**Publisher/Developer:** Agile Mind Educational Holdings, Inc

**Program Title:**  California Mathematics 6

**Components**: Topic# Lesson# (T# L#);
Lesson activitypages (LA p#); Student Activity Sheet (SAS Q#); Constructed Response# (CR#)
***Note:*** *LA pages are supported by Deliver instruction for educators and by SAS Qs when appropriate*

Approved by the State Board of Education January 18, 2024

Page 1 of

# 2025 California Common Core State Standards: Mathematics Adoption[[1]](#footnote-0)Standards Map TemplateGrade Six

## Organization Around Major Conceptual Ideas

Evaluation criterion statement 1.2 requires that programs be consistent with 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.

| **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** |
| --- | --- | --- | --- | --- | --- |
| Number operations and expressions | Our course begins with operations and expressions of whole numbers. Students investigate factors and multiples, mapping to the Big Idea of Patterns inside Numbers. Next, students discover the properties of operations and the Order of Operations with whole number expressions. Through visual models utilizing area, students use exponents to denote multiplication and generate equivalent numerical expressions, mapping to the Big Idea of Generalizing with Multiple Representations and Nets and Surface Area.Finally, students add, subtract, multiply, and divide multi-digit numbers and decimals and divide fractions using visual models and algorithms and sharpen their sense making tools of estimation, mapping to the Big Ideas of Model the World and Fraction Relationships.  | Number operations and expressions covers 6.NS.1-4 and 6.EE.1 completely. The standards 6.EE.2b-c and 6.EE.3 are introduced and partially covered. This first conceptual idea covers these standards with whole numbers. Students will revisit these standards later in the course, when variables are introduced. |  |  |  |
| Ratios and rates | Students continue their studies by understanding and representing ratios and rates, and building conceptual understanding of ratio and rate reasoning. They represent ratios and rates through visual models, tables, and graphs, mapping to the Big Ideas of Model the World and Patterns inside Numbers. They create unit rates and relate rates and ratios to percentages through multiple strategies and models, mapping to the Big Ideas of Fraction Relationships and Generalizing with Multiple Representations. | The conceptual idea of Ratios and rates covers 6.RP.1, 2, and 3. These standards are reinforced in several other conceptual ideas. |  |  |  |
| Rational numbers and their applications | Here, students consider rational numbers in a broader context, completing the rational number line to include negative numbers and broadening the coordinate plane to all four quadrants. Students position numbers and coordinates, understand absolute value as the distance from zero, and compare rational numbers. This work maps to the Big Ideas of Distance and Direction and Graphing Shapes. | This major conceptual idea covers 6.NS.5,6, and 7 completely, though they are reinforced again in the Geometry unit. The standards 6.NS.8 and 6.G.3 begin to take shape, and will be engaged again later in the course. |  |  |  |
| Expressions, equations, and inequalities | This unit develops the understanding of variables and writes expressions using variables in place of numbers. Students evaluate expressions for values of variables, recognize parts of expressions, and generate equivalent expressions. Students also represent and solve equations in multiple ways. These concepts map to the Big Idea of Generalizing with Multiple Representations. Students recognize relationships between independent and dependent variables and represent these relationships in multiple ways, mapping to the Big Idea of Relationships between Variables. | In this unit, students revisit and fully engage in standards 6.EE.3-4. Students also cover the content of 6.EE.5-9 and continue to study 6.EE.2. |  |  |  |
| Geometry | In this unit, students explore and investigate 2-D and 3-D objects figures. They explore the concepts of length and area, decomposing and rearranging polygons to form new figures. They graph polygons on the coordinate plane and relate absolute value to distance to find side lengths, mapping to the Big Ideas of Distance and Direction and Graphing Shapes. Students decompose 3-D figures into nets, and find surface area and volume of these shapes, mapping to the Big Idea of Nets and Surface Area. | This unit completes the coverage of standards 6.G.3 and 6.NS.8, and fully engages in standards 6.G.1-4. Students complete their understanding of 6.EE.2 by investigating formulas for area and volume. |  |  |  |
| Data analysis | Finally, students finish the year by investigating data. Students learn to ask statistical questions, gather data, and represent it using different graphs, mapping to the Big Idea of Variability in Data. Students understand measures of variability and center, and consider these, along with the shape of data, to describe populations and make inferences, mapping to The Shape Of Distributions. | In this unit, students fully engage in 6.SP.1-5. |  |  |  |

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](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fci%2Fma%2Fcf%2Fdocuments%2Fmathfwchapter6.docx&wdOrigin=BROWSELINK) (TK–grade 2 and grades 3–5) and [chapter 7](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fci%2Fma%2Fcf%2Fdocuments%2Fmathfwchapter7.docx&wdOrigin=BROWSELINK) (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 with California Additions,* which include boththe 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 with the SMPs and content standards.

## Standards for Mathematical Practice

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| MP.1 | Make sense of problems and persevere in solving them. | [T5 L8, CR2](https://trainreview3.agilemind.com/LMS/content/work/07m6_05z_RatesRepresent/resources/07m6_05_RatesRepresent_CR2-student.pdf)[T5 L8, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_deliver_instruction_8/deliver_instruction_8/deliver_instruction_8.html)[T6 L7, CR1](https://trainreview3.agilemind.com/LMS/content/work/07cc_07z_FractionsDecPercents/resources/07cc07_FractionsDecPercents_CR1-student.pdf) |  |  |  |
| MP.2 | Reason abstractly and quantitatively. | [T4 L4, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson4_activities/lesson4_activities/page2.html)[T5 L11, CR3](https://trainreview3.agilemind.com/LMS/content/work/07m6_05z_RatesRepresent/resources/07m6_05_RatesRepresent_CR3-student.pdf)[T8 L5, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson5_activities/lesson5_activities/page3.html) |  |  |  |
| MP.3 | Construct viable arguments and critique the reasoning of others. | [T5 L4, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson4_activities/lesson4_activities/page2.html)[T5 L4, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_deliver_instruction_5/deliver_instruction_5/deliver_instruction_5.html)[T8 L10 MARS Task](https://trainreview3.agilemind.com/LMS/content/work/08m6_06z_Patterns/resources/08m606_Patterns_MARS_Spirals-student.pdf)[T8 L10 Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_deliver_instruction_10/deliver_instruction_10/deliver_instruction_10.html) |  |  |  |
| MP.4 | Model with mathematics. | [T4 L10 CR1](https://trainreview3.agilemind.com/LMS/content/work/26_02z_RatiosRepresent/resources/26_02_CR1-student.pdf)[T5 L9, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson9_activities/lesson9_activities/page2.html)[T8 L12, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson12_activities/lesson12_activities/page2.html) |  |  |  |
| MP.5 | Use appropriate tools strategically. | [T4 L4, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson4_activities/lesson4_activities/page3.html)[T10 L8, MARS Task](https://trainreview3.agilemind.com/LMS/content/work/07m6_16z_2DShapesArea/resources/07m616_2DShapesArea_MARS_Parallelograms-student.pdf)[T10 L8, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_deliver_instruction_8/deliver_instruction_8/deliver_instruction_8.html) |  |  |  |
| MP.6 | Attend to precision. | [T7 L8, CR3](https://trainreview3.agilemind.com/LMS/content/work/26_09z_ExtendNumberSystem/resources/26_09_ExtendNumberSystem_CR3-student.pdf)[T10 L8, MARS Task](https://trainreview3.agilemind.com/LMS/content/work/07m6_16z_2DShapesArea/resources/07m616_2DShapesArea_MARS_Parallelograms-student.pdf)[T10 L8, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_deliver_instruction_8/deliver_instruction_8/deliver_instruction_8.html) |  |  |  |
| MP.7 | Look for and make use of structure. | [T4 L7, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson7_activities/lesson7_activities/page2.html)[T8 L9, LA p6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson9_activities/lesson9_activities/page6.html)[T10 L2, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson2_activities/lesson2_activities/page2.html) |  |  |  |
| MP.8 | Look for and express regularity in repeated reasoning. | [T4 L7, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson7_activities/lesson7_activities/page2.html)[T8 L7, CR1](https://trainreview3.agilemind.com/LMS/content/work/08m6_06z_Patterns/resources/08m606_Patterns_CR1-student.pdf)[T11 L1, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_17z_3DShapesVolume/RES_lesson1_activities/lesson1_activities/page3.html) |  |  |  |

## 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. | [T4 L1, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson1_activities/lesson1_activities/page4.html),  see animation panels 3-4[T4 L1, LA p6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson1_activities/lesson1_activities/page6.html)[T4 L1, SAS Q7](https://trainreview3.agilemind.com/LMS/content/work/26_02z_RatiosRepresent/resources/2602_RatiosRepresent_B1_SAS-student.pdf)[T4 L4, Practice p1-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson4_practice/lesson4_practice/page1.html)[T4 L11, Assessment p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson11_assessment/lesson11_assessment/page2.html), [5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson11_assessment/lesson11_assessment/page5.html) |  |  |  |
| 6.RP.2 | Understand the concept of a unit rate *a*/*b* associated with a ratio *a:b* with *b* ≠ 0, and use rate language in the context of a ratio relationship. | [T5 L1, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson1_activities/lesson1_activities/page2.html), [8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson1_activities/lesson1_activities/page8.html)[T5 L2, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson2_activities/lesson2_activities/page2.html)[T5 L3, LA P3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson3_activities/lesson3_activities/page3.html) (see animation panels 2-4)[T5 L2, SAS Q8-10](https://trainreview3.agilemind.com/LMS/content/work/07m6_05z_RatesRepresent/resources/07m605_RatesRepresent_B2_SAS-student.pdf)[T5 L3, SAS Q5](https://trainreview3.agilemind.com/LMS/content/work/07m6_05z_RatesRepresent/resources/07m605_RatesRepresent_B3_SAS-student.pdf)[T5 L12, Assessment p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson12_assessment/lesson12_assessment/page2.html) |  |  |  |
| 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. | [T4 L7, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson7_activities/lesson7_activities/page2.html) (see animation panel 3)[T4 L7, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson7_activities/lesson7_activities/page3.html)[T4 L7, SAS Q6](https://trainreview3.agilemind.com/LMS/content/work/26_02z_RatiosRepresent/resources/2602_RatiosRepresent_B7_SAS-student.pdf)[T4 L8, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson8_activities/lesson8_activities/page2.html)[T4 L8, Practice p3-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson8_practice/lesson8_practice/page3.html)[T4 L9, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson9_activities/lesson9_activities/page2.html)[T4 L9, SAS Q5](https://trainreview3.agilemind.com/LMS/content/work/26_02z_RatiosRepresent/resources/2602_RatiosRepresent_B9_SAS-student.pdf)[T4 L11, Assessment p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson11_assessment/lesson11_assessment/page4.html),[6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson11_assessment/lesson11_assessment/page6.html),[9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson11_assessment/lesson11_assessment/page9.html),[10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson11_assessment/lesson11_assessment/page10.html) |  |  |  |
| 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. | [T5 L3, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson3_activities/lesson3_activities/page2.html)[T5 L3, SAS q5-6](https://trainreview3.agilemind.com/LMS/content/work/07m6_05z_RatesRepresent/resources/07m605_RatesRepresent_B3_SAS-student.pdf)[T5 L4, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson4_activities/lesson4_activities/page2.html)[T5 L4, SAS q5a-f](https://trainreview3.agilemind.com/LMS/content/work/07m6_05z_RatesRepresent/resources/07m605_RatesRepresent_B4_SAS-student.pdf)[T5 L6, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson6_activities/lesson6_activities/page4.html)[T5 L6, Practice p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson6_practice/lesson6_practice/page2.html)[T5 L7, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson7_activities/lesson7_activities/page2.html)[T5 L12, Assessment p1-2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson12_assessment/lesson12_assessment/page1.html) ,[5-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson12_assessment/lesson12_assessment/page5.html) |  |  |  |
| 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. | [T5 L9, LA p4-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson9_activities/lesson9_activities/page4.html)[T5, L10, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson10_activities/lesson10_activities/page2.html)[T5 L9, Practice p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson9_practice/lesson9_practice/page6.html)[T5 L10, SAS Q7-9](https://trainreview3.agilemind.com/LMS/content/work/07m6_05z_RatesRepresent/resources/07m605_RatesRepresent_B10_SAS-student.pdf)[T5 L10, Practice p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson10_practice/lesson10_practice/page2.html)[T5 L12, Assessment p8-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson12_assessment/lesson12_assessment/page8.html) |  |  | : |
| 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. | [T5 L1, LA p6-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson1_activities/lesson1_activities/page6.html)[T5 L1, SAS q7](https://trainreview3.agilemind.com/LMS/content/work/07m6_05z_RatesRepresent/resources/07m605_RatesRepresent_B1_SAS-student.pdf)[T5 L2, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson2_activities/lesson2_activities/page2.html)[T5 L12, Assessment p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson12_assessment/lesson12_assessment/page3.html) |  |  |  |

### 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. | [T3 L7, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_18z_RationalNumsMultDiv/RES_lesson7_activities/lesson7_activities/page2.html)[T3 L7, SAS Q5](https://trainreview3.agilemind.com/LMS/content/work/07_18z_RationalNumsMultDiv/resources/0718_RationalNumsMultDiv_B7_SAS-student.pdf)[T3 L7, Practice p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_18z_RationalNumsMultDiv/RES_lesson_7_practice/lesson_7_practice/page5.html)[T3 L10, LA p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_18z_RationalNumsMultDiv/RES_lesson10_activities/lesson10_activities/page8.html)[T3 L11, CR 2](https://trainreview3.agilemind.com/LMS/content/work/07_18z_RationalNumsMultDiv/resources/0718_RationalNumsMultDiv_CR2-student.pdf) |  |  |  |

#### Cluster: Compute fluently with 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. | [T3 L8, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_18z_RationalNumsMultDiv/RES_lesson8_activities/lesson8_activities/page2.html)[T3 L9, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_18z_RationalNumsMultDiv/RES_lesson9_activities/lesson9_activities/page2.html)[T3 L9, Practice p 3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_18z_RationalNumsMultDiv/RES_lesson_9_practice/lesson_9_practice/page3.html),[5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_18z_RationalNumsMultDiv/RES_lesson_9_practice/lesson_9_practice/page5.html),[9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_18z_RationalNumsMultDiv/RES_lesson_9_practice/lesson_9_practice/page9.html)[T3 L10, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_18z_RationalNumsMultDiv/RES_lesson10_activities/lesson10_activities/page5.html),[7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_18z_RationalNumsMultDiv/RES_lesson10_activities/lesson10_activities/page7.html) (On p7, use the “go up a level” and level details to see the operations practiced)[T3 L11, CR 2](https://trainreview3.agilemind.com/LMS/content/work/07_18z_RationalNumsMultDiv/resources/0718_RationalNumsMultDiv_CR2-student.pdf)[T3 L12, Assessment p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_18z_RationalNumsMultDiv/RES_lesson12_assessment/lesson12_assessment/page2.html),[7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_18z_RationalNumsMultDiv/RES_lesson12_assessment/lesson12_assessment/page7.html) |  |  |  |
| 6.NS.3 | Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. | [T2 L3, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_08z_RationalNumsAddSub/RES_lesson3_activities/lesson3_activities/page5.html) (see panel 4)[T2 L3, Practice p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_08z_RationalNumsAddSub/RES_lesson3_practice/practice_3/page2.html), [5-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_08z_RationalNumsAddSub/RES_lesson3_practice/practice_3/page5.html)[T2 L4, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_08z_RationalNumsAddSub/RES_lesson4_activities/lesson4_activities/page4.html) (see panel 2)[T3 L9, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_18z_RationalNumsMultDiv/RES_lesson9_activities/lesson9_activities/page2.html)[T2 L7, CR 2](https://trainreview3.agilemind.com/LMS/content/work/07_08z_RationalNumsAddSub/resources/0708_RationalNumsAddSub_CR2-student.pdf)[T2 L2, Practice p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_08z_RationalNumsAddSub/RES_lesson2_practice/lesson2_practice/page2.html)[T3 L10, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_18z_RationalNumsMultDiv/RES_lesson10_activities/lesson10_activities/page7.html) (Use the “go up a level” and level details to see the operations practiced) |  |  |  |
| 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. | [T1 L7, LA p2-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_lesson7_activities/lesson_pages_7/page2.html)[T1 L7, SAS Q6a-f](https://trainreview3.agilemind.com/LMS/content/work/08m6_10z_RationalNumbersOps/resources/08m610_RationalNumbersOps_B7_SAS-student.pdf)[T1 L8, LA p4-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_lesson8_activities/lesson_pages_8/page4.html)[T1 L8, SAS Q7](https://trainreview3.agilemind.com/LMS/content/work/08m6_10z_RationalNumbersOps/resources/08m610_RationalNumbersOps_B8_SAS-student.pdf)[T1 L8, Practice p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_lesson8_practice/lesson_8_practice/page2.html)[T1 L10, Assessment p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_lesson10_assessment/lesson_pages_10/page5.html),[11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_lesson10_assessment/lesson_pages_10/page11.html),[12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_lesson10_assessment/lesson_pages_10/page12.html) |  |  |  |

#### 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. | [T7 L1, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson1_activities/lesson1_activities/page2.html), [7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson1_activities/lesson1_activities/page7.html)[T7 L1, SAS Q6a-e](https://trainreview3.agilemind.com/LMS/content/work/26_09z_ExtendNumberSystem/resources/2609_ExtendNumberSystem_B1_SAS-student.pdf)[T7 L1, Practice p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson1_practice/lesson1_practice/page2.html)[T7 L2, CR 1](https://trainreview3.agilemind.com/LMS/content/work/26_09z_ExtendNumberSystem/resources/26_09_ExtendNumberSystem_CR1-student.pdf)[T7 L9, Assessment 1-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson9_assessment/lesson9_assessment/page1.html) |  |  |  |
| 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. | [T7 L1, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson1_activities/lesson1_activities/page3.html)[T7 L1, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson1_activities/lesson1_activities/page7.html) (See especially panels 4-5)[T7 L1, Practice p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson1_practice/lesson1_practice/page3.html)[T7 L2, Practice p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson2_practice/lesson2_practice/page4.html)[T7 L9, Assessment p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson9_assessment/lesson9_assessment/page3.html) |  |  |  |
| 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. | [T7 L7, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson7_activities/lesson7_activities/page2.html)[T7 L7 CR2](https://trainreview3.agilemind.com/LMS/content/work/26_09z_ExtendNumberSystem/resources/26_09_ExtendNumberSystem_CR2-student.pdf)[T7 L8 CR3](https://trainreview3.agilemind.com/LMS/content/work/26_09z_ExtendNumberSystem/resources/26_09_ExtendNumberSystem_CR3-student.pdf)[T7 L8, Practice p1-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson8_practice/lesson8_practice/page1.html)[T7 L9, Assessment p9-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson9_assessment/lesson9_assessment/page9.html) |  |  |  |
| 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. | [T7 L1, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson1_activities/lesson1_activities/page3.html), [7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson1_activities/lesson1_activities/page7.html)[T7 L1, LA p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson1_activities/lesson1_activities/page8.html) (see animation panels 3-4)[T7 L1, Practice p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson1_practice/lesson1_practice/page3.html)[T7 L2, CR 1](https://trainreview3.agilemind.com/LMS/content/work/26_09z_ExtendNumberSystem/resources/26_09_ExtendNumberSystem_CR1-student.pdf)[T7 L2, Practice page 3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson2_practice/lesson2_practice/page3.html)[T7 L4, LA p4-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson4_activities/lesson4_activities/page4.html)[T7 L5, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson5_activities/lesson5_activities/page2.html)[T7 L5, SAS Q6a-c](https://trainreview3.agilemind.com/LMS/content/work/26_09z_ExtendNumberSystem/resources/2609_ExtendNumberSystem_B5_SAS-student.pdf)[T7 L5, Practice p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson5_practice/lesson5_practice/page3.html),[5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson5_practice/lesson5_practice/page5.html),[6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson5_practice/lesson5_practice/page6.html)[T7 L9, Assessment 1-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson9_assessment/lesson9_assessment/page1.html), [7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson9_assessment/lesson9_assessment/page7.html) |  |  |  |
| 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. | [T7 L3, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson3_activities/lesson3_activities/page2.html) (See panels 3-4)[T7 L3, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson3_activities/lesson3_activities/page4.html)[T7 L3, SAS Q5a-e](https://trainreview3.agilemind.com/LMS/content/work/26_09z_ExtendNumberSystem/resources/2609_ExtendNumberSystem_B3_SAS-student.pdf)[T7 L9, Assessment p12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson9_assessment/lesson9_assessment/page12.html) |  |  |  |
| 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. | [T7 L3, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson3_activities/lesson3_activities/page2.html) (See panels 1-2)[T7 L3, SAS Q1a](https://trainreview3.agilemind.com/LMS/content/work/26_09z_ExtendNumberSystem/resources/2609_ExtendNumberSystem_B3_SAS-student.pdf)[T7 L4, Practice p6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson4_practice/lesson4_practice/page6.html)[T7 L5, Practice p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson5_practice/lesson5_practice/page2.html)[T7 L9, Assessment p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson9_assessment/lesson9_assessment/page5.html),[12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson9_assessment/lesson9_assessment/page12.html) |  |  |  |
| 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. | [T7 L2, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson2_activities/lesson2_activities/page5.html)[T7 L2 Practice p4-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson2_practice/lesson2_practice/page4.html)[T7 L9 Assessment p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson9_assessment/lesson9_assessment/page2.html),[11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson9_assessment/lesson9_assessment/page11.html)[T7 L3 LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson3_activities/lesson3_activities/page4.html) |  |  |  |
| 6.NS.7d | Understand ordering and absolute value of rational numbers. Distinguish comparisons of absolute value from statements about order. | [T7 L1, LA p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson1_activities/lesson1_activities/page8.html) see panels 1-2[T7 L2, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson2_activities/lesson2_activities/page5.html)[T7 L2 Practice p5-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson2_practice/lesson2_practice/page5.html)[T7 L9 Assessment p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson9_assessment/lesson9_assessment/page2.html),[11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson9_assessment/lesson9_assessment/page11.html) |  |  | DZ stopped here |
| 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. | [T10 L11, LA p 5-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson11_activities/lesson11_activities/page5.html)[T10 L11, SAS Q4-6](https://trainreview3.agilemind.com/LMS/content/work/07m6_16z_2DShapesArea/resources/07m616_2DShapesArea_B11_SAS-student.pdf)[T10 L11, Practice p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson11_practice/lesson11_practice/page3.html)[T10 L13, Assessment p6,](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson13_assessment/lesson13_assessment/page6.html)[8,](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson13_assessment/lesson13_assessment/page8.html)[10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson13_assessment/lesson13_assessment/page10.html) |  |  |  |

### 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. | [T1 L4, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_lesson4_activities/lesson_pages_4/page2.html)[T1 L4, SAS Q4-6](https://trainreview3.agilemind.com/LMS/content/work/08m6_10z_RationalNumbersOps/resources/08m610_RationalNumbersOps_B4_SAS-student.pdf)[T1 L5, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_lesson5_activities/lesson_pages_5/page2.html)[T1 L5, SAS Q6e, 7a,b](https://trainreview3.agilemind.com/LMS/content/work/08m6_10z_RationalNumbersOps/resources/08m610_RationalNumbersOps_B5_SAS-student.pdf)[T1 L9, CR 2](https://trainreview3.agilemind.com/LMS/content/work/08m6_10z_RationalNumbersOps/resources/08m610_RationalNumbersOps_CR2-student.pdf)[T1 L10, Assessment p6-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_lesson10_assessment/lesson_pages_10/page6.html) |  |  |  |
| 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. | [T8 L1, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson1_activities/lesson1_activities/page2.html)[T8 L2, LA p 3-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson2_activities/lesson2_activities/page3.html)[T8 L2, Practice p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson2_practice/lesson2_practice/page3.html),[5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson2_practice/lesson2_practice/page5.html)[T8 L9, Practice p 2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson9_practice/lesson9_practice/page2.html)[T8 L12, Practice p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson12_practice/lesson12_practice/page5.html)[T8 L13, Assessment p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson13_assessment/lesson13_assessment/page1.html),[7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson13_assessment/lesson13_assessment/page7.html) |  |  |  |
| 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*.* | [T8 L2, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson2_activities/lesson2_activities/page5.html)[T8 L3, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson3_activities/lesson3_activities/page4.html) See panels 8-9[T8 L9, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson9_activities/lesson9_activities/page3.html)[T8 L12, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson12_activities/lesson12_activities/page2.html), [5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson12_activities/lesson12_activities/page5.html)[T1 L4, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_lesson4_activities/lesson_pages_4/page2.html)[T1 L8, LA p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_lesson8_activities/lesson_pages_8/page6.html)[T1 L8, Practice p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_lesson8_practice/lesson_8_practice/page5.html)[T1 L5, Practice p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_lesson5_practice/lesson_5_practice/page3.html)[T8 L13, Assessment p 13](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson13_assessment/lesson13_assessment/page13.html)[T8 L13, Assessment p 15](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson13_assessment/lesson13_assessment/page15.html) |  |  |  |
| 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). | [T1 L5, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_lesson5_activities/lesson_pages_5/page2.html)[T1 L5, SAS Q6a-f, 7a-c](https://trainreview3.agilemind.com/LMS/content/work/08m6_10z_RationalNumbersOps/resources/08m610_RationalNumbersOps_B5_SAS-student.pdf)[T1 L9, CR 2](https://trainreview3.agilemind.com/LMS/content/work/08m6_10z_RationalNumbersOps/resources/08m610_RationalNumbersOps_CR2-student.pdf)[T1 L10, Assessment p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_lesson10_assessment/lesson_pages_10/page7.html),[9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_lesson10_assessment/lesson_pages_10/page9.html)[T8 L8, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson8_activities/lesson8_activities/page3.html)[T10 L2, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson2_activities/lesson2_activities/page2.html)[T11 L3, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_17z_3DShapesVolume/RES_lesson3_activities/lesson3_activities/page4.html)[T11, L4, Practice p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_17z_3DShapesVolume/RES_lesson4_practice/lesson4_practice/page4.html)[T11, L9 Assessment p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_17z_3DShapesVolume/RES_lesson9_assessment/lesson9_assessment/page2.html) |  |  |  |
| 6.EE.3 | Apply the properties of operations to generate equivalent expressions*.* | [T1 L8, LA p4-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_lesson8_activities/lesson_pages_8/page4.html)[T8 L11, LA p2-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson11_activities/lesson11_activities/page2.html)[T8 L12, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson12_activities/lesson12_activities/page2.html)[T8 L11, Practice p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson11_practice/lesson11_practice/page2.html)[T8 L12, Practice p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson12_practice/lesson12_practice/page2.html)[T1 L10, Assessment p12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_lesson10_assessment/lesson_pages_10/page12.html)[T11, L9 Assessment p7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_17z_3DShapesVolume/RES_lesson9_assessment/lesson9_assessment/page7.html) |  |  |  |
| 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). | [T8 L9, LA p3-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson9_activities/lesson9_activities/page3.html) (developed fully on page 4)[T8 L9, Practice p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson9_practice/lesson9_practice/page2.html)[T8 L11, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson11_activities/lesson11_activities/page2.html)[T8 L11, Practice p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson11_practice/lesson11_practice/page5.html)[T8 L12, Practice p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson12_practice/lesson12_practice/page4.html)[T8 L13, Assessment p7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson13_assessment/lesson13_assessment/page7.html) |  |  |  |

#### 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. | [T9 L1, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson1_activities/lesson1_activities/page3.html),[6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson1_activities/lesson1_activities/page6.html)[T9 L2, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson2_activities/lesson2_activities/page2.html)~~T9 L2, Practice p2~~[T9 L2, SAS Q6a-d](https://trainreview3.agilemind.com/LMS/content/work/08m6_09z_Equations/resources/08m609_Equations_B2_SAS-student.pdf)[T9 L3, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson3_activities/lesson3_activities/page2.html)[T9 L5, LA p3-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson5_activities/lesson5_activities/page3.html)[T9 L7, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson7_activities/lesson7_activities/page3.html) (See panel 3)[T9 L7, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson7_activities/lesson7_activities/page5.html)[T9 L7, Practice p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson7_practice/lesson7_practice/page3.html)[T9 L9, Practice p5-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson9_practice/lesson9_practice/page5.html)[T9 L10, Assessment p11-12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson10_assessment/lesson10_assessment/page11.html) |  |  | [PW] I updated the citation. Appears it should be L2 SAS. |
| 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. | [T8 L1, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson1_activities/lesson1_activities/page2.html)[T8 L2, LA p 3-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson2_activities/lesson2_activities/page3.html)[T8 L2, Practice p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson2_practice/lesson2_practice/page3.html),[5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson2_practice/lesson2_practice/page5.html)[T8 L3, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson3_activities/lesson3_activities/page4.html) (See panels 8-9)[T8 L4, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson4_activities/lesson4_activities/page3.html) (See panels 4-6)[T8 L8, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson8_activities/lesson8_activities/page2.html)[T8 L9, Practice p 2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson9_practice/lesson9_practice/page2.html)[T8 L12, Practice p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson12_practice/lesson12_practice/page5.html)[T9 L4, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson4_activities/lesson4_activities/page3.html)[T9 L8, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson8_activities/lesson8_activities/page2.html) (See panels 3-4)[T9 L8, Practice p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson8_practice/lesson8_practice/page4.html)[T8 L13, Assessment p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson13_assessment/lesson13_assessment/page1.html),[7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson13_assessment/lesson13_assessment/page7.html) |  |  |  |
| 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. | [T9 L2, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson2_activities/lesson2_activities/page2.html)[T9 L3, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson3_activities/lesson3_activities/page2.html)[T9 L4, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson4_activities/lesson4_activities/page3.html)[T9 L2, SAS Q7a-b](https://trainreview3.agilemind.com/LMS/content/work/08m6_09z_Equations/resources/08m609_Equations_B2_SAS-student.pdf)[T9 L4, SAS Q5](https://trainreview3.agilemind.com/LMS/content/work/08m6_09z_Equations/resources/08m609_Equations_B4_SAS-student.pdf)[T9 L3, SAS Q7](https://trainreview3.agilemind.com/LMS/content/work/08m6_09z_Equations/resources/08m609_Equations_B3_SAS-student.pdf)[T9 L4, Practice p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson4_practice/lesson4_practice/page2.html)[T9 L9, Practice p1-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson9_practice/lesson9_practice/page1.html)[T9 L10, Assessment p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson10_assessment/lesson10_assessment/page2.html),[7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson10_assessment/lesson10_assessment/page7.html),[9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson10_assessment/lesson10_assessment/page9.html),[10-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson10_assessment/lesson10_assessment/page10.html) |  |  |  |
| 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. | [T9 L6, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson6_activities/lesson6_activities/page2.html) (See panels 2-3)[T9 L6, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson6_activities/lesson6_activities/page3.html)[T9 L8, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson8_activities/lesson8_activities/page2.html) (see panels 2-5)[T9 L8, Practice p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson8_practice/lesson8_practice/page3.html)[T9 L10, Assessment p 8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson10_assessment/lesson10_assessment/page8.html),[12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_09z_Equations/RES_lesson10_assessment/lesson10_assessment/page12.html) |  |  |  |

#### 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. | [T8 L3, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson3_activities/lesson3_activities/page2.html)[T8 L4, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson4_activities/lesson4_activities/page2.html)[T8 L4, SAS Q3a-e](https://trainreview3.agilemind.com/LMS/content/work/08m6_06z_Patterns/resources/08m606_Patterns_B4_SAS-student.pdf)[T8 L4, Practice p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson4_practice/lesson4_practice/page2.html)[T8 L5, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson5_activities/lesson5_activities/page2.html)[T8 L6, Practice p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson6_practice/lesson6_practice/page4.html)[T8 L7, CR1](https://trainreview3.agilemind.com/LMS/content/work/08m6_06z_Patterns/resources/08m606_Patterns_CR1-student.pdf)[T8, L7, Practice p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson7_practice/lesson7_practice/page2.html),[4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson7_practice/lesson7_practice/page4.html)[T8 L13, Assessment p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson13_assessment/lesson13_assessment/page3.html),[9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson13_assessment/lesson13_assessment/page9.html),[10-12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_lesson13_assessment/lesson13_assessment/page10.html) |  |  |  |

### 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. | [T10 L2, LA P2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson2_activities/lesson2_activities/page2.html),[5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson2_activities/lesson2_activities/page5.html)[T10 L2, SAS Q9](https://trainreview3.agilemind.com/LMS/content/work/07m6_16z_2DShapesArea/resources/07m616_2DShapesArea_B2_SAS-student.pdf)[T10 L3, LA P4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson3_activities/lesson3_activities/page4.html)[T10 L3, SAS Q8](https://trainreview3.agilemind.com/LMS/content/work/07m6_16z_2DShapesArea/resources/07m616_2DShapesArea_B3_SAS-student.pdf)[T10 L7, LA P2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson7_activities/lesson7_activities/page2.html)[T10 L7, Practice p2-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson7_practice/lesson7_practice/page2.html)[T10 L9, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson9_activities/lesson9_activities/page5.html)[T10 L9, Practice p3-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson9_practice/lesson9_practice/page3.html)[T10 L13, Assessment p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson13_assessment/lesson13_assessment/page4.html),[7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson13_assessment/lesson13_assessment/page7.html),[9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson13_assessment/lesson13_assessment/page9.html) |  |  |  |
| 6.G.2 | Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas *V = l w h* and *V = b h* to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. | [T11 L1, LA p7-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_17z_3DShapesVolume/RES_lesson1_activities/lesson1_activities/page7.html)[T11 L1, SAS Q5a-e](https://trainreview3.agilemind.com/LMS/content/work/07m6_17z_3DShapesVolume/resources/07m617_3DShapesVolume_B1_SAS-student.pdf)[T11 L2, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_17z_3DShapesVolume/RES_lesson2_activities/lesson2_activities/page2.html)[T11 L2, SAS Q12a-c](https://trainreview3.agilemind.com/LMS/content/work/07m6_17z_3DShapesVolume/resources/07m617_3DShapesVolume_B2_SAS-student.pdf)[T11 L3, LA p3-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_17z_3DShapesVolume/RES_lesson3_activities/lesson3_activities/page3.html)[T11 L3, Practice p1-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_17z_3DShapesVolume/RES_lesson3_practice/lesson3_practice/page1.html)[T11 L4, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_17z_3DShapesVolume/RES_lesson4_activities/lesson4_activities/page2.html)[T11 L9, Assessment 1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_17z_3DShapesVolume/RES_lesson9_assessment/lesson9_assessment/page1.html),[8-12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_17z_3DShapesVolume/RES_lesson9_assessment/lesson9_assessment/page8.html) |  |  |  |
| 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. | [T7 L6, SAS Q1-4](https://trainreview3.agilemind.com/LMS/content/work/26_09z_ExtendNumberSystem/resources/2609_ExtendNumberSystem_B6_SAS-student.pdf)[T10 L11, LA p4-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson11_activities/lesson11_activities/page4.html)[T10 L11, Practice p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson11_practice/lesson11_practice/page3.html)[T10 L12, SAS Q5-6](https://trainreview3.agilemind.com/LMS/content/work/07m6_16z_2DShapesArea/resources/07m616_2DShapesArea_B12_SAS-student.pdf)[T10 L12, Practice p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson12_practice/lesson12_practice/page2.html)[T10 L13, Assessment p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson13_assessment/lesson13_assessment/page8.html),[10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson13_assessment/lesson13_assessment/page10.html) |  |  |  |
| 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. | [T11 L5, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_17z_3DShapesVolume/RES_lesson5_activities/lesson5_activities/page3.html)[T11 L5, Practice p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_17z_3DShapesVolume/RES_lesson5_practice/lesson5_practice/page2.html)[T11 L6, LA p3-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_17z_3DShapesVolume/RES_lesson6_activities/lesson6_activities/page3.html)[T11 L6, Practice p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_17z_3DShapesVolume/RES_lesson6_practice/lesson6_practice/page2.html)[T11 L9, Assessment 2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_17z_3DShapesVolume/RES_lesson9_assessment/lesson9_assessment/page2.html) |  |  |  |

### 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. | [T12 L1, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_01z_DataGraphicalReps/RES_lesson1_activities/lesson1_activities/page7.html)[T12 L1, SAS Q4](https://trainreview3.agilemind.com/LMS/content/work/07_01z_DataGraphicalReps/resources/0701_DataGraphicalReps_B1_SAS-student.pdf)[T12 L2, LA p 2-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_01z_DataGraphicalReps/RES_lesson2_activities/lesson2_activities/page2.html)[T12 L2, Practice p 3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_01z_DataGraphicalReps/RES_lesson2_practice/lesson2_practice/page3.html),[6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_01z_DataGraphicalReps/RES_lesson2_practice/lesson2_practice/page6.html)[T12 L3, SAS Q1a](https://trainreview3.agilemind.com/LMS/content/work/07_01z_DataGraphicalReps/resources/0701_DataGraphicalReps_B3_SAS-student.pdf)[T12 L8, Assessment p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_01z_DataGraphicalReps/RES_lesson8_assessment/lesson8_assessment/page2.html)[T13 L1, SAS Q5a-c](https://trainreview3.agilemind.com/LMS/content/work/07m6_03z_DataDescribe/resources/07m603_DataDescribe_B1_SAS-student.pdf) |  |  |  |
| 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. | [T13 L10, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson10_activities/lesson10_activities/page2.html)[T13 L12, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson12_activities/lesson12_activities/page2.html)[T13 L13, CR2](https://trainreview3.agilemind.com/LMS/content/work/07m6_03z_DataDescribe/resources/07m603_DataDescribe_CR2-student.pdf)[T13 L13, CR3](https://trainreview3.agilemind.com/LMS/content/work/07m6_03z_DataDescribe/resources/07m603_DataDescribe_CR3-student.pdf)[T13 L14, Assessment p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson14_assessment/lesson14_assessment/page4.html), [12-13](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson14_assessment/lesson14_assessment/page12.html) |  |  |  |
| 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. | [T13 L1, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson1_activities/lesson1_activities/page2.html)[T13 L2, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson2_activities/lesson2_activities/page2.html)[T13 L2, Practice p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson2_practice/lesson2_practice/page4.html)[T13 L4, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson4_activities/lesson4_activities/page2.html)[T13 L6, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson6_activities/lesson6_activities/page2.html)[T13 L7, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson7_activities/lesson7_activities/page2.html)[T13 L8, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson8_activities/lesson8_activities/page2.html)[T13 L14, Assessment p1-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson14_assessment/lesson14_assessment/page1.html),[8-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson14_assessment/lesson14_assessment/page8.html) |  |  |  |

#### 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. | [T12 L5, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_01z_DataGraphicalReps/RES_lesson5_activities/lesson5_activities/page7.html)[T12 L6, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_01z_DataGraphicalReps/RES_lesson6_activities/lesson6_activities/page2.html)[T12 L7, Practice p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_01z_DataGraphicalReps/RES_lesson7_practice/lesson7_practice/page2.html)[T12 L7, CR3a](https://trainreview3.agilemind.com/LMS/content/work/07_01z_DataGraphicalReps/resources/0701_DataGraphicalReps_CR3-student.pdf)[T12 L8, Assessment p10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_01z_DataGraphicalReps/RES_lesson8_assessment/lesson8_assessment/page10.html)[T13 L2, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson2_activities/lesson2_activities/page5.html)[T13 L7, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson7_activities/lesson7_activities/page2.html)[T13 L7, CR1b](https://trainreview3.agilemind.com/LMS/content/work/07m6_03z_DataDescribe/resources/07m603_DataDescribe_CR1-student.pdf) |  |  |  |
| 6.SP.5a | Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations. | [T12 L2, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_01z_DataGraphicalReps/RES_lesson2_activities/lesson2_activities/page5.html) (See panel 2)[T12 L5, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_01z_DataGraphicalReps/RES_lesson5_activities/lesson5_activities/page4.html)[T12 L6, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_01z_DataGraphicalReps/RES_lesson6_activities/lesson6_activities/page3.html)[T12 L2, CR1c](https://trainreview3.agilemind.com/LMS/content/work/07_01z_DataGraphicalReps/resources/0701_DataGraphicalReps_CR1-student.pdf)[T12 L7, Practice p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_01z_DataGraphicalReps/RES_lesson7_practice/lesson7_practice/page4.html)[T12 L8, Assessment p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_01z_DataGraphicalReps/RES_lesson8_assessment/lesson8_assessment/page9.html)[T13 L2, Practice p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson2_practice/lesson2_practice/page1.html) |  |  |  |
| 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. | [T12 L2, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_01z_DataGraphicalReps/RES_lesson2_activities/lesson2_activities/page5.html) (See panel 1)[T12 L2, CR1c](https://trainreview3.agilemind.com/LMS/content/work/07_01z_DataGraphicalReps/resources/0701_DataGraphicalReps_CR1-student.pdf)[T12 L5, SAS Q3b-c](https://trainreview3.agilemind.com/LMS/content/work/07_01z_DataGraphicalReps/resources/0701_DataGraphicalReps_B5_SAS-student.pdf)[T13 L3, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson3_activities/lesson3_activities/page2.html) (See panels 1-3)[T13 L3, SAS Q2b-c](https://trainreview3.agilemind.com/LMS/content/work/07m6_03z_DataDescribe/resources/07m603_DataDescribe_B3_SAS-student.pdf)[T13 L6, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson6_activities/lesson6_activities/page2.html) |  |  |  |
| 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. | [T13 L1, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson1_activities/lesson1_activities/page2.html)[T13 L2, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson2_activities/lesson2_activities/page2.html)[T13 L3, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson3_activities/lesson3_activities/page2.html)[T13 L4, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson4_activities/lesson4_activities/page2.html)[T13 L3, SAS Q2d-g](https://trainreview3.agilemind.com/LMS/content/work/07m6_03z_DataDescribe/resources/07m603_DataDescribe_B3_SAS-student.pdf)[T13 L9, SAS Q6-9](https://trainreview3.agilemind.com/LMS/content/work/07m6_03z_DataDescribe/resources/07m603_DataDescribe_B9_SAS-student.pdf)[T13 L13, CR3](https://trainreview3.agilemind.com/LMS/content/work/07m6_03z_DataDescribe/resources/07m603_DataDescribe_CR3-student.pdf)[T13 L13 CR1](https://trainreview3.agilemind.com/LMS/content/work/07m6_03z_DataDescribe/resources/07m603_DataDescribe_CR1-student.pdf)[T13 L14, Assessment p4-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson14_assessment/lesson14_assessment/page4.html) |  |  |  |
| 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. | [T13 L4, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson4_activities/lesson4_activities/page2.html)[T13 L9, SAS Q6-9](https://trainreview3.agilemind.com/LMS/content/work/07m6_03z_DataDescribe/resources/07m603_DataDescribe_B9_SAS-student.pdf)[T13 L10, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson10_activities/lesson10_activities/page2.html)[T13 L12, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson12_activities/lesson12_activities/page2.html)[T13 L13, CR3](https://trainreview3.agilemind.com/LMS/content/work/07m6_03z_DataDescribe/resources/07m603_DataDescribe_CR3-student.pdf)[T13 L13 CR1](https://trainreview3.agilemind.com/LMS/content/work/07m6_03z_DataDescribe/resources/07m603_DataDescribe_CR1-student.pdf)[T13 L14, Assessment p4-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson14_assessment/lesson14_assessment/page4.html) |  |  |  |

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

California Department of Education, October 2024

1. 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. [↑](#footnote-ref-0)