SADLIER

Common Core Progress Mathematics

SADLIER

Progress in Mathematics

Common Core State Standards for Mathematics

Crosswalk

Grade 6

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Common Core Progress Mathematics, Grade 6	Progress in Mathematics, Grade 6	Common Core State Standards for Mathematics, Grade 6
Unit 1: Focus on Ratios and Proportional Relationships		
Lesson 1 **Understand Ratios and Unit Rates**—pp. 10–17	**Instruction** 13-1 Measure Metric Length—pp. 448–449 13-2 Measure Metric Capacity and Mass—pp. 450–451 13-3 Measure Customary Length—pp. 452–453 13-4 Measure Customary Capacity and Weight—pp. 454–455 13-5 Compute Customary Units—pp. 456–457 13-7 Relate Customary and Metric Units—pp. 460–461 *13-7A Use Proportions to Convert Units—Online	**6.RP.1** **6.RP.A.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
	Instruction *11-2B Ratios and Unit Rates—Online 11-3 Rates (unit rate, unit price)—pp. 380–381	**6.RP.2** **6.RP.A.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. *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."*[1] [1]Expectations for unit rates in this grade are limited to non-complex fractions.
Lesson 2 **Use Ratio Tables to Find Equivalent Ratios**—pp. 18–25 **Lesson 3** **Use Ratio Tables to Compare Ratios**—pp. 26–33	**Instruction** *11-2B Ratios and Unit Rates—Online *11-3A Compare Ratios—Online *14-7A Model Rates—Online	**6.RP.3a** **6.RP.A.3a** Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
Lesson 4 **Solve Unit Rate Problems**—pp. 34–41	**Instruction** 11-3 Rates (unit rate, unit price)—pp. 380–381 11-4 Proportions—pp. 382–383 *11-4A Model Proportions with Double Number Lines—Online	**6.RP.3b** **6.RP.A.3b** Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be* *– continued on next page –*

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		*11-4B Model Proportions with Tape Diagrams—Online 11-5 Solve Proportions—pp. 384–385 11-6 Write Proportions—pp. 386–387 11-7 Proportions and Similar Figures—pp. 388–389 11-8 Use Proportions—pp. 390–391 12-9 Better Buy—pp. 430–431 **Application** 11-16 Problem Solving Applications: Mixed Review—pp. 406–407	– continued from previous page – *mowed in 35 hours? At what rate were lawns being mowed?*	
Lesson 5	**Calculate a Percent of a Quantity**—pp. 42–49	**Instruction** 12-1 Mental Math: Percent—pp. 414–415 12-3 Percentage of a Number—pp. 418–419 12-4 Find the Rate—pp. 420–421 12-5 Find the Original Number—pp. 422–423 12-6 Percent Problems—pp. 424–425 12-13 Problem Solving Strategy: Write an Equation—pp. 438–439	**6.RP.3c** **6.RP.A.3c**	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
Lesson 6	**Find the Whole Given a Part and the Percent**—pp. 50–57			
Lesson 7	**Convert Measurement Units**—pp. 58–65	**Instruction** 13-1 Measure Metric Length—pp. 448–449 13-2 Measure Metric Capacity and Mass—pp. 450–451 13-3 Measure Customary Length—pp. 452–453 13-4 Measure Customary Capacity and Weight—pp. 454–455 13-5 Compute Customary Units—pp. 456–457 13-7 Relate Customary and Metric Units—pp. 460–461 *13-7A Use Proportions to Convert Units—Online	**6.RP.3d** **6.RP.A.3d**	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
Lesson 8	**Problem Solving: Ratios and Rates**—pp. 66–73	**Instruction** *11-2B Ratios and Unit Rates—Online *11-3A Compare Ratios—Online *14-7A Model Rates—Online	**6.RP.3a** **6.RP.A.3a**	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

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	Instruction 11-3 Rates (unit rate, unit price)—pp. 380–381 11-4 Proportions—pp. 382–383 *11-4A Model Proportions with Double Number Lines—Online *11-4B Model Proportions with Tape Diagrams—Online 11-5 Solve Proportions—pp. 384–385 11-6 Write Proportions—pp. 386–387 11-7 Proportions and Similar Figures—pp. 388–389 11-8 Use Proportions—pp. 390–391 12-9 Better Buy—pp. 430–431 **Application** 11-16 Problem Solving Applications: Mixed Review—pp. 406–407	**6.RP.3b** **6.RP.A.3b** Solve unit rate problems including those involving unit pricing and constant speed.
Unit 2: Focus on the Number System		
Lesson 9 **Divide a Fraction by a Fraction**—pp. 80–87 **Lesson 10** **Problem Solving: Fraction Division**—pp. 88–95	**Instruction** 8-5 Meaning of Division—pp. 258–259 *8-5A Dividing with Fractions—Online 8-6 Divide Fractions by Fractions—pp. 260–261 8-8 Divide with Whole and Mixed Numbers—pp. 264–265 **Application** 8-18 Problem Solving Applications: Mixed Review—pp. 284–285	**6.NS.1** **6.NS.A.1** Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will 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?*
Lesson 11 **Divide Multi-digit Numbers**—pp. 96–103	**Readiness** Skills Update: Trial Quotients—p. 10 Skills Update: Divide Whole Numbers—p. 11 **Instruction** 3-1 Short Division—pp. 88–89	**6.NS.2** **6.NS.B.2** Fluently divide multi-digit numbers using the standard algorithm.

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	3-3 Divide Whole Numbers—pp. 92–93 **Application** 3-14 Problem Solving Applications: Mixed Review—pp. 114–115	
Lesson 12 **Add and Subtract Multi-digit Decimals**—pp. 104–111 **Lesson 13** **Multiply and Divide Multi-digit Decimals**—pp. 112–119	**Readiness** Skills Update: Add Whole Numbers and Decimals—p. 5 Skills Update: Subtract Whole Numbers and Decimals—p. 6 **Instruction** 1-7 Addition of Whole Numbers and Decimals—pp. 46–47 1-8 Subtraction of Whole Numbers and Decimals—pp. 48–49 1-9 Addition and Subtraction of Decimals—pp. 50–51 2-1 Multiplication Patterns—pp. 66–67 2-4 Multiply with Decimals—pp. 72–73 3-4 Divide Decimals by 10, 100, and 1,000—pp. 94–95 3-5 Divide Decimals by Whole Numbers—pp. 96–97 3-6 Patterns with Tenths, Hundredths, and Thousandths—pp. 98–99 3-8 Decimal Divisors—pp. 102–103 3-9 Zeros in Division—pp. 104–105 **Application** 1-13 Problem Solving Applications: Mixed Review—pp. 58–59 2-8 Problem Solving Applications: Mixed Review—pp. 80–81 3-14 Problem Solving Applications: Mixed Review—pp. 114–115	**6.NS.3** **6.NS.B.3** Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

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Lesson 14 **Find the Greatest Common Factor and Least Common Multiple**—pp. 120–127	**Readiness** Skills Update: Factors, Multiples, and Divisibility—p. 3 **Instruction** 6-5 Greatest Common Factor—pp. 186–187 *6-5A The Distributive Property and Common Factors—Online 6-6 Fractions in Simplest Form—pp. 188–189 6-9 Least Common Multiple—pp. 194–195	**6.NS.4** **6.NS.B.4** Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).*
Lesson 15 **Understand Positive and Negative Numbers and Opposites**—pp. 128–135	**Instruction** 5-1 Integers—pp. 150–151 *5-1A Integers in the Real World—Online 5-2 Compare and Order Integers—pp. 152–153	**6.NS.5** **6.NS.C.5** Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
	Instruction 5-1 Integers—pp. 150–151 5-2 Compare and Order Integers—pp. 152–153	**6.NS.6a** **6.NS.C.6a** Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.
Lesson 16 **Locate Points with Rational Coordinates**—pp. 136–143	**Instruction** 14-5 Graph Ordered Pairs—pp. 504–505 14-6 Graph Reflections and Translations—pp. 506–507	**6.NS.6b** **6.NS.C.6b** Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections both axes.
	Instruction 5-1 Integers—pp. 150–151 5-2 Compare and Order Integers—pp. 152–153 6-8 Fraction Sense—pp. 192–193 6-10 Compare Fractions—pp. 196–197	**6.NS.6c** **6.NS.C.6c** Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of

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	6-11 Order Fractions—pp. 198–199 6-12 Relate Fractions to Decimals—pp. 200–201 6-14 Rename Decimals as Fractions—pp. 204–205 6-16 Rational Numbers—pp. 208–209 6-17 Compare and Order Rational Numbers—pp. 210–211 14-5 Graph Ordered Pairs—pp. 504–505	
Lesson 17 **Compare and Order Rational Numbers**—pp. 144–151	**Instruction** 5-2 Compare and Order Integers—pp. 152–153 6-10 Compare Fractions—pp. 196–197 6-11 Order Fractions—pp. 198–199 6-12 Relate Fractions to Decimals—pp. 200–201 6-16 Rational Numbers—pp. 208–209 6-17 Compare and Order Rational Numbers—pp. 210–211	**6.NS.7a** **6.NS.C.7a** Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.*
	Instruction 5-1 Integers—pp. 150–151 5-2 Compare and Order Integers—pp. 152–153 *5-2A Use Reasoning to Compare and Order Rational Numbers—Online 5-9 Temperature—pp. 166–167 6-10 Compare Fractions—pp. 196–197 6-11 Order Fractions—pp. 198–199 6-17 Compare and Order Rational Numbers—pp. 210–211	**6.NS.7b** **6.NS.C.7b** Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3° C > –7° C to express the fact that –3° C is warmer than –7° C.*
Lesson 18 **Understand Absolute Value**—pp. 152–159	**Instruction** 5-1 Integers (absolute value)—pp. 150–151 5-2 Compare and Order Integers—pp. 152–153 *5-2A Use Reasoning to Compare and Order Rational Numbers—Online 5-5 Multiply Integers—pp. 158–159 5-10 Problem Solving Strategy: Make a Table—pp. 168–169	**6.NS.7c** **6.NS.C.7c** Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.*

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	Instruction 5-2 Compare and Order Integers—pp. 152–153 *5-2A Use Reasoning to Compare and Order Rational Numbers—Online 5-10 Problem Solving Strategy: Make a Table—pp. 168–169	**6.NS.7d** **6.NS.C.7d** Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.*
Lesson 19 **Problem Solving: The Coordinate Plane**—pp. 160–167	**Readiness** 5-1 Integers (absolute value)—pp. 150–151 **Instruction** 14-5 Graph Ordered Pairs—pp. 504–505 *14-5A Distances and the Coordinate Plane—Online *14-5B Graphing Polygons—Online 14-10 Problem Solving Strategy: Use More Than One Strategy—pp. 514–515	**6.NS.8** **6.NS.C.8** Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
Unit 3: Focus on Expressions and Equations		
Lesson 20 **Write and Evaluate Numerical Expressions with Exponents** —pp. 174–181	**Instruction** 1-3 Place Value and Exponents—pp. 38–39 2-5 Exponents—pp. 74–75 4-1 Order of Operations—pp. 122–123 *4-2A Expressions Involving Exponents—Online 4-3 Evaluate Algebraic Expressions—pp. 126–127 8-9 Order of Operations with Fractions—pp. 266–267	**6.EE.1** **6.EE.A.1** Write and evaluate numerical expressions involving whole-number exponents.
Lesson 21 **Write Algebraic Expressions to Record Operations**—pp. 182–189	**Instruction** 1-10 Addition and Subtraction Expressions—pp. 52–53 3-10 Multiplication and Division Expressions—pp. 106–107 4-2 Translate Expressions—pp. 124–125 4-8 Use Formulas—pp. 136–137	**6.EE.2a** **6.EE.A.2a** Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.*

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Lesson 22 **Identify Parts of an Expression**—pp. 190–197	**Instruction** 1-10 Addition and Subtraction Expressions—pp. 52–53 3-10 Multiplication and Division Expressions—pp. 106–107 *4-1A Expressions—Online 4-2 Translate Expressions—pp. 124–125	**6.EE.2b** **6.EE.A.2b** Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.*
Lesson 23 **Evaluate Algebraic Expressions**—pp. 198–205	**Instruction** 1-11 Evaluate Addition and Subtraction Expressions—pp. 54–55 2-5 Exponents—pp. 74–75 3-11 Evaluate Multiplication and Division Expressions—pp. 108–109 4-1 Order of Operations—pp. 122–123 *4-1A Expressions—Online 4-2 Translate Expressions—pp. 124–125	**6.EE.2c** **6.EE.A.2c** Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.*
Lesson 24 **Generate and Identify Equivalent Expressions**—pp. 206–213	**Readiness** Skills Update: Properties of Addition and Multiplication—p. 8 **Instruction** 4-2 Translate Expressions—pp. 124–125 *4-3B Simplify Expressions—Online 7-1 Addition Properties: Fractions—pp. 222–223 8-3 Properties of Multiplication—pp. 254–25	**6.EE.3** **6.EE.A.3** Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.*
	Instruction *4-3A Equivalent Expressions—Online	**6.EE.4** **6.EE.A.4** Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the*

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Lesson 25 **Identify Solutions to Equations and Inequalities**—pp. 214–221	**Instruction** 4-4 Equations and Inequalities—pp. 128–129 *4-4A Inequalities—Online **Application** Ch. 5 Enrichment: Inequalities in One Variable—p. 173	**6.EE.5** **6.EE.B.5** Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
Lesson 26 **Write Algebraic Expressions to Represent Problems**—pp. 222–229	**Instruction** 1-10 Addition and Subtraction Expressions—pp. 52–53 1-11 Evaluate Addition and Subtraction Expressions—pp. 54–55 1-12 Problem Solving Strategy: Write an Equation—pp. 56–57 3-10 Multiplication and Division Expressions—pp. 106–107 3-11 Evaluate Multiplication and Division Expressions—pp. 108–109 4-2 Translate Expressions—pp. 124–125 4-3 Evaluate Algebraic Expressions—pp. 126–127 4-5 Addition Equations—pp. 130–131 4-6 Subtraction Equations—pp. 132–133 4-7 Multiplication and Division Equations—pp. 134–135 4-10 Problem Solving Strategy: Use More Than One Step—pp. 140–141 7-9 Addition and Subtraction Equations with Fractions—pp. 238–239 8-11 Multiplication and Division Expressions with Fractions—pp. 270–271	**6.EE.6** **6.EE.B.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

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		8-12 Multiplication and Division Equations with Fractions—pp. 272–273 12-13 Problem Solving Strategy: Write an Equation—pp. 438–439 **Application** 4-11 Problem Solving Applications: Mixed Review—pp. 142–143 12-14 Problem Solving Applications: Mixed Review—pp. 440–441		
Lesson 27	**Solve Equations of the Form *x* + *p* = *q***—pp. 230–237	**Instruction** 1-12 Problem Solving Strategy: Write an Equation—pp. 56–57 4-2 Translate Expressions—pp. 124–125 4-3 Evaluate Algebraic Expressions—pp. 126–127 4-5 Addition Equations—pp. 130–131 4-6 Subtraction Equations—pp. 132–133 4-7 Multiplication and Division Equations—pp. 134–135 *4-7A Write an Equation—Online 4-10 Problem Solving Strategy: Use More Than One Step—pp. 140–141 7-9 Addition and Subtraction Equations with Fractions—pp. 238–239 8-12 Multiplication and Division Equations with Fractions—pp. 272–273 **Application** 4-11 Problem Solving Applications: Mixed Review—pp. 142–143	**6.EE.7** **6.EE.B.7**	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.
Lesson 28	**Solve Equations of the Form *px* = *q***—pp. 238–245			
Lesson 29	**Graph Solutions to Inequalities**—pp. 246–253	**Instruction** *4-4A Inequalities—Online *4-4B Write Inequalities—Online	**6.EE.8** **6.EE.B.8**	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem.

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		– continued from previous page – Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
Lesson 30 **Represent Relationships Between Variables**—pp. 254–261	**Instruction** 14-4 Functions and Ordered Pairs—pp. 502–503 *14-4A Independent and Dependent Variables—Online 14-8 Graph Functions—pp. 510–511 *14-8A Related Variables—Online 14-9 Algebraic Patterns—pp. 512–513 14-10 Problem Solving Strategy: Use More Than One Strategy—pp. 514–515	**6.EE.9** **6.EE.C.9** Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.*
Unit 4: Focus on Geometry		
Lesson 31 **Find Areas of Parallelograms and Triangles**—pp. 268–275 **Lesson 32** **Find Areas of Polygons**—pp. 276–283	**Readiness** Skills Update: Perimeter and Area of Rectangles—p. 25 **Instruction** 13-9 Area of Rectangles and Squares—pp. 464–465 13-10 Area of Triangles and Parallelograms—pp. 466–467 13-11 Area of Trapezoids—pp. 468–469 *13-11A Plane Figures and Area—Online	**6.G.1** **6.G.A.1** Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

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Lesson 33 **Find Volumes of Rectangular Prisms**—pp. 284–291	**Instruction** 13-16 Volume of Prisms—pp. 478–479 *13-16A Use Partial Cubes to Find Volume—Online *13-16B Volume of a Prism—Online	**6.G.2** **6.G.A.2** Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\,w\,h$ and $V = b\,h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
Lesson 34 **Plot and Analyze Polygons in the Coordinate Plane**—pp. 292–299	**Instruction** 14-5 Graph Ordered Pairs—pp. 504–505 *14-5B Graphing Polygons—Online 14-6 Graph Reflections and Translations—pp. 506–507 14-7 Graph Rotations—pp. 508–509	**6.G.3** **6.G.A.3** Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
Lesson 35 **Use Nets to Find Surface Area**—pp. 300–307	**Instruction** 10-17 Solid Figures—pp. 362–363 *13-13A Use Nets to Find Surface Area—Online 13-14 Surface Area of Cubes, Rectangular Prisms, and Cylinders—pp. 474–475 13-15 Surface Area of Pyramids and Triangular Prisms—pp. 476–477 Blackline Masters: Nets—TE p. T54	**6.G.4** **6.G.B.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 5: Focus on Statistics and Probability		
Lesson 36 **Understand Statistical Questions and Describe Data**—pp. 314–321	**Instruction** *9-6A Statistical Characteristics of a Data Set—Online	**6.SP.1** **6.SP.A.1** Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

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	Instruction 9-5 Apply Measures of Central Tendency and Range—pp. 300–301 9-6 Analyze Data—pp. 302–303 *9-7A Describe Data—Online 9-8 Stem–and–Leaf Plots—pp. 306–307	**6.SP.2** **6.SP.A.2** Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
Lesson 37 **Find the Median and Interquartile Range**—pp. 322–329	**Instruction** 9-5 Apply Measures of Central Tendency and Range—pp. 300–301 9-6 Analyze Data—pp. 302–303 *9-7A Describe Data—Online 9-8 Stem–and–Leaf Plots—pp. 306–307	**6.SP.2** **6.SP.A.2** Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
	Instruction 9-5 Apply Measures of Central Tendency and Range—pp. 300–301 9-6 Analyze Data—pp. 302–303 *9-7A Describe Data—Online	**6.SP.3** **6.SP.A.3** Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
Lesson 38 **Find the Mean and Mean Absolute Deviation**—pp. 330–337	**Instruction** 9-5 Apply Measures of Central Tendency and Range—pp. 300–301 9-6 Analyze Data—pp. 302–303 *9-7A Describe Data—Online	**6.SP.3** **6.SP.A.3** Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
Lesson 39 **Display Numerical Data**—pp. 338–345	**Instruction** 9-5 Apply Measures of Central Tendency and Range—pp. 300–301 9-6 Analyze Data—pp. 302–303 9-7 Box–and–Whisker Plots—pp. 304–305 *9-7A Describe Data—Online 9-8 Stem–and–Leaf Plots—pp. 306–307	**6.SP.4** **6.SP.B.4** Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

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			6.SP.5 **6.SP.B.5**	Summarize numerical data sets in relation to their context, such as by:
Lesson 40	**Summarize Numerical Data**—pp. 346–353	**Instruction** *9-3A Summarize the Data—Online 9-4 Record and Interpret Data—pp. 298–299 *9-7A Describe Data—Online 9-8 Stem–and–Leaf Plots—pp. 306–307 9-13 Histograms—pp. 316–317	**6.SP.5a** **6.SP.B.5a**	Reporting the number of observations.
		Instruction *9-3A Summarize the Data—Online *9-7A Describe Data—Online	**6.SP.5b** **6.SP.B.5b**	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
		Instruction 9-5 Apply Measures of Central Tendency and Range—pp. 300–301 9-6 Analyze Data—pp. 302–303 *9-6B Choosing the Best Measures to Describe Data—Online 9-7 Box–and–Whisker Plots—pp. 304–305 *9-7A Describe Data—Online 9-8 Stem–and–Leaf Plots—pp. 306–307 9-9 Line Graphs—pp. 308–309 **Application** 9-16 Problem Solving Applications: Mixed Review—pp. 322–323	**6.SP.5c** **6.SP.B.5c**	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
		Instruction *9-6B Choosing the Best Measures to Describe Data—Online	**6.SP.5d** **6.SP.B.5d**	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.