

F.6 - Grade 6 Math

PUBLISHER/PROVIDER MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER/PROVIDER)						
Publisher/Provider Name/Imprint:		Grade(s):				
Title of Student Edition:		Student Edition ISBN:				
Title of Teacher Edition:		Teacher Edition ISBN:				
Title of SE Workbook:		SE Workbook ISBN:				

PUBLISHER/PROVIDER C	PUBLISHER/PROVIDER CITATION VIDEO: Reviewer must view video before starting the review of this set of materials.					
Citation Video Link:						
Citation video certification:	I certify that I have viewed the citation set of materials.	certify that I have viewed the citation video for this specific publisher and set of materials.				
Digital Material Log In: (Include ONLY if submitting digital materials as part of the review set listed above.)	Website:	Username:	Password:			

Section 1: Standards Review -- Math Content Standards PUBLISHER/PROVIDER INSTRUCTIONS:

PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:

PUBLISHER/PROVIDER INSTRUCTIONS:

PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLISHER/PROVIDER INSTRUCTIONS:
PUBLIS

o Any grayed out cells do not require a citation. o Column E: The material will be scored for alignment with each standard as "Meets expectations", "Partially meets expectations", or "Does not meet expectations" based on the citation provided.

Nome Descent programme discriptions Descent programme discriptions Descent programme discriptions 1 ABM Perspective discriptions Perspective discription discriptions Perspective discriptio	o Column E: 1	o Column E: The material will be scored for alignment with each standard as "Meets expectations", "Partially meets expectations", or "Does not meet expectations" based on the citation provided. o NOTE: You may not use a citation more than once across ALL sections of the rubric.							
Norme is the important of the important	eria # Standar	rd F.6 Grade 6 Math Standards Review	Publisher/Provider Citation from		If Scored D: Reviewer's Evidence	Reviewer Citation from Student	Score	Required: Reviewer's Evidence	Comments, other citations, notes
ViewVi	" MAIN: 6.RP - Rat	tios and Proportional Relationships	icourter Cultion			Contony Workbook			
1 6.00 Finder defaution function to unique the transmission of transmissi		· · · · · · · · · · · · · · · · · · ·							
i image: programmentation interference of the programmentation interference									
Image: Section of a single mean section of a single me									
Image: Solution of a statute of a	1 6.RP.1								
a abs bis abs									
1 1 <th1< th=""> <th1< th=""> <th1< th=""></th1<></th1<></th1<>		Understand the concept of a unit rate a/b associated with a ratio a:b							
original interface of ages of the original and the origen and the original and the original and the original and									
Image: Part of the part o	2 6.RP.2								
Image: Control of the second of the									
i i									
Image: Market in the first degram in the fi									
4 80.9.9. Machine description introduction intermined with the share of the state of th	3 6.RP.3								
4 80-30 which magnetizes the building date is the bui									
Image: Solution of the control large	4 6 RP3	number measurements, find missing values in the tables, and plot							
No. Solution Solutin Solutin an an an an an an an	4 0.RF.3.	the pairs of values on the coordinate plane. Use tables to compare							
i Result Instant operating of your A lower A lowe									
Note The start of the start, the same start is it is not if a start if		constant speed. For example, if it took 7 hours to may 4 lawns, then							
a boxes mode appeared requestion as its period logical to the section of the section	5 6.RP.3.								
i 6.97.1 bit Status Description of the status statustatu									
Image:	c								
Report Use dots is standing to cover it measuring uncert measuring and which is analyzed and is analyzed analyzed and is analyzed and	0.RP.3.								
Image: Control in the second		Use ratio reasoning to convert measurement units; manipulate and							
DOUME USE: The Number Fysics Image: Control of Particle and Control o	7 6.RP.3.								
Under Apply and Future Jercence and charge of an index factors of y factors. Image: Second Sec						I	1		I
Labor Interpretation construction, and solve word processing of the solution of the so			ractions by fractions						
B Subset problems moduling division of rations, e.g., b.g. wingly considered and regulations in regulations in problems of moduling division of rations and publication of division of regulations of publication of division regulations in publication of division regulation regulatin regulatin regulatin regulation regulatin regulation regulatin re				1					
a sets sets <t< td=""><td></td><td>problems involving division of fractions by fractions, e.g., by using</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>		problems involving division of fractions by fractions, e.g., by using							
8 8-Rs. Inclusion of is show the quark part of its proper barries of the quark part of the quark part of the quark part of quar									
8 8-X5.1 multiplication and whole the ispan (pr. 12) (-10)									
2 Mar d Bin 32. On generals (log 1) (c/d) = cd/bc.) Num much discontaine inter any mar of 1 y general hand 1 y general (log 1) y general (log	8 6 NS 1								
Image: speed of the section of the sectin sectin of the section of the section of the section o									
Information is a rectange single finite with keigh 14 mining area Image single si									
Idea to the set of the set									
Distance Compute Further View multi-light numbers and find common factors and multiples. Image: Compute Further View									
10 6.N5.3 Placetty add, subtract, multiply and duiker multi-light decimals using the stand and angular thm for exclopated for worker numbers is the nor equal to 2.0 where humbers is the numbers is the number is the numbers is the number is the n	ster: Compute								
0 0.833 0 0.8433 0 0 0 0 0 0 0 1 6.843 india grantset common fluct (we whele numbers is than or each operation multiple (we whele numbers is than or each operation multiple (we whele numbers is than or each operation multiple (we whele numbers with no common fluct. (we whele numbers is than or equipation the matching is than on equipation the numbers with no common fluct. (we whele numbers is than or equipation the numbers with no common fluct. (we whele numbers is than or equipation the numbers with no common fluct. (we whele numbers is than or equipation the numbers is than or equipation the numbers is than or equipation the number is that is than on the number in the test is than or equipation the number is a point on the number in the test is than or equipation the number is that is that the number is that is that the number is that is that the number is tha	9 6.NS.2	2 Fluently divide multi-digit numbers using the standard algorithm.							
Image: Interpretation of the standard algorithm for state operation. Image: Image	LO 6.NS.3								
as bits as as a single control the loss of the work of the		the standard algorithm for each operation.		-					
116.85.4estand a regula to 21, use the distribute property to express a sum of two whole numbers with a comma factor for example, querys 35 + 81 at 91 + 91.Express 35 + 81 at 91 + 91.Express 35 + 81 at 91 + 91.CatureApply and Express 35 + 81 at 91 + 91.Express 35 + 81 + 91 + 91.Express 35 + 91.Expres									
sime free whole numbers 1-100 with a commo factor as multiple of sum of two whole numbers 1-100 with a commo factor an multiple of sum of two whole numbers 1-100 with a commo factor. Image: the sum of two whole numbers 1-100 with a commo factor. Cluster Apply and Extended and transformed numbers with no commo factor. Image: the number is the sum of the system of rainon numbers. 11 Image: the number is the system of rainon numbers. Image: the number is the system of rainon numbers. Image: the number is the system of rainon numbers. 13 Image: the number is the system of rainon numbers. Image: the number is the rainon number and number is the rainon number is the rainon number and number is the rainon number is the	11 6 11 6	less than or equal to 12. Use the distributive property to express a							
$ \mathbf{v} \mathbf{v} \mathbf$		sum of two whole numbers 1–100 with a common factor as a							
Cluster: Apply and extend previous understandings of numbers to the system of rational numbers. Image: Cluster: Cluster: </td <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>									
12 6.85.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., trendity, debug) zero, elevation above/below sea level, credity, debug, positive/negative positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 01 near shautation. Image: Context of Co	ster: Apply and		mbers.			·			
12 6.N5.5 Emperature above/follow izero, elevation above/follow use is elevel, credit/selevity, soptiwe/regutive, use positive and is elevity, soptiwe/regutive, use positive and is elevity, soptiwe/regutive, use positive and is elevity, soptiwe/regutive, use positive and is in early outdot contexts, explaining the meaning of 01 and a statuant runber as a point on the number line. Extend number as a point on the number line. Extend number line (edginams and coordinate ase similar from previous number so indicating to explaining the diagrams and coordinate ase similar from previous number is of ordinate ase similar from previous number is of ordinate ase similar from previous number is of ordinate ase similar to the regutive number is contrained. Image: Contrained Contendecontrained Contradin Co		Understand that positive and negative numbers are used together to							
12 6.NS.5 credit/debits, positive index (charge); use positive and negative mumbers to represent quantities in real-world contexts, explaining the meaning of 0 in each struation. Image: Charge and Ch		temperature above /below zero, elevation above /below see level							
13 explaining meaning of 0 means strutures in relative under the means of 0 means in the number ine. Stending from previous and number as a point on the number line. Stending from previous and in the plane with negative number coordinates. Image: Coordinate assessment and in the plane with negative number coordinates assessment and in the plane with negative number coordinates. Image: Coordinate assessment number in coordinate assessment number in coordinate assessment number in coordinates. Image: Coordinate assessment number in coordinate assessment number in coordinates. Image: Co	12 6.NS.5								
Image: separating the meaning of 0 in each statuation. Image: separating of 0 in each statuation. Image: separating of 0 in each statuation. 13 Londestand a rational number as a point on the number line. Extend number coordinates. Image: separating of 0 in the line and in the plane with negative and number in control the separation in the line and in the plane with negative and the opposite of a number in control the separation in the line and in the plane with negative and the opposite of a number in the number line; recognize that the opposite of a number in control test, e.g., -(3) = 3, and that 0 is its own opposite of a number in control test, e.g., -(3) = 3, and that 0 is its own opposite for a number in control test, e.g., -(3) = 3, and that 0 is its own opposite for a number in control test, e.g., -(3) = 3, and that 0 is its own opposite for a number in control test, e.g., -(3) = 3, and that 0 is its own opposite for a number in control test on the test of the opposite of a number in control test on the number inc. Image: number inc opposite for a number inc order of pairs as indicating locations in numbers in a location of the points are related by reflections across one or both axes. Image: number inc opposite for a number inc diagram. For example, infort and the pairs in the relative prove in the relative position integers and other rational numbers on a coordinate plane. Image: number inc order of pairs as indicating locations in the relative position integers and other rational numbers. Image: number inc order of pairs in the relative prove in the relative position integers and other rational numbers. Image: number inc order of pairs. Image: n									
13 6.Ns.6. number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Image: coordinates is the number line recognize that the opposite of the opposite sides of 0 on the number line recognize that the opposite of a number is the number line; recognize that the opposite of a number is the number line; recognize that the opposite of a number is the number line; recognize that the opposite of a number is the number line; recognize that the opposite of a number is the number line; recognize that the opposite of a number is the number line; recognize that the opposite of a number is the number line; recognize that the opposite of a number is of numbers in ordered pairs as indicating locations of negative that the opposite of a number is the number line; recognize that the relative plane; recognize that the relative relative plane; recognize that the relative relative the relative relative relative the relative relative relative relative relater relative relater relative relative rela		explaining the meaning of 0 in each situation.							
13 6.N.5.0 grades to represent points on the line and in the plane with negative number (secondinates) in continue in the number inter (condinates) in continue in the number inter (condinate hand) (continue on posite) (condinates) is solution on posite. 14 8.N.5.0 Recognite opposite signs of numbers is indicating locations on opposite. 15 8.N.5.0 Recognite opposite signs of numbers is indicating locations on in quadrants of the condinate plane, recognite that hen two or ordered pairs as indicating locations on ordered pairs as indicating locations on ordered pairs as indicating locations of the points are related by reflections across one or both ase. 16 8.N.5.0 Indicating and solution of the points are related by reflections across one or both ase. 17 6.N.5.7 Indicating and absolute value of rational numbers on a longer and other rational numbers on a condinate plane. 18 Indicating and absolute value of rational numbers on a condinate plane. 18 Indicating and absolute value of rational numbers on a longer and other rational numbers on a condinate plane. 18 Indicating and absolute value of rational numbers on a longer and other rational numbers on a number line diagram, for example, interpret, and explana tatements about the relative and pretent and the rational number and condinate plane. 18 Indicating and absolute value of rational numbers and condinate plane. 19 6.N.5.7.0 Indicating and absolute value of rational numbers and condinate plane. 10 10 10 10 10 10 10 10 10									
Image: contracts is not number contracts is not contract is not number is signed numbers is indicating locations of the opposite of a number is the number like ($s_{e,a}, -43 = 3$, andImage: contract is not number is the number like ($s_{e,a}, -43 = 3$, andImage: contract is not number is the number like ($s_{e,a}, -43 = 3$, andImage: contract is not number is the number like ($s_{e,a}, -43 = 3$, andImage: contract is not number is the number like ($s_{e,a}, -43 = 3$, andImage: contract is not number is not number is the number like ($s_{e,a}, -43 = 3$, andImage: contract is not number in number is not number in number	L3 6.NS.6								
146.Ns.6aopposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number is elf, e.g., -(-3) = 3, and that 0 is its own opposite.Image: composite of a number is not dered pairs as indicating locations indicating sing of numbers in ordered pairs as indicating locations ordered pairs differ only by signs of numbers in ordered pairs as indicating locations ordered pairs differ only by signs, the locations of the points are related by reflections accoss one or both axes.Image: composite differ only by signs, the locations of the points are related by reflections accoss one or both axes.Image: composite differ only by signs, the locations of the points are related by reflections accoss one or both axes.Image: composite differ only by signs, the locations of the points are related by reflections accoss one or both axes.Image: composite differ only by signs, the locations of the points are related by reflections accoss one or both axes.Image: composite differ only by signs, the locations of the points are related by reflections accoss one or both axes.Image: composite differ only by signs, the locations of the points are related by reflections accoss one or both axes.Image: composite differ only by signs, the locations of the points are related by reflections accoss one or both axes.Image: composite differ only by signs, the locations of heppints and horizontal or vertical numbers on a numbers on a coordinate plane.Image: composite differ only by signs, the locations of heppints and horizontal or vertical numbers on a numbers on a coordinate plane.Image: composite differ only by signs, the locations and the relative position of two numbers and unther and composite differ only d									
14 of the opposite of a number is the number (ter, e, -(-3) = 3, and that to is now apposite. Image: the opposite of a number is the number (ter, e, -(-3) = 3, and that to is now apposite. 15 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 locatite locations of the locations of the locatite l									
Interpret statements of the output statements of the form statements of the difference of the dif	14 6.NS.6.								
15 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. Image: Second									
15 6.NS.b. ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. Image: constraint of the points are related by reflections across one or both axes. 16 6.NS.c. Find and position integers and other rational numbers on a horizontal or vertical number ine diagram, find and position pairs of integers and other rational numbers. Image: constraint of the position of two numbers on a coordinate plane. 17 6.NS.7. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram, <i>For example, not number as a statement that -3 is located to the right of -7 on a number in relatived for mleft to right. Image: constraint that -3 is located to the right of -7 on a number in relavoid contexts. <i>For example, write -3'C > -7'C to express the foct that -3'C is warmer than -7'C.</i> 20 6.NS.7.4 Understand the assumption in relative and statements about the relative from 0 on the number in relavorid situation. <i>For example, for an account balance of -30 dolars, write -3'C > -7'C to express the foct that -3'C is warmer than -7'C.</i> Image: constraint the assumption of two numbers is tatements is distance from 0 on the number line; interpret as the assumption for earbord is trained in the assumption of two arbord is trained in the site of the debt in dolars. <i>For example, for an account balance of -30 dolars, write -3'C > -7'C to express the foct that -3'C is warmer than -7'C.</i> Image: constraint the assumption the assumption for earbord is trained in the site of the debt in dolars. <i>For example, for an account balance of -30 dolars, write -3'C > -7'C to expresthe foct that -3'C is addites - 30 dolars, wr</i></i>		Understand signs of numbers in ordered pairs as indicating locations							
a ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. a <	15 6.NS 6	in quadrants of the coordinate plane; recognize that when two							
16 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 coundinate plane. Image: Constraint of the diagram; find and position pairs of integers and other rational numbers. Image: Constraint of the diagram; find and position pairs of integers and other rational numbers. Image: Constraint of the diagram; find and position pairs of integers and other rational numbers. Image: Constraint of the diagram; find and position pairs of integers and other rational numbers. Image: Constraint of the diagram; find and position of the numbers on a number line digram. For example, interpret -3 > -7 as a statement is dotted to right of -7 on a number line oriented from left to right. Image: Constraint of the diagram; for a constraint of the relative pairs of the diagram; for a constraint of the rational numbers on a number line oriented from left to right. Image: Constraint of the diagram; for a constraint of the relative pairs of the diagram; for a constraint of a statements of order for rational numbers is rational numbers and numbers on a number line oriented from left to right. 19 6.NS.7.b Write, interpret, and rational number as its distance from 0 on the number line; interpret as its distance from 0 on the number line; interpret as its distance from 0 on the number ine; interpret as a statements about or diagram; for a account bidance of -30 dollars, write 1-30 is a distance from 0 on the number line; interpret as a distance from 0 on the number line; interpret as a distance from 0 on the number line; interpret as a distance from 0 on the number line; interpret as a distance from 0 on the number line; interpret as a distance from 0 on the number line; interpret as a distan		ordered pairs differ only by signs, the locations of the points are							
16 6.NS.6. horizontal or vertical numbers in dagram; find and position pairs of integers and other rational numbers. Image: Constraint of the integers and other rational numbers. Image: Constraint of the integers and other rational numbers. Image: Constraint of the integers and other rational numbers. Image: Constraint of the integers and other rational numbers. Image: Constraint of the integers and other rational numbers. Image: Constraint of the integers and other rational numbers. Image: Constraint of the integers and other rational numbers. Image: Constraint of the integers and other rational numbers. Image: Constraint of the integers and other rational numbers. Image: Constraint of the integers and other rational numbers. Image: Constraint of the integers and other rational numbers. Image: Constraint of the integers and other rational numbers. Image: Constraint of the integers and other rational numbers. Image: Constraint of the integers and other rational numbers. Image: Constraint of the integers and explain statements about the relative position of the on number integers and explain statements of other for rational numbers. Image: Constraint of the integers and explain statements and other rational numbers are integers and explain statements of other of rational numbers. Image: Constraint of the integers and explain statements and other rational numbers are integers and explain statements and explain statements and explain statements and the rational number are integers and explain statements and explainte and explain statements and explaint are integers and				-					
17 6.NS.7 Understand ordering and absolute value of rational numbers. Interpret statements of inequality as statements about the relative point of the organization of two numbers on a number ine diagram. For example, interpret -3>-7 as a statement that -3 is located to the right of -7 on a number ine oriented from left to right. Interpret statements of inequality as statements do offer for rational numbers. To a number ine diagram. For example, write -3*C>-7*C to express the fact that -3*C is warmer than -7*C. Interpret assessment of inequality as its interpret absolute value as magnitude from 0 on the number ine rational numbers is tis 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. Interpret absolute value of a stole rational number absolute value as magnitude for apositive 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. Interpret absolute value of a stole rational number about Interpret absolute value of a stole rational number about 21 6.NS.7.0 Distinguish comparisons of absolute value from statements about Interpret absolute value from tatements about Interpret absolute value of a count balance of the dollar statement about	L6 6.NS.6.	.c horizontal or vertical number line diagram; find and position pairs of							
18 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. 19 6.NS.7.a interpret, and explain statements of order for rational twite, interpret, and explain statements of order for rational express the fact that -3 'C > 7'' C to express the fact that -3'' C's warmer than -7''C. 20 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 is a statement about dollares. 20 6.NS.7.d often -30 dollars, write -30 is a statement about about the absolute value form statements about about to a statement balance form 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 is a statement about an account balance of the debt in dollars. 21 6.NS.7.d order. For example, recognize that an account balance of the dollar balance less than -30									
18 6.NS.7a position of two numbers in a number line diagram. For example, interpret -3 > -7 as a statement hat -3 is located to the right of -7 on a number line oriented from left to right. Image: Control of the control of the control of the right of -7 on a number line oriented from left to right. 19 6.NS.7.b Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write -3^*C - 0^*C to express the fact that -3^*C is warmer than -3^*C. Image: Control of the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude Image: Control of the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude Image: Control of the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude Image: Control of the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude Image: Control of the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude Image: Control of the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude Image: Control of the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude Image: Control of the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude Image: Control of the absolute value as magnitude Image: Control of the absolute value as magnitude Image: Control of the absolute value	L7 6.NS.7	· ·		L					
18 6.NS.7.a interpret -3 > -7 as a statement that -3 is located to the right of -7 on a number line oriented from left to right. Image: constraint of the right of right o									
an a number line oriented from left to right. and a number line oriented from left to right. and a number line oriented from left to right. 19 6.NS.7.b write, interpret, and explain statements of order for rational write -3 °C > -7 °C to express the fact that -3 °C is warmer than -3 °C. and a number in real-word is statements of the express the fact that -3 °C is warmer than -3 °C. is warmer than -3 °C. and a number in real-word is statements of the express the fact that -3 °C is warmer than -3 °C. and a number in real-word is number as its distance from 0 on the number line; interpret absolute value as magnitude and a number line; interpret absolute value as magnitude and a number line; interpret absolute value as magnitude and a number line; interpret absolute value as magnitude and a number line; interpret absolute value as magnitude and a number line; interpret absolute value as magnitude and a number line; interpret absolute value as magnitude and a number line; interpret absolute value as magnitude and a number line; interpret absolute value as magnitude and a number line; interpret absolute value as magnitude and a number line; interpret absolute value as magnitude and a number line; interpret absolute value as magnitude and a number line; interpret absolute value as magnitude and a number line; interpret absolute value as magnitude and a number line; interpret absolute value as magnitude and a number line; interpret absolute value as magnitude and a number line; interpret absolute value as magnitude	L8 6.NS.7.								
19 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. 20 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 Image: Comparison of the number line; interpret absolute value as magnitude 20 6.NS.7.c 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. Image: Comparison of absolute value form statements about order. For example, recognize that an account balance less than -30 21 6.NS.7.d Oistinguish comparisons of absolute value form statements about order. For example, recognize that an account balance less than -30 Image: Comparison of absolute value form statements about order. For example, recognize that an account balance less than -30		on a number line oriented from left to right.							
express the fact that -3°C is warmer than -7°C. Image: constraint of the absolute value of a rational number as its distance from 0 on the number ine; interpret absolute value as magnitude Image: constraint of the absolute value of a rational number as its distance from 0 on the number ine; interpret absolute value as magnitude Image: constraint of the absolute value of a rational number as its distance from 0 on the number ine; interpret absolute value as magnitude Image: constraint of the absolute value of a rational number as its distance from 0 on the number ine; interpret absolute value as magnitude Image: constraint of the absolute value of a rational number as its distance from 0 on the number absolute value as magnitude Image: constraint of the absolu		Write, interpret, and explain statements of order for rational							
20 6.NS.7.c Gr 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. Image: Comparison of absolute value for an account balance of -30 dollars, write -30 = 30 to describe the size of the debt in dollars. 21 6.NS.7.d Order. For example, recognize that an account balance of est than -30 Image: Comparison of absolute value for account balance of est than -30	L9 6.NS.7.								
20 6.NS.7c 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. form form <td< td=""><td></td><td></td><td></td><td>-</td><td></td><td> </td><td></td><td></td><td> </td></td<>				-					
20 6.NS.7.c 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. 21 6.NS.7.d Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30		from 0 on the number line; interpret absolute value as magnitude							
describe the size of the debt in dollars. describe the size of the debt in dollars. 21 6.NS.7.d order. For example, recognize that an account balance less than -30	20 6.NS.7.	.c for a positive or negative quantity in a real-world situation. For							
21 6.NS.7.d Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30									
21 6.NS.7.d order. For example, recognize that an account balance less than -30				-					
dollars represents a debt areater than 30 dollars.	21 6.NS.7.	.d order. For example, recognize that an account balance less than -30							
		dollars represents a debt greater than 30 dollars.							

		Solve real-world and mathematical problems by graphing points in				
22	6.NS.8	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.				
DOMAIN	6 FF - Express	with the same first coordinate or the same second coordinate. sions and Equations				
		sions and Equations end previous understandings of arithmetic to algebraic expressions.				
		Write and evaluate numerical expressions involving whole-number	1		T	
23	6.EE.1	exponents.				
24	6.EE.2	Write, read, and evaluate expressions in which letters stand for				
24	J.EE.2	numbers.	ļ		ļ	
25	655.3-	Write expressions that record operations with numbers and with			Г	
25	6.EE.2.a	letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y.				
		Identify parts of an expression using mathematical terms (sum,				
		term, product, factor, quotient, coefficient); view one or more parts		1		
26	6.EE.2.b	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		1		l l
		expression 2 $(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.				
		Evaluate expressions at specific values of their variables. Include				
1	l	expressions that arise from formulas used in real-world problems.		1		
27	6.EE.2.c	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				
	l	example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and				
	ł	surface area of a cube with sides of length s = 1/2. Apply the properties of operations to generate equivalent				 ļ
	l	expressions. For example, apply the distributive property to the				
28	6.EE.3	expression 3 $(2 + x)$ to produce the equivalent expression $6 + 3x$;				
-0		apply the distributive property to the expression 24x + 18y to		1		
	l	produce the equivalent expression 6 ($4x + 3y$); apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.				
		Identify when two expressions are equivalent (i.e., when the two				
		expressions name the same number regardless of which value is		1		l I
29	6.EE.4	substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of				
l		are equivalent because they name the same number regardless of which number y stands for.		<u> </u>		
Cluster:	Reason about	and solve one-variable equations and inequalities.				
		Understand solving an equation or inequality as a process of				
30	6.EE.5	answering a question: Which values from a specified set, if any, make the equation or inequality true? Use substitution to				
50	0.2E.D	determine whether a given number in a specified set makes an				l l
		equation or inequality true.				
		Use variables to represent numbers and write expressions when				
31	6.EE.6	solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the				
l		purpose at hand, any number in a specified set.		<u> </u>		
		Solve real-world and mathematical problems by writing and solving			+	
32	6.EE.7	equations of the form $x + p = q$ and $px = q$ for cases in which p , q and				
	 	x are all nonnegative rational numbers. Write an inequality of the form x > c or x < c to represent a	<u> </u>		++	
	l	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem.				
33	6.EE.8	Recognize that inequalities of the form x > c or x < c have infinitely				
	l	many solutions; represent solutions of such inequalities on number				l l
Cluster	Represent	line diagrams. d analyze quantitative relationships between dependent and independent			,	
and the second s		service reactionships between debendent and indepen	dent variables			
clusteri		Use variables to represent two quantities in a real-world problem	dent variables.			1
chusterr		Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to				
clusteri		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				
		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.	ient variables.			
34	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.				
		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. <i>For example, in a problem involving motion at constant speed, list</i>	ient variables.			
		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.	ient variables.			
34	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 independent 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.	ient variables.			
34 DOMAIN	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.				
34 DOMAIN	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. try rd and mathematical problems involving area, surface area, and volur				
34 DOMAIN	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 dependent 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. try rd and mathematical problems involving area, surface area, and volue Find the area of right triangles, other triangles, special				
34 DOMAIN	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. try rd and mathematical problems involving area, surface area, and volur				
34 DOMAIN Cluster:	6.EE.9 1: 6.G - Geome Solve real-wo	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. The relationship between the dependent and independent quadrilaterals, and polygons by composing into rectangles or decomposing into triangles of ther shapes; spapity these techniques in the context of solving real-world and mathematical problems and other shapes; spapit these techniques in the context of solving real-world and mathematical and thematical problems involving and thematical mathematical problems involving and the spapes is apply these techniques in the context of solving real-world and mathematical mathematical problems involving and thematical mathematical problems involving and the spapes is poly these techniques in the context of solving real-world and mathematical mathematical problems involving and the mathematical mathematical problems involvin				
34 DOMAIN Cluster:	6.EE.9 1: 6.G - Geome Solve real-wo	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. try rid and mathematical problems involving area, surface area, and voluu 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.				
34 DOMAIN Cluster:	6.EE.9 1: 6.G - Geome Solve real-wo	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 dependent variable. Analyze the relationship between the dependent variable. Analyze the relationship between the dependent variable. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation 4 = 65t to represent the relationship between distance and time. The data mathematical problems involving area, surface area, and volum 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. Find the volume of a right rectangular prism with fractional edge				
34 DOMAIN Cluster: 35	6.EE.9 : 6.G - Geome Solve real-wo 6.G.1	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 a sth 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. Try rid and mathematical problems involving area, surface area, and voluu 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. Find the volume of a right rectangular prism with fractional edge lengths, and show that the volume is the same as would be				
34 DOMAIN Cluster:	6.EE.9 1: 6.G - Geome Solve real-wo	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, in terms of the other quantity, thought of as the independent 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. Try rd and mathematical problems involving area, surface area, and volur Find the area of right triangles, other triangles, special problems. 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 rsim. Apply the				
34 DOMAIN Cluster: 35	6.EE.9 : 6.G - Geome Solve real-wo 6.G.1	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. Try rd and mathematical problems involving area, surface area, and volun Find the area of right triangles, other triangles, special quadrilatensis, 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. Find the volume of a right rectangular prism with fractional edge lengths by packing it with two lucues 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 = W + and V = b h to find volumes of right rectangular				
34 DOMAIN Cluster: 35	6.EE.9 : 6.G - Geome Solve real-wo 6.G.1	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, in terms of the other quantity, thought of as the independent 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. Try rd and mathematical problems involving area, surface area, and volur Find the area of right triangles, other triangles, special problems. 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 rsim. Apply the				
34 DOMAIN Cluster: 35	6.EE.9 : 6.G - Geome Solve real-wo 6.G.1	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. Try rid and mathematical problems involving area, surface area, and voluu 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. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction formulas V = 1 w h and V = b to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real- world and mathematical problems. Due to find your graph found by multiplying the edge lengths of the prism. Apply the found by multiplying the edge lengths in the context of solving real- world and mathematical problems. Draw polygons in the coordinate plane given coordinates for the				
34 DOMAIN Cluster: 35 36	6.EE.9 : 6.G - Geome Solve real-wo 6.G.1 6.G.2	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 dependent 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. Try rdd and mathematical problems involving area, surface area, and volur Find the area of right triangles, other triangles, special problems. 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 rism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths of the context of solving real- world and mathematical problems. The ovortext of solving real-world and mathematical problems. 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 formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths of the context of solving real- world and mathematical problems. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points				
34 DOMAIN Cluster: 35	6.EE.9 : 6.G - Geome Solve real-wo 6.G.1	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 dependent variable. Analyze the relationship between the dependent and independent variable. Suriables 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. For dama mathematical problems involving area, surface area, and volue Find the area of right relatingles, other triangles, special quadrilaterals, and polygons by composing into retangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Find the volume of a right rectangular prism with fractional 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 = U h and V = b h to find volumes of right rectangular prisms with fractional edge lengths or the actional edge lengths or the ocordinates to find the length of a side joining points with the same second coordinates to relate the equation are second coordinates. Apply the vertices, use coordinates to right are condinates. Apply the vertices, use coordinates to risk area second coordinate. Apply				
34 DOMAIN Cluster: 35 36	6.EE.9 : 6.G - Geome Solve real-wo 6.G.1 6.G.2	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 dependent 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. Try rdd and mathematical problems involving area, surface area, and volur Find the area of right triangles, other triangles, special problems. 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 rism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths of the context of solving real- world and mathematical problems. The ovortext of solving real-world and mathematical problems. 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 formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths of the context of solving real- world and mathematical problems. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points				
34 DOMAIN Cluster: 35 36	6.EE.9 : 6.G - Geome Solve real-wo 6.G.1 6.G.2	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. Find and mathematical problems involving area, surface area, and volue find the area of right triangles, other triangles, special quadrilatenta, and polygon by composing into retangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Find the volume of a right rectangular prism with fractional 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 = 10 th find to chose of right rectangular prisms with fractional edge lengths of the prism. Apply the world and mathematical problems. 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. France the effect of the prism. Apply the expension three ordinates 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. Represent three-dimensional figures using nets made up of				
34 DOMAIN Cluster: 35 36	6.EE.9 : 6.G - Geome Solve real-wo 6.G.1 6.G.2	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, 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. Try rdd and mathematical problems involving area, surface area, and volur Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into retangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. 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 formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths of the constext of solving real- world and mathematical problems. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the stenne first condinate or the same second cordinate. Apply thes teaching problems. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the same face area of				
34 DOMAIN Cluster: 35 36 37	6.EE.9 : 6.G - Geome Solve real-wo 6.G.1 6.G.2 6.G.2	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. Find and mathematical problems involving area, surface area, and volue find the area of right triangles, other triangles, special quadrilatenta, and polygon by composing into retangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Find the volume of a right rectangular prism with fractional 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 = 10 th find to chose of right rectangular prisms with fractional edge lengths of the prism. Apply the world and mathematical problems. 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. France the effect of the prism. Apply the expension three ordinates 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. Represent three-dimensional figures using nets made up of				
34 DOMAIN Cluster: 35 36 37 38	6.EE.9 : 6.G - Geome Solve real-wo 6.G.1 6.G.2 6.G.3 6.G.4	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 variable. Suggraphs 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. For example, in a problem involving area, surface area, and volue Find the area of right problems involving area, surface area, and volue Find the area of right restangles, other triangles, special quadrilaterals, and polygons by composing into restangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Find the volume of a right rectangular prism with fractional edge lengths, and show that the volume is the same as would be found by will typing the edge lengths of the prism. Apply the formulas V = I w h and V = b h to find volumes of right rectangular prism with fractional edge lengths or publems. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the solumes of right rectangular prisms. Apply these techniques in the context of solving real-world and mathematical problems. 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.				
34 DOMAIN Cluster: 35 36 37 38 DOMAIN	6.EE.9 : 6.G - Geome Solve real-wo 6.G.1 6.G.2 6.G.3 6.G.4 : 6.SP - Statisti	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, 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 ardreed pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time. Try Trid and mathematical problems involving area, surface area, and volue find the area of right triangles, other triangles, special quadrilatents, 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. Find the volume of a right rectangular prism with fractional edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the enditing triangles. The to find volumes of right rectangular prisms with fractional edge lengths of the prism. Apply these techniques in the context of solving real-world and mathematical problems. 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.				
34 DOMAIN Cluster: 35 36 37 38 DOMAIN	6.EE.9 : 6.G - Geome Solve real-wo 6.G.1 6.G.2 6.G.3 6.G.4 : 6.SP - Statisti	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 variable. Analyze the relationship between the dependent and independent variable. So and graph ordered pairs of distances and times, and write the equation. For example, in a problem involving mation at constant speed, list and graph ardered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time. Frv rd and mathematical problems involving area, surface area, and volue find the area of right triangles, other triangles, special quadrilatents, 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. Find the volume of a right rectangular prism with fractional 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 = 0 h to find volumes of right rectangular prisms with fractional edge lengths. The to find volumes is the same as would be found by multiplying the edge lengths of the prism. Apply the world and mathematical problems. Fare problems. Represent three-dimensional figures using nets made up of rectangles, and triangles, and use the nets to find the surface area of these figures obliges, and use the nets to find the surface area. Apply these techniques in the context of solving real-world and mathematical problems. Expression three-dimensional figures using nets and eugle and triangles, and use the nets to find the surface area of these figures attriatical variability. Recognize a statistical variability.				
34 DOMAIN Cluster: 35 36 37 38 DOMAIN Cluster:	6.EE.9 : 6.G - Geome Solve real-wo 6.G.1 6.G.2 6.G.3 6.G.4 : 6.SP - Statisti Develop unde	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 times. The distance and times, and write the equation $d = 65t$ to represent the relationship between distance and time. The distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time. The distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time. The distances and the special of the represent the relationship between distance and time. The distances and the special distances and the equation $d = 65t$ to represent the relationship between distance and time. The distance and problems into triangles, other triangles, special quadrilaterals, and polygons by composing into triangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Find the volume of a right rectangular prism with fractional edge lengths of the appropriate unit fraction edge lengths, and show that the volume is the same as would be formulas $V = I w h$ 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. The volume 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. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the net				
34 DOMAIN Cluster: 35 36 37 38 DOMAIN	6.EE.9 : 6.G - Geome Solve real-wo 6.G.1 6.G.2 6.G.3 6.G.4 : 6.SP - Statisti	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. 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. Try rdd and mathematical problems involving area, surface area, and volue Find the area of right relatings, 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. Find the volume of a right rectangular prism with fractional edge lengths by packing i 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 in the context of solving real- world and mathematical problems. 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 to rus same scould and mathematical problems. 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. Represent three-dimensional figures using nets and 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. es and Probability restanding of statistical variability. Recognize a statistical question as one that anticipates variability in the data related to the question and the usifical question, but "How				
34 DOMAIN Cluster: 35 36 37 38 DOMAIN Cluster:	6.EE.9 : 6.G - Geome Solve real-wo 6.G.1 6.G.2 6.G.3 6.G.4 : 6.SP - Statisti Develop unde	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. 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. Try rdd and mathematical problems involving area, surface area, and volu Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into retangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Find the value 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 formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths of the roism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths of the dorwing real- world and mathematical problems. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates of nod use the nets to folving real- world and mathematical problems. 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 rebatematical problems. Sca d Probability restanding of statistical variability. 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 oid and P" is not a statistical question, but "How				
34 DOMAIN Cluster: 35 36 37 38 DOMAIN Cluster: 39	6.EE.9 5.G - Geome Solve real-wo 6.G.1 6.G.2 6.G.3 6.G.3 6.G.4 5.SP - Statisti Develop unde 6.SP.1	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. Try rd and mathematical problems involving area, surface area, and volue Find the area of right triangles, other triangles, special quadrilatensis, 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. Find the volume of a right rectangular prism with fractional edge lengths by acking 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 = <i>W</i> h and V = <i>b</i> h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real- world and mathematical problems. Draw polygons in the context of solving real-world and mathematical problems. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of rectangles and triangles, and use the nets to find the surface area world and mathematical problems. cs and Probability vestanding of a statistical question. because one anticipates variability in the data related to the question and accounts for it in the answers. cs cand probability is not o statistical question, but "How old are the students in my school?" is a statistical question. but "How old are the students in my school?" is a statistical question, but "How old				
34 DOMAIN Cluster: 35 36 37 38 DOMAIN Cluster:	6.EE.9 : 6.G - Geome Solve real-wo 6.G.1 6.G.2 6.G.3 6.G.4 : 6.SP - Statisti Develop unde	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. try rdd and mathematical problems involving area, surface area, and volut Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rettangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Find the volume of a right rectangular prism with fractional edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the appropriate unit fraction edge lengths. The order of a vight rectangular prism with fractional edge lengths of the order ordinate sfor the vertices; use coordinates to find the length of a side joining points with the same first coordinate problems. Draw polygons in the cortext of solving real-world and mathematical problems. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the age up of these techniques in the context of solving real-world and mathematical problems. Represent three-dimensional figures using nets world and mathematical problems. For example, "How old and <i>P</i> " is not a satistical question, but "How ord do are the statistical question as a distribution which can be described by its center, of data collected to and world and mathematical problems. For example, "How old and <i>P</i> " is not a satistical question because one anticipates variability in tudents' ages.				
34 DOMAIN Cluster: 35 36 37 38 DOMAIN Cluster: 39	6.EE.9 5.G - Geome Solve real-wo 6.G.1 6.G.2 6.G.3 6.G.3 6.G.4 5.SP - Statisti Develop unde 6.SP.1	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. Analyze the relationship between 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. Try rdd and mathematical problems involving area, surface area, and volue 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. 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 of the prism. Apply the vertices; use coordinates to find the length of a side joining points with the same first coordinate to rhe same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. 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. cs and Probability restanding of statistical variability. Recognize a statistical question and accounts for it in the answers. For example, "How old an <i>P</i> ?" is not a statistical question because one anticipate				
34 DOMAIN Cluster: 35 36 37 38 DOMAIN Cluster: 39	6.EE.9 5.G - Geome Solve real-wo 6.G.1 6.G.2 6.G.3 6.G.3 6.G.4 5.SP - Statisti Develop unde 6.SP.1	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 dependent 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 times, and write the equation d = 65t to represent the relationship between distance and time. Try ord and mathematical problems involving area, surface area, and volue find the area of right triangles, other triangles, special exchanges of right triangles, other triangles, special problems. Find the volume of a right rectangular prism with fractional edge lengths, and show that the volume is the same as would be formulas $V = l w h$ and $V = b h to find volumes of right rectangular prisms with fractional edge lengths of the coordinate problems. The coordinate pends with a distance and the vertices; use coordinates to find the length of a side joining points with the same first coordinate problems. The coordinate pends of the spropriate unit fractional edge lengths of the coordinate of the same second coordinates. Phy the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths of the edge lowerd and mathematical problems. These edimensional 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. 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. For example, $	me.			
34 DOMAIN Cluster: 35 36 37 38 DOMAIN Cluster: 39 40	6.EE.9 : 6.G - Geome Solve real-wo 6.G.1 6.G.2 6.G.3 6.G.4 : 6.SP - Statisti Develop unde 6.SP.1 6.SP.2	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. Analyze the relationship between 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. Try rdd and mathematical problems involving area, surface area, and volue 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. 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 of the prism. Apply the vertices; use coordinates to find the length of a side joining points with the same first coordinate to rhe same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. 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. cs and Probability restanding of statistical variability. Recognize a statistical question and accounts for it in the answers. For example, "How old an <i>P</i> ?" is not a statistical question because one anticipate	me.			
34 DOMAIN Cluster: 35 36 37 38 DOMAIN Cluster: 39 40 41	6.EE.9 6.EE.9 501ve real-wo 6.G.1 6.G.2 6.G.3 6.G.3 6.G.4 : 6.SP - Statisti Develop unde 6.SP1 6.SP2 6.SP.2 6.SP.3	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. Try rdd and mathematical problems involving area, surface area, and volu Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into retangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Find the value of a right rectangular prism with fractional edge lengths, and show that the volume is the same as would be formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prism with fractional edge lengths, and show that the volume is the same as would be formulas $V = l w h$ and $V = b h$ to find volumes or diving real-world and mathematical problems. Traw polygons in the cordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first cordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the same figures variability in the data related to the question and accounts for it in the answers. For example, "How old and P^* is not a satistical question, but "How old are the statistical question and accounts for it in the answers. For example, "How old and P^* is not a satistical question because on anticipates variability in the data	me.			
34 DOMAIN Cluster: 35 36 37 38 DOMAIN Cluster: 39 40 41	6.EE.9 6.EE.9 501ve real-wo 6.G.1 6.G.2 6.G.3 6.G.3 6.G.4 : 6.SP - Statisti Develop unde 6.SP1 6.SP2 6.SP.2 6.SP.3	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. Try Tel d and mathematical problems involving area, surface area, and volue 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. Find the volume of a right rectangular prism with fractional edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the appropriate unit fraction edge lengths, and show that the volume is of solving real- world and mathematical problems. Draw polygons in the cordinate plane given coordinates for the vertice; use coordinates to find the length of a side joining points with the same first coordinate of the same second coordinate. Apply these techniques in the context of solving real- world and mathematical problems. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area a for these figures. Apply these techniques in the context of solving real- world and mathematical problems. Cs and Probability mstanding of statistical variability. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area a for these figures. Apply these techniques in the context of solving real- world and mathematical problems. Cs and Probability mstan	me.			
34 DOMAIN Cluster: 35 36 37 38 DOMAIN Cluster: 39 40 41 Cluster: 42	6.EE.9 6.EE.9 6.G - Geome Solve real-wo 6.G.1 6.G.2 6.G.2 6.G.3 6.G.4 : 6.SP - Statisti Develop unde 6.SP.1 6.SP.2 6.SP.3 Summarize ar 6.SP.4	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. Analyze the relationship between the dependent variable, in terms of the other quantity, thought of as the dependent 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. Try rd and mathematical problems involving area, surface area, and volue Find the area of right triangles, other triangles, special quadrilatensis, 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. 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 shydons that the volume is the same as would be found by multiplying the edge lengths in the context of solving real- world and mathematical problems. Draw polygons in the coordinate plane given coordinates, Apply these techniques in the context of solving real-world and mathematical problems. 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. es and Probability restanding of statistical question , and excounts for it in the answers. cs cand Probability restanding of statistical question and accounts for it in the answers. cs cand robability is not statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in studens tright and that a set of	me.			
34 DOMAIN Cluster: 35 36 37 38 DOMAIN Cluster: 39 40 41 Cluster:	6.EE.9 6.EE.9 501ve real-wo 6.G.1 6.G.2 6.G.3 6.G.3 6.G.4 5.SP-1 6.SP-1 6.SP-1 6.SP-1 6.SP-2 6.SP.2 6.SP.3 Summarize at	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. Try Tel d and mathematical problems involving area, surface area, and volue 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. Find the volume of a right rectangular prism with fractional edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the appropriate unit fraction edge lengths, and show that the volume is of solving real- world and mathematical problems. Draw polygons in the cordinate plane given coordinates for the vertice; use coordinates to find the length of a side joining points with the same first coordinate of the same second coordinate. Apply these techniques in the context of solving real- world and mathematical problems. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area a for these figures. Apply these techniques in the context of solving real- world and mathematical problems. Cs and Probability mstanding of statistical variability. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area a for these figures. Apply these techniques in the context of solving real- world and mathematical problems. Cs and Probability mstan	me.			

44	6.SP.5.a	Reporting the number of observations.				
45	6.SP.5.b	Describing the nature of the attribute under investigation, including				
43	0.3F.5.0	how it was measured and its units of measurement.				
		Giving quantitative measures of center (median and/or mean) and				
		variability (interquartile range and/or mean absolute deviation), as				
46	6.SP.5.c	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.				
		Relating the choice of measures of center and variability to the				
47	6.SP.5.d	shape of the data distribution and the context in which the data				
		were gathered.				

Section	2: Math Content Review			
PUBLISH	ERS/PROVIDERS:			
	ath Content Review tab will be completed solely by the rev		<i>·</i> ·	ir score
	he material based on their overall review of the material.		· · ·	
	aterial will be scored for alignment with each criterion as "	Meets expe	ectations", "Partially meets expectations", or	
	not meet expectations".		Required: Reviewer's Evidence from Material	
Criteria	Grades K-12 Math Content Criteria	Score	Include where you found the evidence in the material and what	Comments, citations, notes
#			evidence you found that supports your score.	
	REA 1: RIGOR AND MATHEMATICAL PRACTICES			
	s support student mastery through a grade-appropriate b			application.
Materia	s meaningfully connect the Content Standards (CCSS) with	h the Stand	lards for Mathematical Practice (SMPs).	[
	Conceptual Understanding:			
1	Materials support the intentional development of			
	students' conceptual understanding of key mathematical concepts.			
	Procedural Skill and Fluency:			
	Materials support intentional opportunities for students			
2	to develop procedural skills and fluencies in alignment			
	with what is called for in the grade-level standards.			
	Application:			
	Materials support students' ability to leverage			
3	mathematical skills, concepts, representations, and			
	strategies across a range of contexts, (including applying			
	learning to real-world situations and new contexts).			
	Balance of Rigor:			
	With equitable intensity			
4	The three aspects of rigor are not always treated			
	together and are not always treated separately. The three aspects are balanced with respect to the standards			
	being addressed in each grade level.			
	SMPs 1 and 6			
	Materials support the intentional development of			
5	making sense of problems and attending to precision as			
	required by the mathematical practice standards 1 and			
	6.			
	SMPs 2 and 3			
	Materials support the intentional development of			
6	reasoning abstractly and quantitatively, along with			
	developing viable arguments and critiquing the			
	reasoning of others, in connection to the content			
-	standards, as required by the practice standards 2 and 3. SMPs 4 and 5			
	Materials support the intentional development of			
7	modeling and using tools, in connection to the content			
	standards, as required by the mathematical practice			
	standards, as required by the mathematical practice			
	SMPs 7 and 8			
	Materials support the intentional development of seeing			
8	structure and generalizing, in connection to the content			
	standards, as required by the mathematical practice			
	standards 7 and 8.			

FOCUS	FOCUS AREA 2: STUDENT CENTERED INSTRUCTION					
Materia	Materials contain embedded resources (routines, strategies, and pedagogical suggestions) to support all students in developing a positive					
mathen	mathematical identity, cultivating self-efficacy, and seeing themselves as a contributor to the math community.					
	Materials provide students with opportunities to					
9	develop self-efficacy and a positive mathematical					
9	identity through opportunities to engage in grade-level					
	tasks using various sharing strategies and approaches.					
10	Materials provide opportunities for students to see					
10	themselves as contributors to the math community.					

FOCUS A	REA 3: INSTRUCTIONAL SUPPORTS FOR ALL STAKEHOLDE	RS				
	Materials provide guidance and resources to support educators in internalizing the mathematical content and providing responsive and					
	iated instruction to all students. Materials contain helpfu	resources	to support implementation and instruction (e.g. materi	als for		
leaders,	teachers, students, families/ caregivers, etc).					
	Teacher materials contain full, adult-level explanations					
	and examples of the mathematics concepts within					
11	lessons so teachers can improve their own knowledge of					
	the subject. Materials are in print or clearly					
	distinguished/accessible as a teacher's edition in digital					
	materials.					
	The materials provide guidance for unit/lesson					
12	preparation to support use of the materials as intended					
12	and to further develop the teachers' own understanding					
	of the mathematical approach.					
	Teacher materials provide insight into students' ways of					
13	thinking with respect to important mathematical					
13	concepts, especially anticipating a variety of student					
	responses.					
	Materials contain strategies for informing parents or					
14	caregivers about the mathematics program and					
14	suggestions for how they can help support student					
	progress and achievement.					

Section	2: All Content Review			
PUBLISH	ERS/PROVIDERS:			
• The Al	I Content Review tab will be completed solely by the review	vers. They	will score each criterion and provide evidence for their sc	core
from t	he material based on their overall review of the material.	/ou will not	provide any citations for this tab.	
• The m	aterial will be scored for alignment with each criterion as "	Meets expe	ectations", "Partially meets expectations", or	
"Does	not meet expectations".			
Criteria	All Contout Criteria Basian		Required: Reviewer's Evidence from Material	
#	All Content Criteria Review	Score	Include where you found the evidence in the material and what evidence you found that supports your score.	Comments, citations, notes
FOCUS A	REA 1: COHERENCE			
	onal materials are coherent and consistent with the New	Mexico Coi	ntent Standards	
	tudents should study in order to be college- and career-re			
	Instructional materials address the full content			
1	contained in the standards for all students by grade			
	level.			
2	Instructional materials support students to show			
2	mastery of each standard.			
	Instructional materials require students to engage at a			
3	level of maturity appropriate to the grade level under			
	review.			
	Instructional materials are coherent, making meaningful			
4	connections for students by linking the standards within			
	a lesson and unit.			
	REA 2: WELL-DESIGNED LESSONS			
Instructi	onal materials take into account effective lesson structure	and pacin	g.	
	The Teacher Edition presents learning progressions to			
_	provide an overview of the scope and sequence of skills			
5	and concepts. The design of the assignments shows a			
	purposeful sequencing of teaching and learning			
	expectations.			
6	Within each lesson of the instructional materials, there			
6	are clear, measurable, standards-aligned content			
	objectives. Within each lesson of the instructional materials, there			
7	are clear, measurable language objectives tied directly			
· ·	to the content objectives.			
	Instructional materials provide focused resources to			
8	support students' acquisition of both general academic			
-	vocabulary and content-specific vocabulary.			
	The visual design of the instructional materials (whether			
9	in print or digital) maintains a consistent layout that			
	supports student engagement with the subject.			
10	Instructional materials incorporate features that aid			
10	students and teachers in making meaning of the text.			
	Instructional materials provide students with ongoing			
11	review and practice for the purpose of retaining			
	previously acquired knowledge.			
FOCUS A	REA 3: RESOURCES FOR PLANNING			
	onal materials provide teacher resources to support plan	ning, learni	ng,	
and und	erstanding of the New Mexico Content Standards.			
	Instructional materials provide a list of lessons in the			
	Teacher Edition (in print or clearly distinguished/			
12	accessible as a teacher's edition in digital materials),			
	cross-referencing the standards addressed and providing			
	an estimated instructional time for each lesson, chapter,			
	and unit.			
12	Instructional materials support teachers with			
13	instructional strategies to help guide students' academic			
	development. Instructional materials include a teacher edition/			
	teacher-facing material with useful annotations and			
14	suggestions on how to present the content in the			
1 14	student edition/student-facing material and in the			
	supporting material.			
L	rr0		1	

-				
15	Instructional materials integrate opportunities for digital			
	learning, including interactive digital components.			
	AREA 4: ASSESSMENT			
	ional materials offer teachers a variety of assessment reso		tools	
to collec	ct ongoing data about student progress related to the stan	dards.		
	Instructional materials provide a variety of assessments			
	that measure student progress in all strands of the			
16	standards for the content under review.			
	(Adopted New Mexico Content Standards for 2024: NM			
	STEM Ready Science Standards)			
	Instructional materials provide multiple formative and			
17	summative assessments, clearly defining which			
	standards are being assessed through content and			
	language objectives.			
	Instructional materials provide scoring guides for			
	assessments that are aligned with the standards they			
18	address, and that offer teachers guidance in interpreting			
	student performance and suggestions for further			
	instruction, differentiation, and/or acceleration.			
	Instructional materials provide appropriate assessment			
19	alternatives for English Learners, Culturally and			
	Linguistically Diverse students, advanced students, and			
	special needs students.			
20	Instructional materials include opportunities to assess			
20	student understanding and knowledge of the standards			
50000	using technology.			
	AREA 5: EXTENSIVE SUPPORT		to overlage lies companys	
Instruct	ional materials give all students extensive opportunities and	ia support	to explore key concepts.	
21	Instructional materials can be customized or adapted to			
	meet the needs of different student populations.			
22	Instructional materials provide differentiated strategies			
22	and/or activities to meet the needs of students working below proficiency and those of advanced learners.			
	Instructional materials provide appropriate linguistic			
	support for English Learners and Culturally and			
	Linguistically Diverse students, and accommodations			
23	and modifications for other special populations that will			
	support their regular and active participation in learning			
	content.			
	Instructional materials provide strategies and resources			
	for teachers to inform and engage parents, family			
24	members, and caregivers of all learners about the			
	program and provide suggestions for how they can help			
	support student progress and achievement.			
	Instructional materials include opportunities for all			
	students that encourage and support critical and			
25	creative thinking, inquiry, and complex problem-solving			
	skills.			
FOCUS A	AREA 6: CULTURAL AND LINGUISTIC PERSPECTIVES			
Instruct	ional materials represent a variety of cultural and linguisti	c perspecti	ves.	
	Instructional materials inform culturally and linguistically			
26	responsive pedagogy by affirming students' backgrounds			
20	in the materials themselves and in the student			
	discussions.			
	Instructional materials provide a collection of images,			
27	stories, and information, representing a broad range of			
21	demographic groups, and do not make generalizations			
	or reinforce stereotypes.			
	Instructional materials provide context, illustrations, and			
28	activities for students to make interdisciplinary			
20	connections and/or connections to real-life experiences			
	and diverse cultural and linguistic backgrounds.			
	AREA 7: INCLUSION OF CULTURALLY AND LINGUISTICALLY F			
Instruct	ional materials highlight diversity in culture and language	through m	ultiple perspectives.	

29	Instructional materials include tools and resources to relate the content area appropriately to diversity in		
30	culture and language. Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.		
31	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.		
32	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.		

Stan	Standards for Mathematical Practice						
1	Make sense of problems and persevere in solving them.						
2	Reason abstractly and quantitatively.						
3	Construct viable arguments and critique the reasoning of others.						
4	Model with mathematics.						
5	Use appropriate tools strategically.						
6	Attend to precision.						
7	Look for and make use of structure.						
8	Look for and express regularity in repeated reasoning.						