSS.Math.Practice.MP2** - Reason abstractly and quantitatively.	**MP.2.** - Reason abstractly and quantitatively.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.

CATEGORY / CLUSTER: **CCSS.Math.Practice.MP3** - Construct viable arguments and critique the reasoning of others.	**MP.3.** - Construct viable arguments and critique the reasoning of others.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
CATEGORY / CLUSTER: **CCSS.Math.Practice.MP4** - Model with mathematics.	**MP.4.** - Model with mathematics.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
CATEGORY / CLUSTER: **CCSS.Math.Practice.MP5** - Use appropriate tools strategically.	**MP.5.** - Use appropriate tools strategically.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure.

		CC.MP.5. - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
CATEGORY / CLUSTER: **CCSS.Math.Practice.MP6** - Attend to precision.	**MP.6.** - Attend to precision.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
CATEGORY / CLUSTER: **CCSS.Math.Practice.MP7** - Look for and make use of structure.	**MP.7.** - Look for and make use of structure.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
CATEGORY / CLUSTER: **CCSS.Math.Practice.MP8** - Look for and express regularity in repeated reasoning.	**MP.8.** - Look for and express regularity in repeated reasoning.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others.

		CC.MP.3. - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.6.RP.A.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."	**6.RP.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.” **6.RP.2.** - Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 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.” **6.RP.3.a.** - Make tables of equivalent ratios relating quantities with wholenumber measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	**CC.2.1.6.D.1.** - Understand ratio concepts and use ratio reasoning to solve problems. **CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others.

	6.RP.3.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? **6.RP.3.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.RP.3.d.** - Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	**CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.6.RP.A.2** - Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 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."	**6.RP.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.” **6.RP.2.** - Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 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.”	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others.

	6.RP.3.a. - Make tables of equivalent ratios relating quantities with wholenumber measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. **6.RP.3.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? **6.RP.3.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.RP.3.d.** - Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	**CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
EXPECTATION: **CCSS.Math.Content.6.RP.A.3a** - 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.	**6.RP.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.”	**CC.MP.1.** - Make sense of problems and persevere in solving them.

	6.RP.2. - Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 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.”	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.RP.3.a. - Make tables of equivalent ratios relating quantities with wholenumber measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	**CC.MP.3.** - Use appropriate tools strategically.
	6.RP.3.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?	**CC.MP.4.** - Look for and make use of structure.
	6.RP.3.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.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.RP.3.d. - Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	**CC.MP.6.** - Model with mathematics.
		CC.MP.7. - Attend to precision.
		CC.MP.8. - Look for and express regularity in repeated reasoning.

EXPECTATION: **CCSS.Math.Content.6.RP.A.3b** - 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?	**6.RP.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.”	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	6.RP.2. - Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 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.”	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.RP.3.a. - Make tables of equivalent ratios relating quantities with wholenumber measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	**CC.MP.3.** - Use appropriate tools strategically.
	6.RP.3.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?	**CC.MP.4.** - Look for and make use of structure.
	6.RP.3.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.	**CC.MP.5.** - Reason abstractly and quantitatively.

	6.RP.3.d. - Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	**CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
EXPECTATION: **CCSS.Math.Content.6.RP.A.3c** - 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.RP.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.”	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	6.RP.2. - Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 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.”	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.RP.3.a. - Make tables of equivalent ratios relating quantities with wholenumber measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	**CC.MP.3.** - Use appropriate tools strategically.
	6.RP.3.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?	**CC.MP.4.** - Look for and make use of structure.

	6.RP.3.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.RP.3.d.** - Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	**CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
EXPECTATION: **CCSS.Math.Content.6.RP.A.3d** - Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	**6.RP.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.” **6.RP.2.** - Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 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.” **6.RP.3.a.** - Make tables of equivalent ratios relating quantities with wholenumber measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically.

	6.RP.3.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? **6.RP.3.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.RP.3.d.** - Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	**CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.6.NS.A.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) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will	**6.G.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 = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	**CC.2.1.6.E.1.** - Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

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?	**6.NS.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) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (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?	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	6.NS.2. - Fluently divide multi-digit numbers using the standard algorithm. **6.NS.3.** - Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. **6.NS.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).	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure.

	6.NS.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.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.NS.6.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.	**CC.MP.6.** - Model with mathematics.
	6.NS.6.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.	**CC.MP.7.** - Attend to precision.
	6.NS.6.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.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.
	6.NS.7.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.	

	6.NS.7.b. - Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3°C > –7°C to express the fact that –3°C is warmer than –7°C. **6.NS.7.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. **6.NS.7.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.	
STANDARD: **CCSS.Math.Content.6.NS.B.2** - Fluently divide multi-digit numbers using the standard algorithm.	**6.NS.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) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (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?	**CC.2.1.6.E.2.** - Identify and choose appropriate processes to compute fluently with multi-digit numbers.
	6.NS.2. - Fluently divide multi-digit numbers using the standard algorithm.	**CC.MP.1.** - Make sense of problems and persevere in solving them.

	6.NS.3. - Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. **6.NS.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).	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.6.NS.B.3** - Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	**6.G.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 = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	**CC.MP.1.** - Make sense of problems and persevere in solving them.

	6.NS.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) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (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?	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.NS.2. - Fluently divide multi-digit numbers using the standard algorithm.	**CC.MP.3.** - Use appropriate tools strategically.
	6.NS.3. - Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	**CC.MP.4.** - Look for and make use of structure.
	6.NS.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).	**CC.MP.5.** - Reason abstractly and quantitatively.
		CC.MP.6. - Model with mathematics.
		CC.MP.7. - Attend to precision.
		CC.MP.8. - Look for and express regularity in repeated reasoning.

STANDARD: **CCSS.Math.Content.6.NS.B.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).	**6.NS.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) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (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?	**CC.2.1.6.E.3.** - Develop and/or apply number theory concepts to find common factors and multiples.
	6.NS.2. - Fluently divide multi-digit numbers using the standard algorithm. **6.NS.3.** - Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. **6.NS.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).	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision.

		CC.MP.8. - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.6.NS.C.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.	**6.NS.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) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (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?	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	6.NS.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.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.NS.6.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.	**CC.MP.3.** - Use appropriate tools strategically.

	6.NS.6.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. **6.NS.6.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. **6.NS.7.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. **6.NS.7.b.** - Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3°C > –7°C to express the fact that –3°C is warmer than –7°C. **6.NS.7.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. **6.NS.7.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.	**CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.

EXPECTATION: **CCSS.Math.Content.6.NS.C.6a** - 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.	**6.NS.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) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (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?	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	6.NS.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.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.NS.6.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.	**CC.MP.3.** - Use appropriate tools strategically.

	6.NS.6.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. **6.NS.6.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. **6.NS.7.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. **6.NS.7.b.** - Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3°C > –7°C to express the fact that –3°C is warmer than –7°C. **6.NS.7.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. **6.NS.7.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.	**CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.

EXPECTATION: **CCSS.Math.Content.6.NS.C.6b** - 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.	**6.NS.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) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (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?	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	6.NS.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.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.NS.6.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.	**CC.MP.3.** - Use appropriate tools strategically.

	6.NS.6.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.	**CC.MP.4.** - Look for and make use of structure.
	6.NS.6.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.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.NS.7.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.	**CC.MP.6.** - Model with mathematics.
	6.NS.7.b. - Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3°C > –7°C to express the fact that –3°C is warmer than –7°C.	**CC.MP.7.** - Attend to precision.
	6.NS.7.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.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.
	6.NS.7.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.	

	6.NS.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.	
EXPECTATION: **CCSS.Math.Content.6.NS.C.6c** - 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.	**6.NS.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) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (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?	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	6.NS.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.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.

	6.NS.6.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.	**CC.MP.3.** - Use appropriate tools strategically.
	6.NS.6.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.	**CC.MP.4.** - Look for and make use of structure.
	6.NS.6.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.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.NS.7.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.	**CC.MP.6.** - Model with mathematics.
	6.NS.7.b. - Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3°C > –7°C to express the fact that –3°C is warmer than –7°C.	**CC.MP.7.** - Attend to precision.
	6.NS.7.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.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.

	6.NS.7.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. **6.NS.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.	
EXPECTATION: **CCSS.Math.Content.6.NS.C.7a** - 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.	**6.NS.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) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (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?	**CC.MP.1.** - Make sense of problems and persevere in solving them.

	6.NS.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.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.NS.6.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.	**CC.MP.3.** - Use appropriate tools strategically.
	6.NS.6.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.	**CC.MP.4.** - Look for and make use of structure.
	6.NS.6.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.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.NS.7.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.	**CC.MP.6.** - Model with mathematics.

	6.NS.7.b. - Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3°C > –7°C to express the fact that –3°C is warmer than –7°C. **6.NS.7.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. **6.NS.7.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.	**CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
EXPECTATION: **CCSS.Math.Content.6.NS.C.7b** - Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write -3°C > -7°C to express the fact that -3°C is warmer than -7°C.	**6.NS.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) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (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?	**CC.MP.1.** - Make sense of problems and persevere in solving them.

	6.NS.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.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.NS.6.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.	**CC.MP.3.** - Use appropriate tools strategically.
	6.NS.6.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.	**CC.MP.4.** - Look for and make use of structure.
	6.NS.6.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.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.NS.7.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.	**CC.MP.6.** - Model with mathematics.

	6.NS.7.b. - Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3°C > –7°C to express the fact that –3°C is warmer than –7°C. **6.NS.7.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. **6.NS.7.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.	**CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
EXPECTATION: **CCSS.Math.Content.6.NS.C.7c** - 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.	**6.NS.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) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (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?	**CC.MP.1.** - Make sense of problems and persevere in solving them.

	6.NS.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.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.NS.6.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.	**CC.MP.3.** - Use appropriate tools strategically.
	6.NS.6.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.	**CC.MP.4.** - Look for and make use of structure.
	6.NS.6.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.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.NS.7.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.	**CC.MP.6.** - Model with mathematics.

	6.NS.7.b. - Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3°C > –7°C to express the fact that –3°C is warmer than –7°C. **6.NS.7.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. **6.NS.7.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.	**CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
EXPECTATION: **CCSS.Math.Content.6.NS.C.7d** - 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.	**6.NS.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) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (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?	**CC.MP.1.** - Make sense of problems and persevere in solving them.

	6.NS.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.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.NS.6.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.	**CC.MP.3.** - Use appropriate tools strategically.
	6.NS.6.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.	**CC.MP.4.** - Look for and make use of structure.
	6.NS.6.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.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.NS.7.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.	**CC.MP.6.** - Model with mathematics.

	6.NS.7.b. - Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3°C > –7°C to express the fact that –3°C is warmer than –7°C. **6.NS.7.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. **6.NS.7.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.	**CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.6.NS.C.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.	**6.EE.2.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. **6.EE.2.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.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others.

	6.EE.2.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 V = s^3 and A = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2.	**CC.MP.3.** - Use appropriate tools strategically.
	6.G.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.	**CC.MP.4.** - Look for and make use of structure.
	6.NS.6.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.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.NS.6.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.	**CC.MP.6.** - Model with mathematics.
	6.NS.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.	**CC.MP.7.** - Attend to precision.

	6.SP.4. - Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.6.EE.A.1** - Write and evaluate numerical expressions involving whole-number exponents.	**6.EE.1.** - Write and evaluate numerical expressions involving whole-number exponents. **6.EE.2.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. **6.EE.2.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. **6.EE.2.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 V = s^3 and A = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure.

	6.EE.3. - Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.EE.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 y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	**CC.MP.6.** - Model with mathematics.
	6.EE.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.	**CC.MP.7.** - Attend to precision.
	6.EE.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.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.
	6.EE.7. - Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	

	6.EE.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. **6.EE.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.	
EXPECTATION: **CCSS.Math.Content.6.EE.A.2a** - 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.	**6.EE.1.** - Write and evaluate numerical expressions involving whole-number exponents. **6.EE.2.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. **6.EE.2.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.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically.

	6.EE.2.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 V = s^3 and A = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2.	**CC.MP.4.** - Look for and make use of structure.
	6.EE.3. - Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.EE.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 y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	**CC.MP.6.** - Model with mathematics.
	6.EE.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.	**CC.MP.7.** - Attend to precision.

	6.EE.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. **6.EE.7.** - Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers. **6.EE.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. **6.EE.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.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.

	6.G.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. **6.NS.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. **6.SP.4.** - Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	
EXPECTATION: **CCSS.Math.Content.6.EE.A.2b** - 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.	**6.EE.1.** - Write and evaluate numerical expressions involving whole-number exponents. **6.EE.2.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. **6.EE.2.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.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically.

	6.EE.2.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 V = s^3 and A = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2.	**CC.MP.4.** - Look for and make use of structure.
	6.EE.3. - Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.EE.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 y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	**CC.MP.6.** - Model with mathematics.
	6.EE.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.	**CC.MP.7.** - Attend to precision.

	6.EE.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. **6.EE.7.** - Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers. **6.EE.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. **6.EE.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.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.

	6.G.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. **6.NS.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. **6.SP.4.** - Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	
EXPECTATION: **CCSS.Math.Content.6.EE.A.2c** - 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 V = s^3 and A = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2.	**6.EE.1.** - Write and evaluate numerical expressions involving whole-number exponents. **6.EE.2.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. **6.EE.2.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.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically.

	6.EE.2.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 V = s^3 and A = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2.	**CC.MP.4.** - Look for and make use of structure.
	6.EE.3. - Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.EE.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 y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	**CC.MP.6.** - Model with mathematics.
	6.EE.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.	**CC.MP.7.** - Attend to precision.

	6.EE.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. **6.EE.7.** - Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers. **6.EE.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. **6.EE.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.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.

	6.G.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. **6.NS.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. **6.SP.4.** - Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	
STANDARD: **CCSS.Math.Content.6.EE.A.3** - Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	**6.EE.1.** - Write and evaluate numerical expressions involving whole-number exponents. **6.EE.2.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. **6.EE.2.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.	**CC.2.2.6.B.1.** - Apply and extend previous understandings of arithmetic to algebraic expressions. **CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others.

	6.EE.2.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 V = s^3 and A = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2.	**CC.MP.3.** - Use appropriate tools strategically.
	6.EE.3. - Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	**CC.MP.4.** - Look for and make use of structure.
	6.EE.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 y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.EE.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.	**CC.MP.6.** - Model with mathematics.

	6.EE.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.	**CC.MP.7.** - Attend to precision.
	6.EE.7. - Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.
	6.EE.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.	
	6.EE.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.	

	6.NS.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).	
STANDARD: **CCSS.Math.Content.6.EE.A.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 y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	**6.EE.1.** - Write and evaluate numerical expressions involving whole-number exponents. **6.EE.2.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. **6.EE.2.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. **6.EE.2.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 V = s^3 and A = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure.

	6.EE.3. - Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.EE.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 y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	**CC.MP.6.** - Model with mathematics.
	6.EE.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.	**CC.MP.7.** - Attend to precision.
	6.EE.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.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.
	6.EE.7. - Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	

	6.EE.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. **6.EE.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.	
STANDARD: **CCSS.Math.Content.6.EE.B.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.	**6.EE.1.** - Write and evaluate numerical expressions involving whole-number exponents. **6.EE.2.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.	**CC.2.2.6.B.2.** - Understand the process of solving a one-variable equation or inequality and apply it to real-world and mathematical problems. **CC.MP.1.** - Make sense of problems and persevere in solving them.

	6.EE.2.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.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.EE.2.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 V = s^3 and A = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2.	**CC.MP.3.** - Use appropriate tools strategically.
	6.EE.3. - Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	**CC.MP.4.** - Look for and make use of structure.
	6.EE.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 y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	**CC.MP.5.** - Reason abstractly and quantitatively.

	6.EE.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.	**CC.MP.6.** - Model with mathematics.
	6.EE.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.	**CC.MP.7.** - Attend to precision.
	6.EE.7. - Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.
	6.EE.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.	

	6.EE.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.	
STANDARD: **CCSS.Math.Content.6.EE.B.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.	**6.EE.1.** - Write and evaluate numerical expressions involving whole-number exponents. **6.EE.2.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. **6.EE.2.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.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically.

	6.EE.2.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 V = s^3 and A = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2.	**CC.MP.4.** - Look for and make use of structure.
	6.EE.3. - Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.EE.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 y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	**CC.MP.6.** - Model with mathematics.
	6.EE.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.	**CC.MP.7.** - Attend to precision.

	6.EE.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. **6.EE.7.** - Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers. **6.EE.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. **6.EE.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.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.

STANDARD: **CCSS.Math.Content.6.EE.B.7** - Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	**6.EE.1.** - Write and evaluate numerical expressions involving whole-number exponents. **6.EE.2.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. **6.EE.2.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. **6.EE.2.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 V = s^3 and A = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2. **6.EE.3.** - Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	**CC.2.2.6.B.2.** - Understand the process of solving a one-variable equation or inequality and apply it to real-world and mathematical problems. **CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure.

	6.EE.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 y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.EE.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.	**CC.MP.6.** - Model with mathematics.
	6.EE.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.	**CC.MP.7.** - Attend to precision.
	6.EE.7. - Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.
	6.EE.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.	

	6.EE.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.	
STANDARD: **CCSS.Math.Content.6.EE.B.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.	**6.EE.1.** - Write and evaluate numerical expressions involving whole-number exponents. **6.EE.2.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. **6.EE.2.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.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically.

	6.EE.2.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 V = s^3 and A = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2.	**CC.MP.4.** - Look for and make use of structure.
	6.EE.3. - Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.EE.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 y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	**CC.MP.6.** - Model with mathematics.
	6.EE.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.	**CC.MP.7.** - Attend to precision.

	6.EE.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. **6.EE.7.** - Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers. **6.EE.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. **6.EE.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.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.6.EE.C.9** - Use variables to represent two quantities in a real-world problem that change in relationship to	**6.EE.1.** - Write and evaluate numerical expressions involving whole-number exponents.	**CC.2.2.6.B.3.** - Represent and analyze quantitative relationships between dependent and independent variables.

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.	**6.EE.2.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. **6.EE.2.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. **6.EE.2.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 V = s^3 and A = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2. **6.EE.3.** - Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure.

	6.EE.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 y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.EE.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.	**CC.MP.6.** - Model with mathematics.
	6.EE.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.	**CC.MP.7.** - Attend to precision.
	6.EE.7. - Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.
	6.EE.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.	

	6.EE.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.	
STANDARD: **CCSS.Math.Content.6.G.A.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.	**6.G.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. **6.G.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 = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others.

	6.G.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.	**CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.6.G.A.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 = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	**6.G.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. **6.G.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 = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others.

	6.G.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.	**CC.MP.3.** - Use appropriate tools strategically.
	6.NS.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) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (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?	**CC.MP.4.** - Look for and make use of structure.
	6.NS.3. - Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	**CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.6.G.A.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	**6.EE.2.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.	**CC.MP.1.** - Make sense of problems and persevere in solving them.

same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	**6.EE.2.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.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.EE.2.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 V = s^3 and A = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2.	**CC.MP.3.** - Use appropriate tools strategically.
	6.G.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.	**CC.MP.4.** - Look for and make use of structure.
	6.NS.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.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.SP.4. - Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	**CC.MP.6.** - Model with mathematics.
		CC.MP.7. - Attend to precision.

		CC.MP.8. - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.6.G.A.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.	**6.G.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. **6.G.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 = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. **6.G.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.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.

STANDARD: **CCSS.Math.Content.6.SP.A.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.	**6.SP.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.	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	6.SP.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.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.SP.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.	**CC.MP.3.** - Use appropriate tools strategically.
	6.SP.4. - Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	**CC.MP.4.** - Look for and make use of structure.
	6.SP.5.a. - Reporting the number of observations.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.SP.5.b. - Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	**CC.MP.6.** - Model with mathematics.
	6.SP.5.c. - Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), 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.	**CC.MP.7.** - Attend to precision.
	6.SP.5.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.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.

STANDARD: **CCSS.Math.Content.6.SP.A.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.	**6.SP.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.	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	6.SP.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.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.SP.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.	**CC.MP.3.** - Use appropriate tools strategically.
	6.SP.4. - Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	**CC.MP.4.** - Look for and make use of structure.
	6.SP.5.a. - Reporting the number of observations.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.SP.5.b. - Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	**CC.MP.6.** - Model with mathematics.
	6.SP.5.c. - Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), 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.	**CC.MP.7.** - Attend to precision.
	6.SP.5.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.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.

STANDARD: **CCSS.Math.Content.6.SP.A.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.	**6.SP.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.	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	6.SP.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.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.SP.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.	**CC.MP.3.** - Use appropriate tools strategically.
	6.SP.4. - Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	**CC.MP.4.** - Look for and make use of structure.
	6.SP.5.a. - Reporting the number of observations.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.SP.5.b. - Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	**CC.MP.6.** - Model with mathematics.
	6.SP.5.c. - Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), 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.	**CC.MP.7.** - Attend to precision.
	6.SP.5.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.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.

STANDARD: **CCSS.Math.Content.6.SP.B.4** - Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	**6.EE.2.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.	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	6.EE.2.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.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.EE.2.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 V = s^3 and A = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2.	**CC.MP.3.** - Use appropriate tools strategically.
	6.G.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.	**CC.MP.4.** - Look for and make use of structure.
	6.NS.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.	**CC.MP.5.** - Reason abstractly and quantitatively.

	6.SP.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. **6.SP.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. **6.SP.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. **6.SP.4.** - Display numerical data in plots on a number line, including dot plots, histograms, and box plots. **6.SP.5.a.** - Reporting the number of observations. **6.SP.5.b.** - Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. **6.SP.5.c.** - Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), 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. **6.SP.5.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.	**CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.

EXPECTATION: **CCSS.Math.Content.6.SP.B.5a** - Reporting the number of observations.	**6.SP.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.	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	6.SP.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.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.SP.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.	**CC.MP.3.** - Use appropriate tools strategically.
	6.SP.4. - Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	**CC.MP.4.** - Look for and make use of structure.
	6.SP.5.a. - Reporting the number of observations.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.SP.5.b. - Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	**CC.MP.6.** - Model with mathematics.
	6.SP.5.c. - Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), 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.	**CC.MP.7.** - Attend to precision.
	6.SP.5.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.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.

EXPECTATION: **CCSS.Math.Content.6.SP.B.5b** - Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	**6.SP.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.	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	6.SP.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.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.SP.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.	**CC.MP.3.** - Use appropriate tools strategically.
	6.SP.4. - Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	**CC.MP.4.** - Look for and make use of structure.
	6.SP.5.a. - Reporting the number of observations.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.SP.5.b. - Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	**CC.MP.6.** - Model with mathematics.
	6.SP.5.c. - Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), 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.	**CC.MP.7.** - Attend to precision.
	6.SP.5.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.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.

EXPECTATION: **CCSS.Math.Content.6.SP.B.5c** - Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), 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.	**6.SP.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.	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	6.SP.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.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.SP.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.	**CC.MP.3.** - Use appropriate tools strategically.
	6.SP.4. - Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	**CC.MP.4.** - Look for and make use of structure.
	6.SP.5.a. - Reporting the number of observations.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.SP.5.b. - Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	**CC.MP.6.** - Model with mathematics.
	6.SP.5.c. - Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), 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.	**CC.MP.7.** - Attend to precision.
	6.SP.5.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.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.

EXPECTATION: **CCSS.Math.Content.6.SP.B.5d** - 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.	**6.SP.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.	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	6.SP.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.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	6.SP.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.	**CC.MP.3.** - Use appropriate tools strategically.
	6.SP.4. - Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	**CC.MP.4.** - Look for and make use of structure.
	6.SP.5.a. - Reporting the number of observations.	**CC.MP.5.** - Reason abstractly and quantitatively.
	6.SP.5.b. - Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	**CC.MP.6.** - Model with mathematics.
	6.SP.5.c. - Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), 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.	**CC.MP.7.** - Attend to precision.
	6.SP.5.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.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.