

**Common Core State Standards with California Additions¹
 Standards Map for a Basic Grade-Level Program**

Grade Six – Mathematics

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| | RATIOS AND PROPORTIONAL RELATIONSHIPS | | | | | |
| | Understand ratio concepts and use ratio reasoning to solve problems. | | | | | |
| 6.RP 1. | Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i> | Unit 1: Describing Part-to-Part Relationships, Using Ratio Notation | | | | |
| 6.RP 2. | Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”²</i> | Unit 1: Understanding Unit Rates | | | | |

¹ These standards were originally produced by the Common Core State Standards Initiative, a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. California additions were made by the State Board of Education when it adopted the Common Core on August 2, 2010 and modified pursuant to Senate Bill 1200 located at <http://tinyurl.com/CASB1200> on January 16, 2013. Additions are marked in bold and underlined.

² Expectations for unit rates in this grade are limited to non-complex functions.

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| 6.RP 3a. | Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. 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. | Unit 1: Equivalent Ratios, Patterns in the Multiplication Table, Equivalent Ratios in Measurement, Comparing Ratios, Understanding Unit Rates Ratios in Real-World Situations Unit 7: Plotting Equivalent Ratios, Analyzing Equivalent Ratios in the Coordinate Plane | Unit 2: Measurements in the Customary System (Instruction, Frames 1-4; Assignment, Frames 1-3, 10) | | | |
| 6.RP 3b. | Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at</i> | Unit 2: Converting Measurements between Systems, Understanding Speed, Solving Speed | | | | |

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| | <i>that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i> | Problems, Unit Pricing, Other Rate Problems | | | | |
| 6.RP 3c. | Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. | Unit 5: Understanding Percent, Fraction-Decimal-Percent Equivalents, Finding Friendly Percentages, Using Multiplication to Find Percents, Using Equivalent Ratios to Find Percents, Using Equivalent Ratios to Find a Whole | | | | |
| 6.RP 3d. | Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. | Unit 2: Measurements in the Customary System, Measurements in the Metric System | | | | |

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| | THE NUMBER SYSTEM | | | | | |
| | Apply and extend previous understandings of multiplication and division to divide fractions by fractions. | | | | | |
| 6.NS 1. | Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</i> | Unit 4: Dividing a Fraction by a Whole Number, Using Visual Models in Fraction Division, Dividing a Fraction by a Fraction, Finding a Rule for Dividing Fractions, Fraction Division in the Real-World, Fraction Multiplication and Division | | | | |
| | Compute fluently with multi-digit numbers and find common factors and multiples. | | | | | |
| 6.NS 2. | Fluently divide multi-digit numbers using the standard algorithm. | Unit 3: Dividing Decimals, Dividing Whole Numbers, Using a Rule to Find Decimal Products | Unit 3: Real-World Decimal Problems with Multiplication and Division (Instruction, | | | |

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| | | | Frames 7-10; Assignment (#1), Frames 5-7; Assignment (#2), Frames 1-2, 4, 8-9) | | | |
| 6.NS 3. | Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. | Unit 3: Adding and Subtracting Decimals, Real-World Decimal Problems with Addition and Subtraction, Using a Rule to Find Decimal Products, Dividing Decimals, Real-World Decimal Problems with Multiplication and Division, Estimating and Finding Decimal Products | | | | |
| 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 | Unit 3: Prime Numbers and Prime | | | | |

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| | 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. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i> | Factorization, Factors and Multiples, The Distributive Property, | | | | |
| | Apply and extend previous understandings of numbers to the system of rational numbers. | | | | | |
| 6.NS 5. | Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. | Unit 6: Negative Numbers in Real-World Contexts | | | | |
| 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, e.g., $-(-3) = 3$, and that 0 is its own opposite. | Unit 6: Integers on the Number Line | | | | |
| 6.NS 6b. | Understand a rational number as a point on the number line. Extend number line | Unit 7: Plotting Points in the | | | | |

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| | 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. | Four Quadrants | | | | |
| 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. | Unit 6: Integers on the Number Line, Plotting Positive Fractions, Plotting Positive and Negative Fractions, Comparing Rational Numbers Unit 7: The Coordinate Plane, Plotting Points in the Four Quadrants, Fractional Coordinates | | | | |
| 6.NS 7a. | Understand ordering and absolute value of rational numbers. Interpret statements of | Unit 6: Comparing | | | | |

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| | inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i> | Rational Numbers, Ordering Rational Numbers | | | | |
| 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. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i> | Unit 6: Comparing Rational Numbers, Ordering Rational Numbers | | | | |
| 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. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i> | Unit 6: Absolute Value | | | | |
| 6.NS 7d. | Understand ordering and absolute value of rational numbers. Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i> | Unit 6: Absolute Value | | | | |
| 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 | Unit 7: Distance between Two | | | | |

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| | find distances between points with the same first coordinate or the same second coordinate. | Points | | | | |
| | EXPRESSIONS AND EQUATIONS | | | | | |
| | Apply and extend previous understandings of arithmetic to algebraic expressions. | | | | | |
| 6.EE 1. | Write and evaluate numerical expressions involving whole-number exponents. | Unit 9: Numerical Expressions with Exponents | | | | |
| 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. <i>For example, express the calculation "Subtract y from 5" as $5 - y$.</i> | Unit 9: Expressions with Unknowns, Expressions to Represent Multiplication and Division Problems, Writing and Evaluating Expressions, Expressions with More Than One Operation, Expressions with and without Parentheses, Working with Formulas | | | | |

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| 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. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i> | Unit 9: Expressions with More Than One Operation, Expressions with and without Parentheses, Expressions with Unknowns | Unit 9: Determining Equivalent Expressions (Instruction, Frames 2, 9; Assignment, Frames 1, 9), Equivalent Expressions and the Distributive Property (Warm-up, Frames 4-5; Instruction, Frames 6-7; Assignment, Frames 4-5) | | | |
| 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). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</i> | Unit 9: Writing and Evaluating Expressions, Expressions with More Than One Operation, Working with Formulas | Unit 9: Expressions with and without Parentheses (Instruction, Frame 6, 11-12; Assignment, Frame 2, 5-7, 10) | | | |

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| 6.EE 3. | Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i> | Unit 9: Equivalent Expressions, Equivalent Expressions and the Distributive Property, Determining Equivalent Expressions | | | | |
| 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). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i> | Unit 9: Equivalent Expressions, Equivalent Expressions and the Distributive Property, Determining Equivalent Expressions | | | | |
| | Reason about and solve one-variable equations and inequalities. | | | | | |
| 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. | Unit 10: Finding Unknown Numbers, Writing Equations to Find Unknowns, Solving One- | | | | |

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| | | Step Equations: Addition and Subtraction, Solving One-Step Equations: Multiplication and Division | | | | |
| 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. | Unit 9: Expressions with Unknowns | Unit 9: Expressions to Represent Multiplication and Division Problems (Instruction, Frames 3, 5, 9-10); Assignment, Frames 5-6, 8-9), Writing and Evaluating Expressions (Instruction, Frames 4, 5, 9, 10; Assignment, Frames 4-6, 9-10) | | | |
| 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 | Unit 10: Modeling Real-World | | | | |

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| | in which p , q and x are all nonnegative rational numbers. | Problems with One-Step Equations | | | | |
| 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. | Unit 10: Writing Inequalities, Graphing Inequalities on a Number Line | | | | |
| | Represent and analyze quantitative relationships between dependent and independent variables. | | | | | |
| 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. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i> | Unit 10: Modeling Relationships between Real-World Quantities with Equations in Two Variables, Relating Relationships Shown in Tables to Equations, Comparing Representations of Modeled Relationships | | | | |
| | GEOMETRY | | | | | |
| | Solve real-world and mathematical problems involving area, surface area, | | | | | |

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| | and volume. | | | | | |
| 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. | Unit 11: Area of Parallelograms, Area of Triangles, Area of Special Quadrilaterals, Area of Irregular Figures, Shapes with Fractional Side Lengths | | | | |
| 6.G 2. | Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. | Unit 12: Exploring Volume of a Rectangular Prism, Finding a Formula for the Volume of a Rectangular Prism, Solving Volume Problems with Formulas, Solving Surface Area and Volume Problems | | | | |
| 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 | Unit 7: Polygons in the Coordinate Plane | | | | |

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| | coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. | Unit 11: Finding Area on a Coordinate Plane | | | | |
| 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. | Unit 12: Three-Dimensional Figures, Surface Area of Prisms, Surface Area of Rectangular Pyramids, Application of Surface Area in Context | | | | |
| | STATISTICS AND PROBABILITY | | | | | |
| | Develop understanding of statistical variability. | | | | | |
| 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. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i> | Unit 8: Plotting Data on a Dot Plot | | | | |
| 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. | Unit 8: Describing Data on Dot Plots, Finding | Unit 8: Representing Data Sets with Histograms | | | |

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| | | the Mean, Comparing Mean and Median, Mean Absolute Deviation | (Instruction, Frames 7-9; Assignment (#1), Frames 7, 9; Assignment (#2), Frame 3), Range and Interquartile Range (Instruction, Frames 2-3; Assignment (#1), Frames 3; Assignment (#2), Frames 1, 8), Data Displays and Statistics (Instruction, Frames 12-14; Assignment, Frames 8-10) | | | |
| 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. | Unit 8: Finding the Mean, Comparing Mean and Median, Range and Interquartile Range, Summarizing | | | | |

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| | | Data Sets with Statistics, Mean Absolute Deviation | | | | |
| | Summarize and describe distributions. | | | | | |
| 6.SP 4. | Display numerical data in plots on a number line, including dot plots, histograms, and box plots. | Unit 8: Representing Data Sets with Histograms, Box Plots | Unit 8: Plotting Data on a Dot Plot (Instruction, Frames 10-13; Assignment (#1), Frame 5; Assignment (#2), Frame 2-6, 8) | | | |
| 6.SP 5a. | Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations. | Unit 8: Data Displays and Statistics | | | | |
| 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. | Unit 8: Data Displays and Statistics | | | | |
| 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. | Unit 8: Comparing Mean and Median, Range and Interquartile Range, Mean Absolute Deviation | Unit 8: Data Displays and Statistics (Instruction, Frames 4-5, 7-8; Assignment, Frames 1-2, 4-6) | | | |

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| 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. | Unit 8: Summarizing Data Sets with Statistics | Unit 8: Comparing Mean and Median (Instruction, Frames 12-13; Assignment, Frame 3), Data Displays and Statistics (Instruction, Frames 4-5, 7-8; Assignment, Frames 1-2, 4-6) | | | |
| MATHEMATICAL PRACTICES | | | | | | |
| MP 1. | Make sense of problems and persevere in solving them. | Unit 3: Estimating and Finding Decimal Products Unit 6: Absolute Value Unit 11: Finding Area on a Coordinate Plane | Unit 4: Using Visual Models in Fraction Division (Assignment, Frames 1-12) | | | |

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| MP 2. | Reason abstractly and quantitatively. | Unit 1: Ratios in Real-World Situations Unit 3: Real-World Decimal Problems with Addition and Subtraction Unit 9: Expressions with and without Parentheses | Unit 9: Working with Formulas (Instruction, Frames 5, 7-10; Assignment, Frames 1-10) | | | |
| MP 3. | Construct viable arguments and critique the reasoning of others. | Unit 2: Unit Pricing Unit 5: Finding Friendly Percentages, Using Equivalent Ratios to Find a Whole Unit 12: Finding a Formula for the Volume of a Rectangular Prism | Unit 5: Fraction-Decimal-Percent Equivalent (Assignment, Frame 10) Unit 11: Shapes with Fractional Side Lengths (Assignment, Frames 3, 10) | | | |

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| MP 4. | Model with mathematics. | Unit 2: Understanding Speed Unit 8: Finding the Mean Unit 12: Application of Surface Area in Context | Unit 1: Ratios in Real-World Situations (Instruction, Frame 12; Assignment, Frame 7) | | | |
| MP 5. | Use appropriate tools strategically. | Unit 5: Understanding Percent Unit 7: Polygons in the Coordinate Plane Unit 12: Surface Area of Prisms | Unit 4: Fraction Division in the Real-World (Instruction (#1), Frames 2-5; Assignment (#1), Frames 2-5; Instruction (#2), Frames 2-5; Assignment (#2), Frames 2, 4) | | | |
| MP 6. | Attend to precision. | Unit 6; Plotting Positive Fractions, Ordering Rational Numbers | Unit 7: Plotting Equivalent Ratios (Instruction, Frames 4, 12; | | | |

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| | | Unit 12: Solving Surface Area and Volume Problems | Assignment, Frame 2) | | | |
| MP 7. | Look for and make use of structure. | Unit 9: Determining Equivalent Expressions Unit 10: Writing Equations to Find Unknowns Unit 11: Area of Irregular Figures | Unit 9: Equivalent Expressions and the Distributive Property (Instruction, Frames 11-12; Assignment, Frames 1-2, 10-11) | | | |
| MP 8. | Look for and express regularity in repeated reasoning. | Unit 1: Patterns in the Multiplication Table Unit 3: Using a Rule to Find Decimal Products Unit 11: Area of Parallelograms | Unit 12: Three-Dimensional Figures (Instruction, Frames 7-8, 11-12; Assignment, Frames 3-4) | | | |
| Appendix | | | | | | |

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