

Components:

- [TE-UPI \(Teacher Edition: Part 1 - Unit Program Information\)](#) [10 units – first part of TE]
- [TE-AK \(Teacher Edition: Part 2 - Enhanced Answer Key\)](#) [10 units – second part of TE]
- [SP \(Student Packets\)](#) [10 units]
- [PI \(Program Information\)](#)
- [Portal \(Online Portal Resources\)](#)

## **2025 California Common Core State Standards: Mathematics Adoption<sup>1</sup>**

### **Standards Map Template**

### **Grade Six**

#### **Organization Around Major Conceptual Ideas**

Evaluation criterion statement 1.2 requires that programs be consistent + the content of the 2023 *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve (Mathematics Framework)*. In order to be considered suitable for adoption by the State Board of Education, a publisher's or developer's program must present content organized around major conceptual ideas, as demonstrated in chapters 6, 7, and 8, and as described in the Publishers and Content Developers Guide to the Mathematics Framework, found in chapter 13 of the *Mathematics Framework*.

1. Publishers#developers should use the first column of this table to list the major conceptual ideas used to organize the instructional program.
2. In the second column, publishers#developers should show how these relate to the Framework's Big Ideas.
3. In the third column, publishers#developers should show the organization of the program by showing how the content standards are mapped to each of the major conceptual ideas or Big Ideas used by the program.

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<sup>1</sup> The California Common Core State Standards: Mathematics were adopted by the State Board of Education on August 2, 2010, (and modified pursuant to Senate Bill 1200 on January 16, 2013). This standards map is organized by Big Idea and Content Connections in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*, approved by the State Board of Education on July 12, 2023.

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Explore and apply ratio and rate reasoning and representations. (6.RP.A)	<ul style="list-style-type: none"> <li>Fraction relationships</li> <li>Generalizing + multiple representations</li> <li>Model the world</li> <li>Patterns inside numbers</li> <li>Relationships between variables</li> </ul>	The Standards for each lesson are listed in the gray box at the beginning of each lesson in the <b>Teacher's Edition (TE-AK)</b> and <b>Student Packet (SP)</b> .			
Gain computational fluency + positive rational numbers. (6.NS.AB)	<ul style="list-style-type: none"> <li>Fraction relationships</li> <li>Model the world</li> <li>Patterns inside numbers</li> </ul>	<p>See "Unit Overviews (pgs 2-3) in <b>Program Information (PI)</b> for the relationship between <i>MathLink's</i> Big Ideas, Content Standards, and Units of Study.</p> <p>See "Big Ideas and Connections" in Teaching Tips of the <b>Teacher Edition (TE-UPI)</b> (there is one for each unit) for a graphic that provides a snapshot of the big ideas included in each unit and their connections to each other.</p> <p>See "Reflection" at the end of each Review section in the <b>Teacher Edition (TE-AK)</b> or <b>Student Packet (SP)</b> (there is one for each unit) for a student exercise that connects big ideas in the unit.</p>			
Extend the number system to include negatives. (6.NS.C)	<ul style="list-style-type: none"> <li>Distance and direction</li> <li>Fraction relationships</li> <li>Graphing shapes</li> <li>Model the world</li> <li>Patterns inside numbers</li> </ul>				
Rewrite and evaluate expressions and solve equations. (6.EE.AB)	<ul style="list-style-type: none"> <li>Generalizing + multiple representations</li> <li>Model the world</li> <li>Relationships between variables</li> </ul>				
Explore relationships between inputs and outputs. (6.EE.C)	<ul style="list-style-type: none"> <li>Generalizing + multiple representations</li> <li>Graphing shapes</li> <li>Model the world</li> <li>Patterns inside numbers</li> <li>Relationships between variables</li> </ul>				
Investigate concepts and solve problems involving length, area, and volume. (6.G.A)	<ul style="list-style-type: none"> <li>Distance and direction</li> <li>Graphing shapes</li> <li>Model the world</li> <li>Nets and Surface area</li> <li>Relationships between variables</li> </ul>				
Use statistical measures and displays to describe center and spread. (6.SP.AB)	<ul style="list-style-type: none"> <li>Graphing shapes</li> <li>Model the world</li> <li>The shape of distributions</li> <li>Variability in data</li> </ul>				

Publishers/developers should be aware of how major conceptual ideas develop from one grade to the next. For charts detailing the progression of the *Mathematics Framework's* Big Ideas throughout the grade levels, see [chapter 6](#) (TK–grade 2 and grades 3–5) and [chapter 7](#) (grades 6–8).

State-adopted instructional materials help teachers to present and students to learn the content set forth in the *California Common Core State Standards for Mathematics + California Additions*, which include both the content standards and the standards for mathematical practice (SMPs). Publishers#developers should use the following tables to provide page number citations or other references that demonstrate alignment + the SMPs and content standards.

## Standards for Mathematical Practice

**Codes:** TE-UPI Teacher Edition Unit Program Information  
TE-AK = Teacher's Edition Answer Key

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.1	Make sense of problems and persevere in solving them.	<ul style="list-style-type: none"> <li>Units 1-10 TE-UPI, page varies (Applying Standards for Mathematical Practice) [<i>SMP1</i>]</li> <li>Unit 2 TE-AK pgs 1 + 1a + 20 (The Locker Problem + Lesson Notes + The Locker Problem Revisited)</li> <li>Unit 3 TE-AK pg 9 (The Assembly)</li> <li>Unit 9 TE-AK pg 2 + 2a (Which Rug is Bigger? + Lesson Notes) + pg 10 #5 (Practice 3: Extend Your Thinking)</li> </ul>			
MP.2	Reason abstractly and quantitatively.	<ul style="list-style-type: none"> <li>Units 1-10 TE-UPI, page varies (Applying Standards for Mathematical Practice) [<i>SMP1</i>]</li> <li>Unit 5 TE-AK pg 13 (Practice 5)</li> <li>Unit 5 TE-AK pg 18 + 18ab (Percent and Double Number Lines + Lesson Notes)</li> <li>Unit 8 TE-AK pg 20 (Practice 6: Extend Your Thinking )</li> <li>Unit 9 TE-AK pgs 23-24 (The Food Drive)</li> </ul>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.3	Construct viable arguments and critique the reasoning of others.	<ul style="list-style-type: none"> <li>Units 1-10 TE-UPI, page varies (Applying Standards for Mathematical Practice) [<i>SMP3</i>]</li> <li>Unit 1 TE-AK pg 17 #3 + 17a (Interpreting Box Plots + Lesson Notes slide 2)</li> <li>Unit 7 TE-AK pgs 21-22 (Match and Compare Sort and Why Doesn't it Belong?)</li> <li>Unit 10 TE-AK pgs 27 + xvii-xviii (True-False-Explain + True-False-Explain Sets 1 and 2)</li> </ul>			
MP.4	Model with mathematics.	<ul style="list-style-type: none"> <li>Units 1-10 TE-UPI, page varies (Applying Standards for Mathematical Practice) [<i>SMP4</i>]</li> <li>Unit 3 TE-AK pg 25 (Slime)</li> <li>Unit 7 TE-AK pg 13 (A Committee Decision)</li> <li>Unit 8 TE-AK pg 21 (Leticia's Training)</li> <li>Unit 9 TE-AK pgs 23-24 (The Food Drive)</li> </ul>			
MP.5	Use appropriate tools strategically.	<ul style="list-style-type: none"> <li>Units 1-10 TE-UPI, page varies (Applying Standards for Mathematical Practice) [<i>SMP5</i>]</li> <li>Unit 1 TE-AK pg 10 (Practice 3) [<i>technology use</i>]</li> <li>Unit 2 TE-AK pg 1 + deck S2.0 and pg 20 (The Locker Problem and Revisited) [<i>choosing tools</i>]</li> <li>Unit 5 TE-AK All of Unit 5; see pgs 14-15 (Using Multiplication to Find Percent of a Number and Practice 6) [<i>calculator use</i>]</li> <li>Unit 9 TE-AK pg 7 + 7a (Area of a Triangle + Lesson Notes). [<i>paper/pencil vs technology</i>] (also see Teacher Portal→Unit 9→Other Resources→Technology Reproducibles).</li> </ul>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.6	Attend to precision.	<ul style="list-style-type: none"> <li>Units 1-10 TE-UPI, page varies (Applying Standards for Mathematical Practice) [<i>SMP6</i>]</li> <li>Unit 3 TE-AK pg 24 (Converting Between Systems)</li> <li>Unit 4 TE-AK pg 26 (Spiral Review- Computational Fluency Challenge)</li> <li>Unit 6 TE-AK pg 13 + 13a (Algebra Vocabulary + Lesson Notes)</li> <li>Unit 6 TE-AK pg 15 (Match and Compare Sort)</li> </ul>			
MP.7	Look for and make use of structure.	<ul style="list-style-type: none"> <li>Units 1-10 TE-UPI, page varies (Applying Standards for Mathematical Practice) [<i>SMP7</i>]</li> <li>Unit 4 TE-AK pg 18 + 18ab (Exploring Divide Across + Lesson Notes)</li> <li>Unit 6 TE-AK pg 1 + 1ab + 9 (The Problem of 4's and The Problem of 4's Extended)</li> <li>Unit 9 TE-AK pgs 2 + 2a + 10 #5 (Which Rug is Bigger? + Lesson Notes + Practice 3: Extend Your Thinking)</li> </ul>			
MP.8	Look for and express regularity in repeated reasoning.	<ul style="list-style-type: none"> <li>Units 1-10 TE-UPI, page varies (Applying Standards for Mathematical Practice) [<i>SMP8</i>]</li> <li>Unit 5 TE-AK pg 13 (Practice 5)</li> <li>Unit 7 TE-AK pg 20 (Poster Problems)</li> <li>Unit 9 TE-AK pgs 13-15 + 15ab. (Finding Surface Area Using Nets + Lesson Notes)</li> </ul>			

## Grade-level Content Standards

### Domain: Ratios and Proportional Relationships

#### Cluster: Understand ratio concepts and use ratio reasoning to solve problems.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	<p>Included in 3.1, 3.2, 3.3, 3.4</p> <ul style="list-style-type: none"> <li>Unit 3 TE-AK pg 6 #1-7 + 6ab (Ratios and Tables)</li> <li>Unit 3 TE-AK pg 7 #1-4 (Practice 2)</li> <li>Unit 3 TE-AK pg 8 #1-2 (Practice 3)</li> </ul>			
6.RP.2	Understand the concept of a unit rate $a:b$ associated + a ratio $a:b + b \neq 0$ , and use rate language in the context of a ratio relationship.	<p>Included in 3.3, 4.2</p> <ul style="list-style-type: none"> <li>Unit 3 TE-AK pg 16, #1-6 (Equivalent Ratios Revisited)</li> <li>Unit 3 TE-AK pg 18 #1-3 (Practice 6)</li> <li>Unit 3 TE-AK pg 19 #1-5 (The Grain Grocer)</li> <li>Unit 4 TE-AK pg 15 #1-4 (Why Doesn't It Belong?: Division)</li> </ul>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.RP.3a	Use ratio and rate reasoning to solve real-world and mathematical problems. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	<p>Included in 3.1, 3.2, 3.3, 3.4, 7.1, 7.2, 7.3</p> <ul style="list-style-type: none"> <li>Unit 3 TE-AK pg 13 (Equivalent Ratios in Tables) [<i>missing values in tables</i>]</li> <li>Unit 7 TE-AK pg 3 + 3ab (What Comes Next - left column + Lesson Notes) [<i>missing values in tables, plotting values</i>]</li> <li>Unit 7 TE-AK pg 5 #6,7 (Input-Output Rules) [<i>missing values in tables, comparisons</i>]</li> <li>Unit 7 TE-AK pg 11 (Practice 5) [<i>missing values in tables, plotting values, comparisons</i>]</li> </ul>			
6.RP.3b	Use ratio and rate reasoning to solve real-world and mathematical problems. Solve unit rate problems including those involving unit pricing and constant speed.	<p>Included in 3.3, 4.2, 7.2, 7.3</p> <ul style="list-style-type: none"> <li>Unit 7 TE-AK pg 10 + 10a (The Keychain Fundraiser)</li> <li>Unit 7 TE-AK pg 17 (Running)</li> <li>Unit 7 TE-AK pg 18 #1-6 (Practice 8)</li> </ul>			
6.RP.3c	Use ratio and rate reasoning to solve real-world and mathematical problems. Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent.	<p>Included in 5.1, 5.2, 5.3, 7.2, 7.3</p> <ul style="list-style-type: none"> <li>Unit 5 TE-AK pg 13 (Practice 5)</li> <li>Unit 5 TE-AK pg 14 #1-4 (Using Multiplication to Find Percent of a Number)</li> <li>Unit 7 TE-AK pg 13 #1 (A Committee Decision) [<i>real-world</i>]</li> <li>Unit 5 TE-AK pgs 18 + 18ab (Percent and Double Number Lines + Lesson Notes)</li> <li>Unit 5 TE-AK pg 19 (Practice 8)</li> </ul>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.RP.3d	Use ratio and rate reasoning to solve real-world and mathematical problems. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	<p>Included in 3.4, 4.2</p> <ul style="list-style-type: none"> <li>Unit 3 TE-AK pg 21#5-7 + deck S3.4 (Measurement Systems)</li> <li>Unit 3 TE-AK pg 24 #2-11 (Converting Between Systems)</li> <li>Unit 4 TE-AK pg 15 #1-4 Why (Doesn't It Belong?: Division)</li> </ul>			

## Domain: The Number System

**Cluster: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.**  
How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.	<p>Included in 4.3, 4.4</p> <ul style="list-style-type: none"> <li>Unit 4 TE-AK pg 18 + 18ab (Exploring Divide Across + Lesson Notes)</li> <li>Unit 4 TE-AK pg 19 + 19ab (The Divide Across Rule + Lesson Notes)</li> <li>Unit 4 TE-AK pg 21 (Practice 9)</li> <li>Unit 4 TE-AK pg 23 (Exploring Multiply by the Reciprocal)</li> <li>Unit 4 TE-AK pg 24 (Multiply by the Reciprocal Rule)</li> <li>Unit 4 TE-AK pg 25 (Practice 10)</li> </ul>			



**Cluster: Compute fluently + multi-digit numbers and find common factors and multiples.**

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.	<p>Included in 4.1, 4.2</p> <ul style="list-style-type: none"> <li>Unit 3 TE-AK pg 29 #1 (Spiral Review: Computational Fluency Challenge) [<i>recurring activity routine</i>]</li> <li>Unit 4 TE-AK pg 8 + 8a (Division Procedures + Lesson Notes)</li> <li>Unit 4 TE-AK pg 9 #1-6 (Practice 4)</li> </ul>			
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	<p>Included in, 4.2, 5.1, 6.2, 6.3, 7.2, 7.3</p> <ul style="list-style-type: none"> <li>Unit 2 pgs 23-25 #2,4,6 (Spiral Review) [<i>add, multiply, divide</i>]</li> <li>Unit 3 pg 30 #7 (Spiral Review) [<i>add, subtract, multiply</i>]</li> <li>Unit 5 TE-AK pg 15 #7 (Practice 6) [<i>multiply, subtract</i>]</li> <li>Unit 6 pg 26 #1 (Spiral Review) [<i>multiply, divide, subtract - recurring activity routine</i>]</li> <li>Unit 7 TE-AK pg 13 #2,4 (A Committee Decision) [<i>add, subtract, divide</i>]</li> <li>Unit 8 TE-AK pg 18 (Practice 5) #2,8,9 [<i>add, subtract, multiply, divide</i>]</li> <li>Unit 9 TE-AK pg 8 Area of a Trapezoid #6-7 [<i>add, multiply, divide</i>]</li> </ul>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	<p>Included in 2.1, 2.2, 2.3, 6.1, 6.2, 6.3</p> <ul style="list-style-type: none"> <li>Unit 2 TE-AK pg 6 + 6ab (Finding the Greatest Common Factor + Lesson Notes)</li> <li>Unit 2 TE-AK pg 11 + 11a (Finding the Least Common Multiple + Lesson Notes)</li> <li>Unit 2 TE-AK pg 18 (Practice 6)</li> <li>Unit 6 TE-AK pg 3 + 3ab (GCF and the Distributive Property + Lesson Notes)</li> <li>Unit 6 TE-AK pg 4 (Practice 1)</li> </ul>			

Cluster: Apply and extend previous understandings of numbers to the system of rational numbers.  
How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	<p>Included in 10.1, 10.2</p> <ul style="list-style-type: none"> <li>Unit 10 TE-AK pg 3 + 3ab (Opposites + Lesson Notes)</li> <li>Unit 10 TE-AK pg 5 + 5a (Comparing Temperatures + Lesson Notes)</li> <li>Unit 10 TE-AK pg 6 #5-10 (Practice 2)</li> </ul>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.NS.6a	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself.	<p>Included in 10.1, 10.2, 10.3</p> <ul style="list-style-type: none"> <li>• Unit 10 TE-AK pg 3 + 3ab (Opposites + Lesson Notes) [<i>integers</i>]</li> <li>• Unit 10 TE-AK pg 4 (Practice 1) [<i>integers</i>]</li> <li>• Unit 10 TE-AK pg 11 + 11ab (Opposites and Absolute Value + Lesson Notes) [<i>non-integer rational numbers</i>]</li> <li>• Unit 10 TE-AK pg 12 #7-8 (Practice 4) [<i>non-integer rational numbers</i>]</li> </ul>			
6.NS.6b	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. 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.	<p>Included in 10.3, 10.4</p> <ul style="list-style-type: none"> <li>• Unit 10 TE-AK pg 16 + 16a (Graphing in Four Quadrants)</li> <li>• Unit 10 TE-AK pg 17 (Graphing Ordered Pairs with Fractions and Decimals)</li> <li>• Unit 10 TE-AK pg 24 + 24b slides 4-5 (A Basketball Court)</li> <li>• Unit 10 TE-AK pg 25 (Practice 8)</li> </ul>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.NS.6c	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	<p>Included in 10.1, 10.2, 10.3, 10.4</p> <ul style="list-style-type: none"> <li>• Unit 10 TE-AK pg 4 # (Practice 1)</li> <li>• Unit 10 TE-AK pg 12 (Practice 4)</li> <li>• Unit 10 TE-AK pg 17 (Graphing Ordered Pairs with Fractions and Decimals)</li> </ul>			
6.NS.7a	Understand ordering and absolute value of rational numbers. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.	<p>Included in 10.1, 10.2</p> <ul style="list-style-type: none"> <li>• Unit 10 TE-AK pg 6 #4 (Practice 2)</li> <li>• Unit 10 TE-AK pg 7 #7 (Distance and Absolute Value)</li> <li>• Unit 10 TE-AK pg 12 #9-16</li> </ul>			
6.NS.7b	Understand ordering and absolute value of rational numbers. Write, interpret, and explain statements of order for rational numbers in real-world contexts.	<p>Included in 10.1, 10.2</p> <ul style="list-style-type: none"> <li>• Unit 10 TE-AK pg 5 + 5a (Comparing Temperatures + Lesson Notes)</li> <li>• Unit 10 TE-AK pg 7 + 7ab (Distance and Absolute Value + Lesson Notes)</li> </ul>			
6.NS.7c	Understand ordering and absolute value of rational numbers. 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.	<p>Included in 10.1, 10.2, 10.3, 10.4</p> <ul style="list-style-type: none"> <li>• Unit 10 pg 7 + 7ab (Distance and Absolute Value + Lesson Notes)</li> <li>• Unit 10 pg 12 #1-4 (Practice 4)</li> </ul>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.NS.7d	Understand ordering and absolute value of rational numbers. Distinguish comparisons of absolute value from statements about order.	<p>Included in 10.1, 10.2</p> <ul style="list-style-type: none"> <li>Unit 10 TE-AK pg 7 7ab (Distance and Absolute Value + Lesson Notes)</li> <li>Unit 10 TE-AK pg 8 #15 (Practice 3)</li> <li>Unit 10 TE-AK pg 12 #1-4 (Practice 4)</li> </ul>			
6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	<p>Included in 10.4</p> <ul style="list-style-type: none"> <li>Unit 10 TE-AK pg 22 + 22ab (House Plans + Lesson Notes)</li> <li>Unit 10 TE-AK pg 23 #1 (Practice 7)</li> <li>Unit 10 TE-AK pg 24 #5 + 24b (A Basketball Court + Lesson Notes)</li> <li>Unit 10 TE-AK pg 25 #7-8 (Practice 8)</li> </ul>			

## Domain: Expressions and Equations

### Cluster: Apply and extend previous understandings of arithmetic to algebraic expressions.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.	<p>Included in 6.1, 6.3</p> <ul style="list-style-type: none"> <li>Unit 6 TE-AK pg 5 + 5a (Exponential Notation + Lesson Notes)</li> <li>Unit 6 TE-AK pg 6 + 6ab (Order of Operations + Lesson Notes)</li> <li>Unit 6 TE-AK pg 7 #1,5,9-11 (Practice 2)</li> </ul>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.EE.2a	Write, read, and evaluate expressions in which letters stand for numbers. Write expressions that record operations with numbers and with letters standing for numbers.	<p>Included in 6.2, 6.3, 7.1, 7.2, 7.3, 9.1, 9.2, 9.3</p> <ul style="list-style-type: none"> <li>Unit 6 TE-AK pg 11 + 11ab (Variables and Expressions + Lesson Notes)</li> <li>Unit 6 TE-AK pg 12 #1-5,8 (Practice 4)</li> <li>Unit 6 TE-AK pg 19 + 19ab (Translating Words into Numbers and Symbols + Lesson Notes)</li> <li>Unit 6 TE-AK pg 20 (Practice 7)</li> </ul>			
6.EE.2b	Write, read, and evaluate expressions in which letters stand for numbers. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.	<p>Included in, 6.2, 6.3, 7.1, 7.3</p> <ul style="list-style-type: none"> <li>Unit 6 TE-AK pg 13 + 13a (Algebra Vocabulary + Lesson Notes)</li> <li>Unit 6 TE-AK pg 14 (Practice 5)</li> <li>Unit 6 TE-AK pg 21 (Practice 8)</li> </ul>			
6.EE.2c	Write, read, and evaluate expressions in which letters stand for numbers. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	<p>Included in 6.2, 6.3, 9.1, 9.2, 9.3</p> <ul style="list-style-type: none"> <li>Unit 6 TE-AK pg 12 (Practice 4)</li> <li>Unit 6 TE-AK pg 18 + 18a 2 (Perimeter of a Rectangle + Lesson Notes)</li> <li>Unit 6 TE-AK pg 22 (Practice 9: Extend Your Thinking)</li> <li>Unit 9 TE-AK pg 9 (Practice 2)</li> <li>Unit 9 TE-AK pg 22 (Practice 7)</li> </ul>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.EE.3	Apply the properties of operations to generate equivalent expressions.	<p>Included in 6.1, 6.2, 6.3, 9.1, 9.3</p> <ul style="list-style-type: none"> <li>Unit 6 TE-AK pg 3 + 3ab (GCF and the Distributive Property + Lesson Notes)</li> <li>Unit 6 TE-AK pg 4 (Practice 1)</li> <li>Unit 6 TE-AK pg 17 (Words, Numbers, and Symbols Getting Started)</li> </ul>			
6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).	<p>Included in 6.2, 6.3, 9.1, 9.3</p> <ul style="list-style-type: none"> <li>Unit 6 TE-AK pg 16 (Practice 6)</li> <li>Unit 6 TE-AK pg 17 #7 (Words, Numbers, and Symbols Getting Started)</li> <li>Unit 6 TE-AK pg 18 #3 + 18a (Perimeter of a Rectangle)</li> <li>Unit 9 TE-AK pg 20 #1-5 + 20a (Strategies for Finding Volume + Lesson Notes)</li> </ul>			

Cluster: Reason about and solve one-variable equations and inequalities.  
How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	<p>Included in 8.1, 8.2, 8.3, 10.2</p> <ul style="list-style-type: none"> <li>Unit 8 TE-AK pg 7 (Practice 3)</li> <li>Unit 8 TE-AK pg 8 #4-7 (Inequalities: Extend Your Thinking)</li> <li>Unit 10 TE-AK pg 16 + 16a (Revisiting Mental Math and Substitution + Lesson Notes)</li> </ul>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	<p>Included in 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 9.1, 9.2, 9.3</p> <ul style="list-style-type: none"> <li>Unit 6 TE-AK pg 12 (Practice 4)</li> <li>Unit 6 TE-AK pg 18 + 18a (Perimeter of a Rectangle + Lesson Notes)</li> <li>Unit 6 TE-AK pg 19 + 19ab (Translating Words into Numbers and Symbols + Lesson Notes))</li> <li>Unit 7 TE-AK pg 16 #2,4,6,8 (Practice 7)</li> </ul>			
6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$ , $q$ and $x$ are all nonnegative rational numbers.	<p>Included in 8.2, 8.3</p> <ul style="list-style-type: none"> <li>Unit 8 TE-AK pg 10 + 10a (Solving Equations with Mental Math and Substitution + Lesson Notes)</li> <li>Unit 8 TE-AK pg 17 + 17a (Revisiting Tapes and Balance + Lesson Notes)</li> <li>Unit 8 TE-AK pg 19 (Translating Problems into Equations)</li> <li>Unit 8 TE-AK pg 21 #3,5 (Leticia's Training)</li> </ul>			
6.EE.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	<p>Included in 8.1, 10.2</p> <ul style="list-style-type: none"> <li>Unit 8 TE-AK pg 8 #4-7 (Inequalities: Extend Your Thinking)</li> <li>Unit 10 TE-AK pg 13 13ab (Graphing Inequalities + Lesson Notes)</li> <li>Unit 10 TE-AK pg 14 (Practice 5)</li> </ul>			



**Cluster: Represent and analyze quantitative relationships between dependent and independent variables.**

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	<p>Included in 7.1, 7.2, 7.3, 8.3, 9.1, 9.2, 9.3</p> <ul style="list-style-type: none"> <li>Unit 7 TE-AK pg 5 + 5ab (Input-Output Rules + Lesson Notes)</li> <li>Unit 7 TE-AK pg 6 (Practice 2)</li> <li>Unit 7 TE-AK pg 7 #1-2 (Practice 3)</li> <li>Unit 7 TE-AK pg 12 (Practice 6)</li> <li>Unit 7 TE-AK pg 15 + 15a (Raising Money for Music)</li> <li>Unit 8 TE-AK pg 21 #1 (Leticia's Training)</li> </ul>			

**Domain: Geometry**

**Cluster: Solve real-world and mathematical problems involving area, surface area, and volume.**

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	<p>Included in 9.1</p> <ul style="list-style-type: none"> <li>Unit 9 TE-AK pg 2 #2 + 2a (Which Rug is Bigger? + Lesson Notes slide 2)</li> <li>Unit 9 TE-AK pg 6 #1-3 + 6a (Area of a Parallelogram + Lesson Notes)</li> <li>Unit 9 TE-AK pg 7 #1-3 + 7a (Area of a Triangle + Lesson Notes)</li> <li>Unit 9 TE-AK pg 8 #1-3 + 8a (Area of a Trapezoid + Lesson Notes)</li> <li>Unit 9 TE-AK pg 10 (Practice 3: Extend Your Thinking)</li> </ul>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	<p>Included in 9.3</p> <ul style="list-style-type: none"> <li>Unit 9 TE-AK pg 21 + 21a (What If? + Lesson Notes)</li> <li>Unit 9 TE-AK pg 22 (Practice 7)</li> <li>Unit 9 TE-AK pgs 23-24 #1-3 (The Food Drive)</li> </ul>			
6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	<p>Included in 10.4</p> <ul style="list-style-type: none"> <li>Unit 10 TE-AK pg 22 + 22ab (House Plans + Lesson Notes)</li> <li>Unit 10 TE-AK pg 23 (Practice 7)</li> <li>Unit 10 TE-AK pg 24 + 24ab (A Basketball Court + Lesson Notes)</li> <li>Unit 10 TE-AK pg 25 #7,8 (Practice 8)</li> </ul>			
6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	<p>Included in 9.2</p> <ul style="list-style-type: none"> <li>Unit 9 TE-AK pgs 13-15 + 15ab (Finding Surface Area Using Nets + Lesson Notes)</li> <li>Unit 9 TE-AK pg 16 (Practice 5)</li> <li>Unit 9 TE-AK pg 17 + 17a (Who Needs More Paint + Lesson Notes)</li> </ul>			

## Domain: Statistics and Probability

### Cluster: Develop understanding of statistical variability.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	<p>Included in 1.1, 1.2, 7.2</p> <ul style="list-style-type: none"> <li>Unit 1 TE-AK pg 5 + 5a (Statistical Questions + Lesson Notes)</li> <li>Unit 1 TE-AK pg 19 Part 3 (Poster Problem: Statistics)</li> <li>Unit 7 TE-AK pg 13 #5-6 (A Committee Decision)</li> </ul>			
6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	<p>Included in 1.1, 1.2, 1.3, 5.3</p> <ul style="list-style-type: none"> <li>Unit 1 TE-AK pg 4 (Practice 1)</li> <li>Unit 1 TE-AK pg 10 #2-6 (Practice 3)</li> <li>Unit 1 TE-AK pg 11 #4-5 (Practice 4: Extend Your Thinking)</li> <li>Unit 1 TE-AK pg 18 (Practice 7)</li> </ul>			
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	<p>Included in 1.1, 1.2, 5.3, 7.2</p> <ul style="list-style-type: none"> <li>Unit 1 TE-AK pg 4 #3-11 (Practice 1)</li> <li>Unit 1 TE-AK pg 10 #2-6 (Practice 3)</li> <li>Unit 1 TE-AK pg 11 #4-5 (Practice 4: Extend Your Thinking)</li> <li>Unit 1 TE-AK pg 18</li> </ul>			

**Cluster: Summarize and describe distributions.**

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	<p>Included in 1.3, 5.3</p> <ul style="list-style-type: none"> <li>Unit 1 TE-AK pg 13 + 13ab (Three Data Displays + Lesson Notes)</li> <li>Unit 1 TE-AK pg 14 #1-4 (Practice 5)</li> </ul>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.SP.5a	Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations.	<p>Included in 1.1, 1.2, 1.3</p> <ul style="list-style-type: none"> <li>Unit 1 TE-AK pgs 3 #2 + 3b (Name Scores + Lesson Notes slide 3)</li> <li>Unit 1 TE-AK pg 4 #1 (Practice 1)</li> <li>Unit 1 TE-AK pg 11 #3 (Practice 4: Extend Your Thinking)</li> <li>Unit 1 TE-AK pg 18 #1 (Practice 7)</li> </ul>			
6.SP.5b	Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	<p>Included in 1.2, 1.3</p> <ul style="list-style-type: none"> <li>Unit 1 TE-AK pg 2 #1 (Introduction to Data Analysis Getting Started)</li> <li>Unit 1 TE-AK pg 11 #1-2 (Practice 4: Extend Your Thinking)</li> </ul>			
6.SP.5c	Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	<p>Included in 1.1, 1.2, 1.3, 5.3</p> <ul style="list-style-type: none"> <li>Unit 1 TE-AK pg 4 #3-11 (Practice 1)</li> <li>Unit 1 TE-AK pg 8 #1-5 (Practice 2)</li> <li>Unit 1 TE-AK pg 9 (Mean Absolute Deviation)</li> <li>Unit 1 TE-AK pg 10 #2-6 (Practice 3)</li> <li>Unit 1 TE-AK pg 14 #5 (Practice 5)</li> </ul>			
6.SP.5d	Summarize numerical data sets in relation to their context, such as by: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	<p>Included in 1.1, 1.2, 1.3, 5.3</p> <ul style="list-style-type: none"> <li>Unit 1 TE-AK pg 4 #3-11 (Practice 1)</li> <li>Unit 1 TE-AK pg 7 #7 + deck S1.2 slide 2 (Name Scores Revisited)</li> </ul>			

**Appendix:** (Publisher/Developer, please enter any additional notes regarding the standards below.)