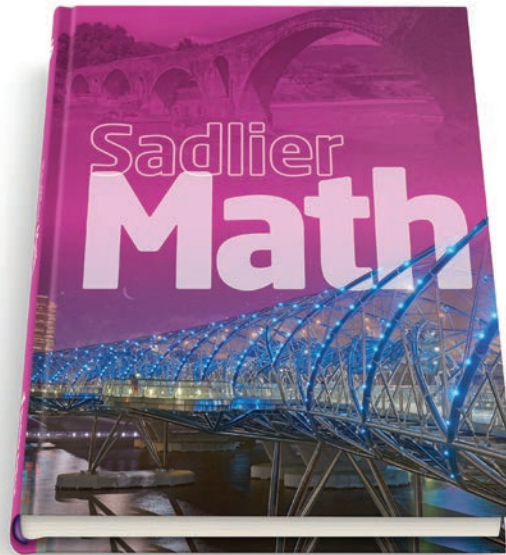


A Grade 6 Crosswalk

## *Progress in Mathematics*

Aligned to



*Sadlier Math*<sup>™</sup>

And the

**New York State Next Generation  
Mathematics Learning Standards (2017)**

Learn more at [www.SadlierSchool.com/SadlierMath](http://www.SadlierSchool.com/SadlierMath)

Sadlier Math, Grade 6	Progress in Mathematics, Grade 6	Next Gen Mathematics Learning Standards
<p><b>Chapter 1</b> <b>Addition and Subtraction Operations and Expressions</b></p> <ul style="list-style-type: none"> <li>1-1 Estimate Decimal Sums and Differences—pp. 2-3 (Use front-end estimation and rounding to estimate decimal sums and differences.)</li> <li>1-2 Add Decimals—pp. 4-5 (Add multi-digit decimals.)</li> <li>1-3 Subtract Decimals—pp. 6-7 (Subtract multi-digit decimals.)</li> </ul>	<p><b>Skills Update</b></p> <ul style="list-style-type: none"> <li>Add Whole Numbers and Decimals—p. 5</li> <li>Subtract Whole Numbers and Decimals—p. 6</li> </ul> <p><b>Chapter 1</b> <b>Number Sense, Addition, and Subtraction</b></p> <ul style="list-style-type: none"> <li>1-6 Estimate Decimal Sums and Differences—pp. 44-45</li> <li>1-6 Estimate Decimal Sums and Differences—pp. 44-45</li> <li>1-7 Addition of Whole Numbers and Decimals—pp. 46-47</li> <li>1-8 Subtraction of Whole Numbers and Decimals—pp. 48-49</li> <li>1-9 Addition and Subtraction of Decimals—pp. 50-51</li> </ul>	<p><b>NY-6.NS.3</b></p> <p>Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>
<ul style="list-style-type: none"> <li>1-4 Write Addition and Subtraction Expressions—pp. 10-11 (Read and write algebraic expressions.)</li> </ul>	<p><b>Chapter 1</b> <b>Number Sense, Addition, and Subtraction</b></p> <ul style="list-style-type: none"> <li>1-10 Addition and Subtraction Expressions—pp. 52-53</li> </ul> <p><b>Chapter 4</b> <b>Expressions and Equations</b></p> <ul style="list-style-type: none"> <li>4-1A Expressions—Online</li> <li>4-2 Translate Expressions—pp. 124-125</li> </ul>	<p><b>NY-6.EE.2a</b></p> <p>Write expressions that record operations with numbers and with letters standing for numbers.</p> <p><b>NY-6.EE.2b</b></p> <p>Identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient); view one or more parts of an expression as a single entity.</p>
<ul style="list-style-type: none"> <li>1-5 Evaluate Addition and Subtraction Expressions—pp. 12-13 (Evaluate addition and subtraction expressions at specific values of the variables.)</li> </ul>	<p><b>Chapter 1</b> <b>Number Sense, Addition, and Subtraction</b></p> <ul style="list-style-type: none"> <li>1-11 Evaluate Addition and Subtraction Expressions—pp. 54-55</li> </ul>	<p><b>NY-6.EE.2c</b></p> <p>Evaluate expressions given specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order (Order of Operations).</p>
<ul style="list-style-type: none"> <li>1-6 Problem Solving: The Four-Step Process—pp. 14-15 (Use the Four-Step Process to solve problems.)</li> </ul>	<p><b>Introduction to Problem Solving</b></p> <ul style="list-style-type: none"> <li>Problem-Solving Model—pp. 26-27</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them.</p> <p><b>MP.2</b> Reason abstractly and quantitatively.</p> <p><b>MP.4</b> Model with mathematics.</p> <p><b>MP.6</b> Attend to precision.</p>

Sadlier Math, Grade 6	Progress in Mathematics, Grade 6	Next Gen Mathematics Learning Standards
<p><b>Chapter 2</b> <b>Multiplication Operations and Expressions</b></p> <ul style="list-style-type: none"> <li>• 2-1 Multiply Decimals by 0.1, 0.01, and 0.001—pp. 22–23 (Use multiplication patterns to multiply by 0.1, 0.01, and 0.001.)</li> <li>• 2-2 Estimate Decimal Products—pp. 24–25 (Estimate decimal products by rounding.)</li> <li>• 2-3 Multiply with Decimals—pp. 26–27 (Multiply multi-digit decimals.)</li> </ul>	<p><b>Chapter 2</b> <b>Multiplication: Whole Numbers and Decimals</b></p> <ul style="list-style-type: none"> <li>• 2-1 Multiplication Patterns—pp. 66–67</li> <li>• 2-2 Estimate Products—pp. 68–69</li> <li>• 2-4 Multiply with Decimals—pp. 72–73</li> </ul>	<p><b>NY-6.NS.3</b> Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>
<ul style="list-style-type: none"> <li>• 2-4 Write Multiplication Expressions—pp. 30–31 (Read and write multiplication expressions with numbers and variables.)</li> </ul>	<p><b>Chapter 3</b> <b>Division: Whole Numbers and Decimals</b></p> <ul style="list-style-type: none"> <li>• 3-10 Multiplication and Division Expressions—pp. 106–107</li> </ul>	<p><b>NY-6.EE.2a</b> Write expressions that record operations with numbers and with letters standing for numbers.</p> <p><b>NY-6.EE.2b</b> Identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient); view one or more parts of an expression as a single entity.</p>
<ul style="list-style-type: none"> <li>• 2-5 Evaluate Multiplication Expressions—pp. 32–33 (Evaluate multiplication expressions at specific values of the variables.)</li> </ul>	<ul style="list-style-type: none"> <li>• 3-11 Evaluate Multiplication and Division Expressions—pp. 108–109</li> </ul>	<p><b>NY-6.EE.2c</b> Evaluate expressions given specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order (Order of Operations).</p>
<ul style="list-style-type: none"> <li>• 2-6 Problem Solving: Write and Simplify Expressions—pp. 34–35 (Write and simplify expressions to solve problems.)</li> </ul>	<p><b>Chapter 4</b> <b>Expressions and Equations</b></p> <ul style="list-style-type: none"> <li>• 4-3A Equivalent Expressions—Online</li> <li>• 4-3B Simplify Expressions—Online</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them. <b>MP.2</b> Reason abstractly and quantitatively. <b>MP.4</b> Model with mathematics. <b>MP.6</b> Attend to precision.</p>

Sadlier Math, Grade 6	Progress in Mathematics, Grade 6	Next Gen Mathematics Learning Standards
<p><b>Chapter 3</b> <b>Division Operations and Expressions</b></p> <ul style="list-style-type: none"> <li>3-1 Divide Whole Numbers—pp. 42–43 (Divide multi-digit whole numbers.)</li> </ul>	<p><b>Skills Update</b></p> <ul style="list-style-type: none"> <li>Skills Update: Trial Quotients—p. 10</li> <li>Divide Whole Numbers—p. 11</li> </ul> <p><b>Chapter 3</b> <b>Division: Whole Numbers and Decimals</b></p> <ul style="list-style-type: none"> <li>3-1 Short Division—pp. 88–89</li> <li>3-3 Divide Whole Numbers—pp. 92–93</li> </ul>	<p><b>NY-6.NS.2</b></p> <p>Fluently divide multi-digit numbers using the standard algorithm.</p>
<ul style="list-style-type: none"> <li>3-2 Divide Decimals by 10, 100, and 1000—pp. 44–45 (Divide multi-digit decimals by 10, 100, and 1000.)</li> <li>3-3 Divide Decimals by Whole Numbers—pp. 46–47 (Divide multi-digit decimals by whole numbers.)</li> <li>3-4 Divide Decimals by 0.1, 0.01, and 0.001—pp. 50–51 (Divide multi-digit decimals by 0.1, 0.01, and 0.001.)</li> <li>3-5 Estimate Decimal Quotients—pp. 52–53 (Use estimation to divide multi-digit decimals.)</li> <li>3-6 Decimal Divisors—pp. 54–55 (Divide with decimal divisors.)</li> <li>3-7 Zeros in Division—pp. 56–57 (Divide multi-digit decimals that require writing zeros.)</li> </ul>	<ul style="list-style-type: none"> <li>3-4 Divide Decimals by 10, 100, and 1,000—pp. 94–95</li> <li>3-5 Divide Decimals by Whole Numbers—pp. 96–97</li> <li>3-6 Patterns with Tenths, Hundredths, and Thousandths—pp. 98–99</li> <li>3-7 Estimate Decimal Quotients—pp. 100–101</li> <li>3-8 Decimal Divisors—pp. 102–103</li> <li>3-9 Zeros in Division—pp. 104–105</li> </ul>	<p><b>NY-6.NS.3</b></p> <p>Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>
<ul style="list-style-type: none"> <li>3-8 Write Division Expressions—pp. 58–59 (Read and write division expressions with numbers and with letters that stand for numbers.)</li> </ul>	<ul style="list-style-type: none"> <li>3-10 Multiplication and Division Expressions—pp. 106–107</li> </ul> <p><b>Chapter 4</b> <b>Expressions and Equations</b></p> <ul style="list-style-type: none"> <li>4-1A Expressions—Online</li> </ul>	<p><b>NY-6.EE.2a</b></p> <p>Write expressions that record operations with numbers and with letters standing for numbers.</p> <p><b>NY-6.EE.2b</b></p> <p>Identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient); view one or more parts of an expression as a single entity.</p>
<ul style="list-style-type: none"> <li>3-9 Evaluate Division Expressions—pp. 60–61 (Write and evaluate division expressions.)</li> </ul>	<p><b>Chapter 3</b> <b>Division: Whole Numbers and Decimals</b></p> <ul style="list-style-type: none"> <li>3-11 Evaluate Multiplication and Division Expressions—pp. 108–109</li> </ul>	<p><b>NY-6.EE.2c</b></p> <p>Evaluate expressions given specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order (Order of Operations).</p>

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<i>Sadlier Math, Grade 6</i>	<i>Progress in Mathematics, Grade 6</i>	Next Gen Mathematics Learning Standards
<ul style="list-style-type: none"> <li>3-10 Problem Solving: Use Logical Reasoning—pp. 62–63 (Solve real-world division problems and make sense of the solution.)</li> </ul>	<p><b>Chapter 10</b> <b>Geometry</b></p> <ul style="list-style-type: none"> <li>10-19 Problem Solving Strategy: Logical Reasoning—pp. 366–367</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them.  <b>MP.2</b> Reason abstractly and quantitatively.  <b>MP.3</b> Construct viable arguments and critique the reasoning of others.  <b>MP.6</b> Attend to precision</p>
<i>Sadlier Math, Grade 6</i>	<i>Progress in Mathematics, Grade 6</i>	Next Gen Mathematics Learning Standards
<p><b>Chapter 4</b> <b>Numerical and Algebraic Expressions</b></p> <ul style="list-style-type: none"> <li>4-1 Exponents—pp. 70–71 (Write and evaluate expressions with exponents.)</li> </ul>	<p><b>Chapter 2</b> <b>Multiplication: Whole Numbers and Decimals</b></p> <ul style="list-style-type: none"> <li>2-5 Exponents—pp. 74–75</li> </ul>	<p><b>NY-6.EE.1</b> Write and evaluate numerical expressions involving whole-number exponents.</p>
<ul style="list-style-type: none"> <li>4-2 Order of Operations—pp. 72–73 (Use the order of operations to simplify expressions.)</li> </ul>	<p><b>Chapter 4</b> <b>Expressions and Equations</b></p> <ul style="list-style-type: none"> <li>4-1 Order of Operations—pp. 122–123</li> </ul>	<p><b>NY-6.EE.2a</b> Write expressions that record operations with numbers and with letters standing for numbers.  <b>NY-6.EE.2c</b> Evaluate expressions given specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order (Order of Operations).</p>
<ul style="list-style-type: none"> <li>4-3 Parts of Expressions—pp. 74–75 (Identify parts of an expression.)</li> </ul>	<ul style="list-style-type: none"> <li>4-1A Expressions—Online</li> </ul>	<p><b>NY-6.EE.2a</b> Write expressions that record operations with numbers and with letters standing for numbers.  <b>NY-6.EE.2b</b> Identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient); view one or more parts of an expression as a single entity.</p>
<ul style="list-style-type: none"> <li>4-4 Translate Expressions—pp. 76–77 (Use numbers and variables to translate word phrases to expressions.)</li> </ul>	<ul style="list-style-type: none"> <li>4-2 Translate Expressions—pp. 124–125</li> </ul>	<p><b>NY-6.EE.2a</b> Write expressions that record operations with numbers and with letters standing for numbers.  <i>continued on next page</i></p>

Sadlier Math, Grade 6	Progress in Mathematics, Grade 6	Next Gen Mathematics Learning Standards
		<p><i>continued from previous page</i></p> <p><b>NY-6.EE.6</b> Use variables to represent numbers and write expressions when solving a real-world or mathematical problem. Understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p>
<ul style="list-style-type: none"> <li>• 4-5 Translate Expressions Involving Exponents—pp. 78–79 (Use numbers and variables to translate word phrases to expressions involving exponents.)</li> </ul>	<ul style="list-style-type: none"> <li>• 4-2A Expressions Involving Exponents—Online</li> </ul>	<p><b>NY-6.EE.2a</b> Write expressions that record operations with numbers and with letters standing for numbers.</p>
<ul style="list-style-type: none"> <li>• 4-6 Use the Distributive Property and Evaluate Algebraic Expressions—pp. 82–83 (Write and evaluate algebraic expressions. Use the Distributive Property to combine like terms.)</li> </ul>	<ul style="list-style-type: none"> <li>• 4-3B Simplify Expressions—Online</li> </ul>	<p><b>NY-6.EE.2a</b> Write expressions that record operations with numbers and with letters standing for numbers.</p> <p><b>NY-6.EE.2c</b> Evaluate expressions given specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order (Order of Operations).</p>
<ul style="list-style-type: none"> <li>• 4-7 Apply Properties to Write Equivalent Expressions—pp. 84–85 (Apply properties of operations to write equivalent expressions.)</li> </ul>	<ul style="list-style-type: none"> <li>• 4-3B Simplify Expressions—Online</li> </ul>	<p><b>NY-6.EE.2a</b> Write expressions that record operations with numbers and with letters standing for numbers.</p> <p><b>NY-6.EE.3</b> Apply the properties of operations to generate equivalent expressions.</p>
<ul style="list-style-type: none"> <li>• 4-8 Identify Equivalent Expressions—pp. 86–87 (Identify equivalent expressions.)</li> </ul>	<ul style="list-style-type: none"> <li>• 4-3A Equivalent Expressions—Online</li> </ul>	<p><b>NY-6.EE.2a</b> Write expressions that record operations with numbers and with letters standing for numbers.</p> <p><b>NY-6.EE.2c</b> Evaluate expressions given specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order (Order of Operations).</p> <p><b>NY-6.EE.4</b> Identify when two expressions are equivalent.</p>

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<ul style="list-style-type: none"> <li>4-9 Use Formulas—pp. 88-89 (Evaluate expressions that arise from formulas.)</li> </ul>	<ul style="list-style-type: none"> <li>4-8 Use Formulas—pp. 136-137</li> </ul>	<p><b>NY-6.EE.2a</b> Write expressions that record operations with numbers and with letters standing for numbers.</p> <p><b>NY-6.EE.2c</b> Evaluate expressions given specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order (Order of Operations).</p>
<ul style="list-style-type: none"> <li>4-10 Problem Solving: Represent the Situation—pp. 90-91 (Represent the situation to solve problems involving equivalent expressions.)</li> </ul>	<ul style="list-style-type: none"> <li>4-3A Equivalent Expressions—Online</li> <li>4-3B Simplify Expressions—Online</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them.</p> <p><b>MP.2</b> Reason abstractly and quantitatively.</p> <p><b>MP.6</b> Attend to precision</p>

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<p><b>Chapter 5</b> <b>One-Variable Equations and Inequalities</b></p> <ul style="list-style-type: none"> <li>5-1 Solutions of Equations—pp. 98-99 (Use substitution to determine whether a value is a solution of an equation.)</li> </ul>	<p><b>Chapter 4</b> <b>Expressions and Equations</b></p> <ul style="list-style-type: none"> <li>4-4 Equations and Inequalities—pp. 128-129</li> </ul>	<p><b>NY-6.EE.5</b> Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p>
<ul style="list-style-type: none"> <li>5-2 Addition and Subtraction Equations—pp. 100-101 (Write equations and use addition and subtraction to solve for a variable.)</li> </ul>	<ul style="list-style-type: none"> <li>4-5 Addition Equations—pp. 130-131</li> <li>4-6 Subtraction Equations—pp. 132-133</li> </ul>	<p><b>NY-6.EE.6</b> Use variables to represent numbers and write expressions when solving a real-world or mathematical problem. Understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p><b>NY-6.EE.7</b> Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math>; <math>x - p = q</math>; <math>px = q</math>; and <math>x/p = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational.</p>



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<ul style="list-style-type: none"> <li>5-3 Multiplication and Division Equations—pp. 102–103 (Write equations and use multiplication and division to solve for a variable.)</li> <li>5-4 Write and Solve Equations—pp. 104–105 (Solve problems by writing and solving equations.)</li> </ul>	<ul style="list-style-type: none"> <li>4-7 Multiplication and Division Equations—pp. 134–135</li> </ul>	<p><b>NY-6.EE.6</b> Use variables to represent numbers and write expressions when solving a real-world or mathematical problem. Understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p><b>NY-6.EE.7</b> Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math>; <math>x - p = q</math>; <math>px = q</math>; and <math>x/p = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational.</p>
<ul style="list-style-type: none"> <li>5-5 Inequalities—pp. 108–109 (Write word sentences and math sentences that contain an inequality.)</li> </ul>	<ul style="list-style-type: none"> <li>4-4A Inequalities—Online</li> </ul>	<p><b>NY-6.EE.8</b> Write an inequality of the form <math>x &gt; c</math>, <math>x \geq c</math>, <math>x \leq c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of these forms have infinitely many solutions; represent solutions of such inequalities on a number line.</p>
<ul style="list-style-type: none"> <li>5-6 Solutions of Inequalities—pp. 110–111 (Use substitution to determine whether a value is a solution of an inequality. Identify solutions of an inequality on a number line.)</li> </ul>	<p><b>Chapter 5</b> <b>Integers</b></p> <ul style="list-style-type: none"> <li>Enrichment: Inequalities in One Variable—p. 173</li> </ul>	<p><b>NY-6.EE.5</b> Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p><b>NY-6.EE.8</b> Write an inequality of the form <math>x &gt; c</math>, <math>x \geq c</math>, <math>x \leq c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of these forms have infinitely many solutions; represent solutions of such inequalities on a number line.</p>
<ul style="list-style-type: none"> <li>5-7 Write Inequalities—pp. 112–113 (Recognize when a real-world situation has a limit or boundary and write an inequality to model it.)</li> <li>5-8 Solve Inequalities—pp. 114–115 (Solve one-step inequalities.)</li> </ul>	<p><b>Chapter 4</b> <b>Expressions and Equations</b></p> <ul style="list-style-type: none"> <li>4-4B Write Inequalities—Online</li> </ul> <p><b>Chapter 5</b> <b>Integers</b></p> <ul style="list-style-type: none"> <li>Enrichment: Inequalities in One Variable—p. 173</li> </ul>	<p><b>NY-6.EE.6</b> Use variables to represent numbers and write expressions when solving a real-world or mathematical problem. Understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p style="text-align: right;"><i>continued on next page</i></p>



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		<p><i>continued from previous page</i></p> <p><b>NY-6.EE.8</b> Write an inequality of the form <math>x &gt; c</math>, <math>x \geq c</math>, <math>x \leq c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of these forms have infinitely many solutions; represent solutions of such inequalities on a number line.</p>
<ul style="list-style-type: none"> <li>5-9 Problem Solving: Write and Solve an Equation—pp. 116-117 (Use the problem-solving strategy write and solve an equation.)</li> </ul>	<p><b>Introduction to Problem Solving</b></p> <ul style="list-style-type: none"> <li>Strategy: Write an Equation—p. 31</li> </ul> <p><b>Chapter 1</b> <b>Number Sense, Addition, and Subtraction</b></p> <ul style="list-style-type: none"> <li>1-12 Problem Solving Strategy: Write an Equation—pp. 56-57</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them. <b>MP.2</b> Reason abstractly and quantitatively. <b>MP.4</b> Model with mathematics. <b>MP.6</b> Attend to precision.</p>

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<p><b>Chapter 6</b> <b>Factors and Multiples</b></p> <ul style="list-style-type: none"> <li>6-1 Prime Factorization—pp. 124-125 (Use prime factorization to solve problems.)</li> <li>6-2 Greatest Common Factor—pp. 126-127 (Find the greatest common factor of two or more whole numbers.)</li> <li>6-3 The Distributive Property and Common Factors—pp. 128-129 (Use the Distributive Property to rewrite addition expressions as multiplication expressions.)</li> <li>6-4 Least Common Multiple—pp. 132-133 (Find the least common multiple (LCM) of two whole numbers.)</li> </ul>	<p><b>Skills Update</b></p> <ul style="list-style-type: none"> <li>Factors, Multiples, and Divisibility—p. 3</li> </ul> <p><b>Chapter 6</b> <b>Number Theory and Fractions</b></p> <ul style="list-style-type: none"> <li>6-2 Prime and Composite Numbers—pp. 180-181</li> <li>6-3 Prime Factorization—pp. 182-183</li> <li>6-4 Equivalent Fractions—pp. 184-185</li> <li>6-5 Greatest Common Factor—pp. 186-187</li> <li>6-5A The Distributive Property and Common Factors—Online</li> </ul>	<p><b>NY-6.NS.4</b> Find the greatest common factor of two whole numbers less than or equal to 100. 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 other than 1. Find the least common multiple of two whole numbers less than or equal to 12.</p>
<ul style="list-style-type: none"> <li>6-5 Problem Solving: Make a List—pp. 134-135 (Make a list to solve a problem.)</li> </ul>	<p><b>Chapter 9</b> <b>Data and Statistics</b></p> <ul style="list-style-type: none"> <li>9-15 Problem Solving Strategy: Make an Organized List—pp. 320-321</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them. <b>MP.4</b> Model with mathematics <b>MP.6</b> Attend to precision</p>

Sadlier Math, Grade 6	Progress in Mathematics, Grade 6	Next Gen Mathematics Learning Standards
<p><b>Chapter 7</b> <b>Fractions and Decimals</b></p> <ul style="list-style-type: none"> <li>7-1 Fractions in Simplest Form—pp. 142-143 (Rewrite a fraction as an equivalent fraction in simplest form.)</li> </ul>	<p><b>Chapter 6</b> <b>Number Theory and Fractions</b></p> <ul style="list-style-type: none"> <li>6-6 Fractions in Simplest Form—pp. 188-189</li> </ul>	<p>Review of Grade 4 <b>NY-4.NF.1</b> Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>
<ul style="list-style-type: none"> <li>7-2 Relate Fractions and Decimals—pp. 144-145 (Use word names and powers of 10 to relate fractions and decimals.)</li> <li>7-3 Rename Fractions as Decimals—pp. 146-147 (Divide multi-digit numbers to rename fractions as decimals.)</li> <li>7-4 Rename Decimals as Fractions—pp. 148-149 (Rename decimals as fractions in simplest form.)</li> </ul>	<ul style="list-style-type: none"> <li>6-12 Relate Fractions to Decimals—pp. 200-201</li> <li>6-13 Rename Fractions as Decimals—pp. 202-203</li> <li>6-14 Rename Decimals as Fractions—pp. 204-205</li> </ul>	<p>Review of Grade 4 <b>NY-4.NF.6</b> Use decimal notation for fractions with denominators 10 or 100.</p>
<ul style="list-style-type: none"> <li>7-5 Addition and Subtraction Expressions with Fractions—pp. 152-153 (Read, write, and evaluate addition and subtraction expressions with fractions.)</li> <li>7-6 Addition and Subtraction Equations with Fractions—pp. 154-155 (Read, write, and solve addition and subtraction equations with fractions.)</li> </ul>	<p><b>Chapter 7</b> <b>Fractions: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>7-8 Addition and Subtraction Expressions with Fractions—pp. 236-237</li> <li>7-9 Addition and Subtraction Equations with Fractions—pp. 238-239</li> </ul>	<p><b>NY-6.EE.2a</b> Write expressions that record operations with numbers and with letters standing for numbers. <b>NY-6.EE.2c</b> Evaluate expressions given specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order (Order of Operations). <b>NY-6.EE.7</b> Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math>; <math>x - p = q</math>; <math>px = q</math>; and <math>x/p = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational.</p>
<ul style="list-style-type: none"> <li>7-7 Problem Solving: Choose a Strategy—pp. 156-157 (Choose a strategy to solve problems.)</li> </ul>	<p><b>Introduction to Problem Solving</b></p> <ul style="list-style-type: none"> <li>Applications: Mixed Review (choose a strategy)—p. 32</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them. <b>MP.3</b> Construct viable arguments and critique the reasoning of others. <b>MP.6</b> Attend to precision</p>

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<p><b>Chapter 8</b> <b>Multiply and Divide Fractions</b></p> <ul style="list-style-type: none"> <li>8-1 Multiply Fractions—pp. 164–165 (Multiply fractions.)</li> </ul>	<p><b>Chapter 8</b> <b>Fractions: Multiplication, Division, and Probability</b></p> <ul style="list-style-type: none"> <li>8-1 Multiply Fractions by Fractions—pp. 250–251</li> <li>8-2 Multiply Fractions and Whole Numbers—pp. 252–253</li> <li>8-4 Multiply Mixed Numbers—pp. 256–257</li> </ul>	<p>Review of Grade 5 <b>NY-5.NF.4a</b> Interpret the product <math>a/b \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>.</p>
<ul style="list-style-type: none"> <li>8-2 Properties of Multiplication—pp. 166–167 (Use properties of multiplication to multiply fractions and write equivalent expressions.)</li> </ul>	<ul style="list-style-type: none"> <li>8-3 Properties of Multiplication—pp. 254–255</li> </ul>	<p><b>NY-6.EE.3</b> Apply the properties of operations to generate equivalent expressions.</p>
<ul style="list-style-type: none"> <li>8-3 Meaning of Division by a Fraction—pp. 168–169 (Interpret the meaning of division by a fraction.)</li> <li>8-4 Model Dividing Fractions by Fractions—pp. 170–171 (Use models to show dividing fractions.)</li> <li>8-5 Divide Fractions by Fractions—pp. 172–173 (Divide fractions and solve word problems that require division of fractions.)</li> <li>8-6 Estimate Quotients of Fractions and Mixed Numbers—pp. 174–175 (Estimate quotients of fractions and mixed numbers.)</li> <li>8-7 Divide with Whole and Mixed Numbers—pp. 176–177 (Divide fractions, whole numbers, and mixed numbers.)</li> <li>8-8 Order of Operations with Fractions—pp. 180–181 (Use the order of operations to simplify and evaluate expressions with fractions.)</li> <li>8-9 Fractions with Money—pp. 182–183 (Multiply and divide dollar amounts by fractions.)</li> </ul>	<ul style="list-style-type: none"> <li>8-5 Meaning of Division—pp. 258–259</li> <li>8-6 Divide Fractions by Fractions—pp. 260–261</li> <li>8-7 Estimate Quotients of Fractions and Mixed Numbers—pp. 262–263</li> <li>8-8 Divide with Whole and Mixed Numbers—pp. 264–265</li> <li>8-9 Order of Operations with Fractions—pp. 266–267</li> <li>8-10 Fractions and Money—pp. 268–269</li> </ul>	<p><b>NY-6.NS.1</b> Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.</p>

<i>Sadlier Math, Grade 6</i>	<i>Progress in Mathematics, Grade 6</i>	Next Gen Mathematics Learning Standards
<ul style="list-style-type: none"> <li>8-10 Multiplication and Division Expressions with Fractions—pp. 184–185 (Write and evaluate multiplication and division expressions with fractions.)</li> </ul>	<ul style="list-style-type: none"> <li>8-11 Multiplication and Division Expressions with Fractions—pp. 270–271</li> </ul>	<p><b>NY-6.NS.1</b> Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.</p> <p><b>NY-6.EE.2a</b> Write expressions that record operations with numbers and with letters standing for numbers.</p> <p><b>NY-6.EE.2c</b> Evaluate expressions given specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order (Order of Operations).</p>
<ul style="list-style-type: none"> <li>8-11 Multiplication and Division Equations with Fractions—pp. 186–187 (Write and solve multiplication and division equations with fractions.)</li> </ul>	<ul style="list-style-type: none"> <li>8-12 Multiplication and Division Equations with Fractions—pp. 272–273</li> </ul>	<p><b>NY-6.NS.1</b> Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.</p> <p><b>NY-6.EE.7</b> Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers.</p>
<ul style="list-style-type: none"> <li>8-12 Problem Solving: Use a Model—pp. 188–189 (Use a model to solve problems.)</li> </ul>		<p><b>MP.1</b> Make sense of problems and persevere in solving them.</p> <p><b>MP.4</b> Model with mathematics</p> <p><b>MP.6</b> Attend to precision</p>
<i>Sadlier Math, Grade 6</i>	<i>Progress in Mathematics, Grade 6</i>	Next Gen Mathematics Learning Standards
<p><b>Chapter 9</b> <b>Rational Numbers and the Coordinate Plane</b></p> <ul style="list-style-type: none"> <li>9-1 Integers on the Number Line—pp. 196–197 (Use a number line to represent integers.)</li> </ul>	<p><b>Chapter 5</b> <b>Integers</b></p> <ul style="list-style-type: none"> <li>5-1 Integers—pp. 150–151</li> </ul>	<p><b>NY-6.NS.6a</b> 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, and that 0 is its own opposite</p>

<i>Sadlier Math, Grade 6</i>	<i>Progress in Mathematics, Grade 6</i>	Next Gen Mathematics Learning Standards
<ul style="list-style-type: none"> <li>9-2 Integers in the Real World—pp. 198-199 (Graph and use integers to represent real-world situations, and explain the meaning of 0 in context.)</li> </ul>	<ul style="list-style-type: none"> <li>5-1A Integers in the Real World—Online</li> <li>5-9 Temperature—pp. 166-167</li> </ul>	<p><b>NY-6.NS.5</b> 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.</p> <p><b>NY-6.NS.7b</b> Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p>
<ul style="list-style-type: none"> <li>9-3 Compare and Order Integers—pp. 200-201 (Use a number line to compare and order integers and understand absolute value.)</li> </ul>	<ul style="list-style-type: none"> <li>5-2 Compare and Order Integers—pp. 152-153</li> </ul>	<p><b>NY-6.NS.6c</b> Find and position integers and other rational numbers on a horizontal or vertical number line. Find and position pairs of integers and other rational numbers on a coordinate plane.</p> <p><b>NY-6.NS.7a</b> Interpret statements of inequality as statements about the relative position of two numbers on a number line.</p> <p><b>NY-6.NS.7b</b> Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p> <p><b>NY-6.NS.7c</b> Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.</p>
<ul style="list-style-type: none"> <li>9-4 Absolute Value as Magnitude—pp. 202-203 (Compare and order integers and understand absolute value as a magnitude in a real-world situation.)</li> </ul>	<ul style="list-style-type: none"> <li>5-1 Integers (absolute value)—pp. 150-151</li> <li>5-2 Compare and Order Integers—pp. 152-153</li> <li>5-2A Use Reasoning to Compare and Order Rational Numbers—Online</li> </ul>	<p><b>NY-6.NS.7c</b> Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.</p> <p><b>NY-6.NS.7d</b> Distinguish comparisons of absolute value from statements about order.</p>

Sadlier Math, Grade 6	Progress in Mathematics, Grade 6	Next Gen Mathematics Learning Standards
<ul style="list-style-type: none"> <li>9-5 Rational Numbers—pp. 204–205 (Use a number line to represent negative and positive rational numbers.)</li> </ul>	<p><b>Chapter 6</b> <b>Number Theory and Fractions</b></p> <ul style="list-style-type: none"> <li>6-16 Rational Numbers—pp. 208–209</li> <li>6-17 Compare and Order Rational Numbers—pp. 210–211</li> </ul>	<p><b>NY-6.NS.6c</b> Find and position integers and other rational numbers on a horizontal or vertical number line. Find and position pairs of integers and other rational numbers on a coordinate plane.</p>
<ul style="list-style-type: none"> <li>9-6 Compare and Order Rational Numbers—pp. 206–207 (Use a number line to compare and order rational numbers.)</li> </ul>	<p><b>Chapter 6</b> <b>Number Theory and Fractions</b></p> <ul style="list-style-type: none"> <li>6-17 Compare and Order Rational Numbers—pp. 210–211</li> </ul>	<p><b>NY-6.NS.6c</b> Find and position integers and other rational numbers on a horizontal or vertical number line. Find and position pairs of integers and other rational numbers on a coordinate plane.</p> <p><b>NY-6.NS.7a</b> Interpret statements of inequality as statements about the relative position of two numbers on a number line.</p> <p><b>NY-6.NS.7b</b> Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p>
<ul style="list-style-type: none"> <li>9-7 Plot Points in the Coordinate Plane—pp. 210–211 (Use signs of coordinates to locate and plot points in the coordinate plane.)</li> </ul>	<p><b>Chapter 14</b> <b>More Concepts in Algebra</b></p> <ul style="list-style-type: none"> <li>14-5 Graph Ordered Pairs—pp. 504–505</li> </ul>	<p><b>NY-6.NS.6c</b> Find and position integers and other rational numbers on a horizontal or vertical number line. Find and position pairs of integers and other rational numbers on a coordinate plane.</p> <p><b>NY-6.NS.8</b> Solve real-world and mathematical problems by graphing points on a coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p>
<ul style="list-style-type: none"> <li>9-8 Reflections of Points—pp. 212–213 (Use signs of coordinates to recognize when points are reflections across one or both axes.)</li> </ul>	<ul style="list-style-type: none"> <li>14-6 Graph Reflections and Translations—pp. 506–507</li> </ul>	<p><b>NY-6.NS.6b</b> Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane. Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p style="text-align: right;"><i>continued on next page</i></p>

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		<p><i>continued from previous page</i></p> <p><b>NY-6.NS.6c</b> Find and position integers and other rational numbers on a horizontal or vertical number line. Find and position pairs of integers and other rational numbers on a coordinate plane.</p> <p><b>NY-6.NS.8</b> Solve real-world and mathematical problems by graphing points on a coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p>
<ul style="list-style-type: none"> <li>9-9 Distance on the Coordinate Plane—pp. 214–215 (Find the distance between two points on the coordinate plane that have the same x- or y-coordinates.)</li> </ul>	<ul style="list-style-type: none"> <li>14-5A Distances and the Coordinate Plane—Online</li> </ul>	<p><b>NY-6.NS.6c</b> Find and position integers and other rational numbers on a horizontal or vertical number line. Find and position pairs of integers and other rational numbers on a coordinate plane.</p> <p><b>NY-6.NS.8</b> Solve real-world and mathematical problems by graphing points on a coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p>
<ul style="list-style-type: none"> <li>9-10 Plot Polygons—pp. 216–217 (Use vertices to draw a polygon in the coordinate plane, and find the lengths of its sides when vertices share the same x- or y-coordinate.)</li> </ul>	<ul style="list-style-type: none"> <li>14-5B Graphing Polygons—Online</li> </ul>	<p><b>NY-6.NS.6c</b> Find and position integers and other rational numbers on a horizontal or vertical number line. Find and position pairs of integers and other rational numbers on a coordinate plane.</p> <p><b>NY-6.NS.8</b> Solve real-world and mathematical problems by graphing points on a coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> <p><i>continued on next page</i></p>



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		<i>continued from previous page</i> <b>NY-6.G.3</b> 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.
<ul style="list-style-type: none"> <li>9-11 Problem Solving: Draw a Picture—pp. 218–219 (Use the coordinate plane to draw a picture and solve real-world problems.)</li> </ul>	<p><b>Chapter 13</b> <b>Measurement</b></p> <ul style="list-style-type: none"> <li>13-20 Problem Solving Strategy: Use Drawings/ Formulas—pp. 486–487</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them.</p> <p><b>MP.4</b> Model with mathematics</p> <p><b>MP.6</b> Attend to precision</p> <p><b>MP.7</b> Look for and make use of structure.</p>

<i>Sadlier Math, Grade 6</i>	<i>Progress in Mathematics, Grade 6</i>	Next Gen Mathematics Learning Standards
<p><b>Chapter 10</b> <b>Ratios and Proportional Relationships</b></p> <ul style="list-style-type: none"> <li>10-1 Ratios—pp. 226–227 (Use ratio concepts and language to describe relationships between quantities.)</li> </ul>	<p><b>Chapter 11</b> <b>Ratio, Proportion, and Percent</b></p> <ul style="list-style-type: none"> <li>11-1 Ratio—pp. 376–377</li> </ul>	<p><b>NY-6.RP.1</b> Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p>
<ul style="list-style-type: none"> <li>10-2 Tables of Equivalent Ratios—pp. 228–229 (Use tables of equivalent ratios to solve real-world and mathematical problems.)</li> </ul>	<ul style="list-style-type: none"> <li>11-2 Equivalent Ratios—pp. 378–379</li> <li>11-2A Ratio and Rate Tables—Online</li> <li>11-3A Compare Ratios (use tables to compare ratios)—Online</li> </ul>	<p><b>NY-6.RP.3a</b> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p>
<ul style="list-style-type: none"> <li>10-3 Tape Diagrams—pp. 230–231 (Use tape diagrams and ratio reasoning to solve real-world and mathematical problems.)</li> <li>10-4 Double Number Lines—pp. 232–233 (Use double number line diagrams and ratio reasoning to solve real-world and mathematical problems.)</li> </ul>	<ul style="list-style-type: none"> <li>11-4A Model Proportions with Double Number Lines—Online</li> <li>11-4B Model Proportions with Tape Diagrams—Online</li> </ul>	<p><b>NY-6.RP.3</b> Use ratio and rate reasoning to solve real-world and mathematical problems.</p>

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<ul style="list-style-type: none"> <li>10-5 Compare Ratios—pp. 236–237 (Use tables to compare ratios and solve real-world and mathematical problems.)</li> </ul>	<ul style="list-style-type: none"> <li>11-3A Compare Ratios—Online</li> </ul>	<p><b>NY-6.RP.3a</b> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p>
<ul style="list-style-type: none"> <li>10-6 Rates and Unit Rates—pp. 238–239 (Understand, describe, and calculate rates and unit rates.)</li> </ul>	<ul style="list-style-type: none"> <li>11-2B Ratios and Unit Rates—Online</li> <li>11-3 Rates (unit rate, unit price)—pp. 380–381</li> </ul>	<p><b>NY-6.RP.2</b> Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math> (<math>b</math> not equal to zero), and use rate language in the context of a ratio relationship.</p> <p><b>NY-6.RP.3b</b> Solve unit rate problems.</p>
<ul style="list-style-type: none"> <li>10-7 Compare Prices—pp. 240–241 (Use rate reasoning to solve problems involving unit pricing.)</li> </ul>	<p><b>Chapter 12</b> <b>Percent Applications</b></p> <ul style="list-style-type: none"> <li>12-9 Better Buy—pp. 430–431</li> </ul>	<p><b>NY-6.RP.2</b> Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math> (<math>b</math> not equal to zero), and use rate language in the context of a ratio relationship.</p> <p><b>NY-6.RP.3b</b> Solve unit rate problems.</p>
<ul style="list-style-type: none"> <li>10-8 Equations for Proportional Relationships—pp. 242–243 (Use ratios and rates to write equations and solve problems.)</li> </ul>	<p><b>Chapter 11</b> <b>Ratio, Proportion, and Percent</b></p> <ul style="list-style-type: none"> <li>11-4 Proportions—pp. 382–383</li> <li>11-5 Solve Proportions—pp. 384–385</li> <li>11-6 Write Proportions—pp. 386–387</li> <li>11-8 Use Proportions—pp. 390–391</li> <li>11-9 Scale Drawings and Maps—pp. 392–393</li> </ul>	<p><b>NY-6.RP.2</b> Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math> (<math>b</math> not equal to zero), and use rate language in the context of a ratio relationship.</p>
<ul style="list-style-type: none"> <li>10-9 Graphs of Proportional Relationships—pp. 244–245 (Use ratio and rate reasoning to make tables of equivalent ratios and plot pairs of values on the coordinate plane.)</li> </ul>	<p><b>Chapter 14</b> <b>More Concepts in Algebra</b></p> <ul style="list-style-type: none"> <li>14-7A Model Rates (make table/graph rates)—Online</li> </ul>	<p><b>NY-6.RP.2</b> Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math> (<math>b</math> not equal to zero), and use rate language in the context of a ratio relationship.</p> <p><b>NY-6.RP.3a</b> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p> <p><b>NY-6.RP.3b</b> Solve unit rate problems.</p>

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<ul style="list-style-type: none"> <li>10-10 Problem Solving: Make a Model—pp. 246–247 (Make a table to organize and solve problems.)</li> </ul>	<p><b>Chapter 12</b> <b>Integers</b></p> <ul style="list-style-type: none"> <li>5-10 Problem Solving Strategy: Make a Table—pp. 168–169</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them.  <b>MP.4</b> Model with mathematics  <b>MP.6</b> Attend to precision  <b>MP.7</b> Look for and make use of structure.</p>
Sadlier Math, Grade 6	Progress in Mathematics, Grade 6	Next Gen Mathematics Learning Standards
<p><b>Chapter 11</b> <b>Percent</b></p> <ul style="list-style-type: none"> <li>11-1 Percent—pp. 254–255 (Use models, fractions, and decimals to express percents.)</li> <li>11-2 Relate Percents to Fractions—pp. 256–257 (Rename percents and fractions.)</li> <li>11-3 Relate Percents to Decimals—pp. 258–259 (Rename a percent as a decimal and a decimal as a percent.)</li> <li>11-4 Relate Decimals, Fractions, and Percents—pp. 260–261 (Connect decimals, fractions, and percents.)</li> <li>11-5 Percents Greater Than 100%—pp. 262–263 (Rename percents greater than 100%.)</li> <li>11-6 Percents Less Than 1%—pp. 264–265 (Rename percents less than 1%.)</li> <li>11-7 Find the Part—pp. 268–269 (Multiply a whole by a percent to find the part.)</li> <li>11-8 Find the Percent—pp. 270–271 (Divide a part by a whole to find a percent.)</li> <li>11-9 Find the Whole—pp. 272–273 (Use a formula to find a whole given the part and percent.)</li> </ul>	<p><b>Chapter 12</b> <b>Percent Applications</b></p> <ul style="list-style-type: none"> <li>12-1 Mental Math: Percent—pp. 414–415</li> <li>12-2 Percent Sense—pp. 416–417</li> <li>12-3 Percentage of a Number—pp. 418–419</li> <li>12-4 Find the Rate—pp. 420–421</li> <li>12-5 Find the Original Number—pp. 422–423</li> <li>12-6 Percent Problems—pp. 424–425</li> <li>12-7 Discount and Sale Price—pp. 426–427</li> <li>12-8 Sales Tax and Total Cost—pp. 428–429</li> <li>12-9 Better Buy—pp. 430–431</li> <li>12-10 Commission—pp. 432–433</li> <li>12-11 Simple Interest—pp. 434–435</li> <li>12-12 Make Circle Graphs—pp. 436–437</li> <li>12-13 Problem Solving Strategy: Write an Equation (find sales tax)—pp. 438–439</li> </ul>	<p><b>NY-6.RP.3c</b> Find a percent of a quantity as a rate per 100. Solve problems that involve finding the whole given a part and the percent, and finding a part of a whole given the percent.</p>
<ul style="list-style-type: none"> <li>11-10 Problem Solving: Act it Out—pp. 274–275 (Act it out to solve problems.)</li> </ul>		<p><b>MP.1</b> Make sense of problems and persevere in solving them.  <b>MP.4</b> Model with mathematics.  <b>MP.6</b> Attend to precision.</p>

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<p><b>Chapter 12</b> <b>Measurement</b></p> <ul style="list-style-type: none"> <li>• 12-1 Convert Customary Units—pp. 282–283 (Use ratio reasoning to convert customary units.)</li> <li>• 12-2 Convert Metric Units—pp. 284–285 (Use ratio reasoning to convert between metric units.)</li> <li>• 12-3 Convert Between Customary and Metric Units—pp. 288–289 (Use ratio reasoning to convert between customary and metric units.)</li> </ul>	<p><b>Chapter 13</b> <b>Measurement</b></p> <ul style="list-style-type: none"> <li>• 13-1 Measure Metric Length—pp. 448–449</li> <li>• 13-2 Measure Metric Capacity and Mass—pp. 450–451</li> <li>• 13-3 Measure Customary Length—pp. 452–453</li> <li>• 13-4 Measure Customary Capacity and Weight—pp. 454–455</li> <li>• 13-5 Compute Customary Units—pp. 456–457</li> <li>• 13-6 Compute with Time—pp. 458–459</li> <li>• 13-7 Relate Customary and Metric Units—pp. 460–461</li> <li>• 13-7A Use Proportions to Convert Units—Online</li> </ul>	<p><b>NY-6.RP.3d</b></p> <p>Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>
<ul style="list-style-type: none"> <li>• 12-4 Problem Solving: Use Logical Reasoning—pp. 290–291 (Use logical reasoning to solve problems requiring conversions.)</li> </ul>	<p><b>Chapter 10</b> <b>Geometry</b></p> <ul style="list-style-type: none"> <li>• 10-19 Problem Solving Strategy: Logical Reasoning—pp. 366–367</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them.  <b>MP.2</b> Reason abstractly and quantitatively.  <b>MP.3</b> Construct viable arguments and critique the reasoning of others.  <b>MP.6</b> Attend to precision</p>
<i>Sadlier Math, Grade 6</i>	<i>Progress in Mathematics, Grade 6</i>	Next Gen Mathematics Learning Standards
<p><b>Chapter 13</b> <b>Two-Variable Relationships</b></p> <ul style="list-style-type: none"> <li>• 13-1 Related Quantities—pp. 298–299 (Identify the relationship between two variables and use rate to solve problems.)</li> <li>• 13-2 Relationships in Words and Tables—pp. 300–301 (Use tables to identify and describe the relationship between dependent and independent variables.)</li> <li>• 13-3 Relationships in Equations and Graphs—pp. 302–303 (Use graphs and equations to describe relationships between dependent and independent variables.)</li> </ul> <p><i>continued on next page</i></p>	<p><b>Chapter 14</b> <b>More Concepts in Algebra</b></p> <ul style="list-style-type: none"> <li>• 14-4A Independent and Dependent Variables—Online</li> <li>• 14-8A Related Variables (tables, graphs, equations)—Online</li> </ul>	<p><b>NY-6.EE.9</b></p> <p>Use variables to represent two quantities in a real-world problem that change in relationship to one another. Given a verbal context and an equation, identify the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p>

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<p><i>continued from previous page</i></p> <ul style="list-style-type: none"> <li>13-4 Multiple Representations of a Relationship—pp. 306–307 (Use tables, equations, and graphs to represent the relationship between independent and dependent variables.)</li> </ul>		
<ul style="list-style-type: none"> <li>13-5 Problem Solving: Guess and Test—pp. 308–309 (Use a table or graph to guess and test to solve problems.)</li> </ul>	<p><b>Introduction to Problem Solving</b></p> <ul style="list-style-type: none"> <li>Guess and Check—p. 28</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them.  <b>MP.2</b> Reason abstractly and quantitatively.  <b>MP.3</b> Construct viable arguments and critique the reasoning of others.  <b>MP.6</b> Attend to precision</p>

Sadlier Math, Grade 6	Progress in Mathematics, Grade 6	Next Gen Mathematics Learning Standards
<p><b>Chapter 14</b>  <b>Geometry: Area</b></p> <ul style="list-style-type: none"> <li>14-1 Areas of Parallelograms and Rhombuses—pp. 316–317 (Find the areas of parallelograms.)</li> <li>14-2 Areas of Triangles—pp. 318–319 (Use a formula to find the area of triangles.)</li> <li>14-3 Areas of Trapezoids—pp. 320–321 (Use a formula to find the area of a trapezoid.)</li> </ul>	<p><b>Skills Update</b></p> <ul style="list-style-type: none"> <li>Perimeter and Area of Rectangles—p. 25</li> </ul> <p><b>Chapter 13</b>  <b>Measurement</b></p> <ul style="list-style-type: none"> <li>13-9 Area of Rectangles and Squares—pp. 464–465</li> <li>13-10 Area of Triangles and Parallelograms—pp. 466–467</li> <li>13-11 Area of Trapezoids—pp. 468–469</li> </ul>	<p><b>NY-6.G.1</b></p> <p>Find area of triangles, trapezoids, and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals. Apply these techniques in the context of solving real-world and mathematical problems.</p>
<ul style="list-style-type: none"> <li>14-4 Circumferences and Areas of Circles—pp. 324–325 (Find the circumference and area of a circle.)</li> </ul>	<ul style="list-style-type: none"> <li>13-12 Circumference—pp. 470–471</li> <li>13-13 Area of a Circle—pp. 472–473</li> </ul>	<p>Readiness for Grade 7</p> <p><b>NY-7.G.4</b></p> <p>Apply the formulas for the area and circumference of a circle to solve problems.</p>
<ul style="list-style-type: none"> <li>14-5 Areas of Regular Polygons—pp. 326–327 (Find the area of a regular polygon.)</li> <li>14-6 Areas of Composite Figures—pp. 328–329 (Find the areas of composite figures.)</li> </ul>	<ul style="list-style-type: none"> <li>13-11A Plane Figures and Area (complex figures)—Online</li> </ul>	<p><b>NY-6.G.1</b></p> <p>Find area of triangles, trapezoids, and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals. Apply these techniques in the context of solving real-world and mathematical problems.</p>

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<ul style="list-style-type: none"> <li>14-7 Problem Solving: Find a Pattern—pp. 330-331 (Find a pattern to solve problems.)</li> </ul>	<p><b>Chapter 6</b> <b>Number Theory and Fractions</b></p> <ul style="list-style-type: none"> <li>6-18 Problem Solving Strategy: Find a Pattern—pp. 212-213</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them. <b>MP.6</b> Attend to precision <b>MP.7</b> Look for and make use of structure.</p>
<i>Sadlier Math, Grade 6</i>	<i>Progress in Mathematics, Grade 6</i>	Next Gen Mathematics Learning Standards
<p><b>Chapter 15</b> <b>Geometry: Surface Area and Volume</b></p> <ul style="list-style-type: none"> <li>15-1 Nets of Three-Dimensional Figures—pp. 338-339 (Use nets to represent three-dimensional figures.)</li> <li>15-2 Use Nets to Find Surface Areas of Prisms—pp. 340-341 (Find the surface area of a prism.)</li> <li>15-3 Use Nets to Find Surface Areas of Pyramids—pp. 342-343 (Find the surface area of a pyramid.)</li> </ul>	<p><b>Chapter 13</b> <b>Measurement</b></p> <ul style="list-style-type: none"> <li>13-13A Use Nets to Find Surface Area—Online</li> <li>13-14 Surface Area of Cubes, Rectangular Prisms, and Cylinders—pp. 474-475</li> <li>13-15 Surface Area of Pyramids and Triangular Prisms—pp. 476-477</li> </ul>	<p><b>NY-6.G.4</b> Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p>
<ul style="list-style-type: none"> <li>15-4 Use Cubes to Find Volumes—pp. 346-347 (Use cubes to find the volume of a rectangular prism; perfect square/perfect cube.)</li> <li>15-5 Volumes of Right Rectangular Prisms—pp. 348-349 (Use formulas to find the volume of a rectangular prism.)</li> </ul>	<ul style="list-style-type: none"> <li>13-16 Volume of Prisms—pp. 478-479</li> <li>13-16A Use Partial Cubes to Find Volume—Online</li> <li>13-16B Volume of a Prism—Online</li> <li>13-19 Use Formulas to Solve Problems—pp. 484-485</li> </ul>	<p><b>NY-6.G.2</b> Find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. <b>NY-6.G.5</b> Use area and volume models to explain perfect squares and perfect cubes.</p>
<ul style="list-style-type: none"> <li>15-6 Problem Solving: More Than One Way—pp. 350-351 (Solve in more than one way to compare strategies for solving problems. Relate the mass of an object to its volume.)</li> </ul>	<p><b>Introduction to Problem Solving</b></p> <ul style="list-style-type: none"> <li>Applications: Mixed Review (choose a strategy)—p. 32</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them. <b>MP.3</b> Construct viable arguments and critique the reasoning of others. <b>MP.6</b> Attend to precision</p>

Sadlier Math, Grade 6	Progress in Mathematics, Grade 6	Next Gen Mathematics Learning Standards
<p><b>Chapter 16</b> <b>Measures of Center and Variation</b></p> <ul style="list-style-type: none"> <li>16-1 Statistical Questions—pp. 358–359 (Identify statistical questions.)</li> </ul>	<p><b>Chapter 9</b> <b>Data and Statistics</b></p> <ul style="list-style-type: none"> <li>9-6A Statistical Characteristics of a Data Set—Online</li> </ul>	<p><b>NY-6.SP.1a</b> Recognize that a statistical question is one that anticipates variability in the data related to the question and accounts for it in the answers.</p> <p><b>NY-6.SP.1b</b> Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population.</p> <p><b>NY-6.SP.1c</b> Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from the population so valid inferences can be drawn about the population. Generate multiple samples (or simulated samples) of the same size to recognize the variation in estimates or predictions.</p>
<ul style="list-style-type: none"> <li>16-2 Measures of Center—pp. 360–361 (Determine measures of center and use them to summarize data sets.)</li> <li>16-3 Measures of Variation: Range and Interquartile Range—pp. 362–363 (Determine measures of variation and use them to summarize data sets.)</li> <li>16-4 Measure of Variation: Mean Absolute Deviation—pp. 366–367 (Determine mean absolute deviation.)</li> </ul>	<ul style="list-style-type: none"> <li>9-5 Apply Measures of Central Tendency and Range—pp. 300–301</li> <li>9-6 Analyze Data (best measures of central tendency and spread)—pp. 302–303</li> <li>9-6A Statistical Characteristics of a Data Set—Online</li> <li>9-6B Choosing the Best Measures to Describe Data—Online</li> <li>9-7A Describe Data—Online</li> </ul>	<p><b>NY-6.SP.2</b> Understand that a set of quantitative data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p><b>NY-6.SP.3</b> Recognize that a measure of center for a quantitative data set summarizes all of its values with a single number while a measure of variation describes how its values vary with a single number.</p> <p><b>NY-6.SP.5a</b> Report the number of observations.</p> <p><b>NY-6.SP.5b</b> Describe the nature of the attribute under investigation, including how it was measured and its units of measurement.</p> <p><b>NY-6.SP.5c</b> Calculate range and measures of center, as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p style="text-align: right;"><i>continued on next page</i></p>

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		<p><i>continued from previous page</i></p> <p><b>NY-6.SP.5d</b> Calculate range and measures of center, as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p>
<ul style="list-style-type: none"> <li>16-5 Analyze Data—pp. 368–369 (Identify clusters, gaps, and outliers and use them to analyze data.)</li> </ul>	<ul style="list-style-type: none"> <li>9-6 Analyze Data (clusters, gaps, outliers)—pp. 302–303</li> </ul>	<p><b>NY-6.SP.2</b> Understand that a set of quantitative data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p><b>NY-6.SP.5a</b> Report the number of observations.</p> <p><b>NY-6.SP.5b</b> Describe the nature of the attribute under investigation, including how it was measured and its units of measurement.</p> <p><b>NY-6.SP.5c</b> Calculate range and measures of center, as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p><b>NY-6.SP.5d</b> Relate the range and the choice of measures of center to the shape of the data distribution and the context in which the data were gathered</p>
<ul style="list-style-type: none"> <li>16-6 Problem Solving: Work Backward—pp. 370–371 (Work backward to solve problems.)</li> </ul>	<p><b>Chapter 7</b> <b>Fractions and Decimals</b></p> <ul style="list-style-type: none"> <li>7-10 Problem Solving Strategy: Work Backward—pp. 240–241</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them.</p> <p><b>MP.3</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>MP.6</b> Attend to precision</p>

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<p><b>Chapter 17</b> <b>Data Displays</b></p> <ul style="list-style-type: none"> <li>17-1 Dot Plots—pp. 378–379 (Organize data in dot plots and use dot plots to describe the data.)</li> </ul>	<p><b>Chapter 9</b> <b>Data and Statistics</b></p> <ul style="list-style-type: none"> <li>9-6A Statistical Characteristics of a Data Set (dot plots)—Online</li> </ul>	<p><b>NY-6.SP.4</b> Display quantitative data in plots on a number line, including dot plots and histograms.</p> <p><b>NY-6.SP.5a</b> Report the number of observations. continued on next page</p> <p><b>NY-6.SP.5b</b> Describe the nature of the attribute under investigation, including how it was measured and its units of measurement.</p> <p><b>NY-6.SP.5c</b> Calculate range and measures of center, as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p><b>NY-6.SP.5d</b> Relate the range and the choice of measures of center to the shape of the data distribution and the context in which the data were gathered</p>
<ul style="list-style-type: none"> <li>17-2 Box Plots—pp. 380–381 (Make and read box plots.)</li> </ul>	<ul style="list-style-type: none"> <li>9-7A Describe Data (box plots)—Online</li> </ul>	<p><b>NY-6.SP.2</b> Understand that a set of quantitative data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p><b>NY-6.SP.4</b> Display quantitative data in plots on a number line, including dot plots and histograms.</p> <p><b>NY-6.SP.5a</b> Report the number of observations.</p> <p><b>NY-6.SP.5b</b> Describe the nature of the attribute under investigation, including how it was measured and its units of measurement.</p> <p><b>NY-6.SP.5c</b> 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</p> <p style="text-align: right;"><i>continued on next page</i></p>

<i>Sadlier Math, Grade 6</i>	<i>Progress in Mathematics, Grade 6</i>	Next Gen Mathematics Learning Standards
		<p><i>continued from previous page</i></p> <p>pattern with reference to the context in which the data were gathered.</p> <p><b>NY-6.SP.5d</b> Relate the range and the choice of measures of center to the shape of the data distribution and the context in which the data were gathered</p>
<ul style="list-style-type: none"> <li>• 17-3 Histograms—pp. 382–383 (Make and read frequency tables and histograms.)</li> </ul>	<ul style="list-style-type: none"> <li>• 9-13 Histograms—pp. 316–317</li> </ul>	<p><b>NY-6.SP.4</b> Display quantitative data in plots on a number line, including dot plots and histograms.</p> <p><b>NY-6.SP.5a</b> Report the number of observations.</p> <p><b>NY-6.SP.5b</b> Describe the nature of the attribute under investigation, including how it was measured and its units of measurement.</p> <p><b>NY-6.SP.5c</b> Calculate range and measures of center, as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p><b>NY-6.SP.5d</b> Relate the range and the choice of measures of center to the shape of the data distribution and the context in which the data were gathered</p>
<ul style="list-style-type: none"> <li>• 17-4 Data Distributions—pp. 386–387 (Use data displays to describe data.)</li> </ul>	<ul style="list-style-type: none"> <li>• 9-3A Summarize the Data—Online</li> <li>• 9-6B Choosing the Best Measures to Describe Data—Online</li> </ul>	<p><b>NY-6.SP.2</b> Understand that a set of quantitative data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p><b>NY-6.SP.5a</b> Report the number of observations.</p> <p><b>NY-6.SP.5b</b> Describe the nature of the attribute under investigation, including how it was measured and its units of measurement.</p> <p><i>continued on next page</i></p>

<i>Sadlier Math, Grade 6</i>	<i>Progress in Mathematics, Grade 6</i>	Next Gen Mathematics Learning Standards
		<p><i>continued from previous page</i></p> <p><b>NY-6.SP.5c</b> Calculate range and measures of center, as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p><b>NY-6.SP.5d</b> Relate the range and the choice of measures of center to the shape of the data distribution and the context in which the data were gathered</p>
<ul style="list-style-type: none"> <li>• 17-5 Interpret Circle Graphs—pp. 388–389 (Interpret circle graphs.)</li> </ul>	<ul style="list-style-type: none"> <li>• 9-14 Interpret Circle Graphs—pp. 318–319</li> </ul>	<p>Extension</p> <p><b>NY-6.SP.4</b> Display quantitative data in plots on a number line, including dot plots and histograms.</p>
<ul style="list-style-type: none"> <li>• 17-6 Problem Solving: Use a Model—pp. 390–391 (Use and compare models to solve problems.)</li> </ul>		<p><b>MP.1</b> Make sense of problems and persevere in solving them.</p> <p><b>MP.3</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>MP.4</b> Model with mathematics</p> <p><b>MP.6</b> Attend to precision</p>
<i>Sadlier Math, Grade 6</i>	<i>Progress in Mathematics, Grade 6</i>	Next Gen Mathematics Learning Standards
<p><b>Chapter 18</b> <b>Probability</b></p> <ul style="list-style-type: none"> <li>• 18-1 Populations and Samples—Online</li> </ul>	<p><b>Chapter 9</b> <b>Data and Statistics</b></p> <ul style="list-style-type: none"> <li>• 9-1 Surveys—pp. 292–293</li> <li>• 9-2 Samples—pp. 294–295</li> </ul>	<p><b>NY-6.SP.1b</b> Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population.</p>

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<ul style="list-style-type: none"> <li>• 18-2 Drawing Conclusions from Samples—Online</li> </ul>	<ul style="list-style-type: none"> <li>• 9-1 Surveys—pp. 292-293</li> <li>• 9-2 Samples—pp. 294-295</li> <li>• 9-3 Bias in Surveys—pp. 296-297</li> <li>• 9-4 Record and Interpret Data—pp. 298-299</li> </ul>	<p><b>NY-6.SP.1c</b> Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from the population so valid inferences can be drawn about the population. Generate multiple samples (or simulated samples) of the same size to recognize the variation in estimates or predictions.</p>
<ul style="list-style-type: none"> <li>• 18-3 Probability and Likelihood—Online</li> </ul>	<p><b>Chapter 8</b> <b>Fractions: Multiplication, Division, and Probability</b></p> <ul style="list-style-type: none"> <li>• 8-13 Probability—pp. 274-275</li> <li>• 8-16 Predictions and Probability—pp. 280-281</li> </ul>	<p><b>NY-6.SP.6</b> Understand that the probability of a chance event is a number between 0 and 1 inclusive, that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p>
<ul style="list-style-type: none"> <li>• 18-4 Theoretical Probability—Online</li> </ul>	<ul style="list-style-type: none"> <li>• 8-13 Probability—pp. 274-275</li> <li>• 8-16 Predictions and Probability—pp. 280-281</li> </ul>	<p><b>NY-6.SP.7</b> Approximate the probability of a simple event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.</p>
<ul style="list-style-type: none"> <li>• 18-5 Relative Frequency and Experimental Probability—Online</li> </ul>	<ul style="list-style-type: none"> <li>• 8-13 Probability—pp. 274-275</li> <li>• 8-16 Predictions and Probability—pp. 280-281</li> </ul>	<p><b>NY-6.SP.7</b> Approximate the probability of a simple event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.</p> <p style="text-align: right;"><i>continued on next page</i></p>

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		<p><i>continued from previous page</i></p> <p><b>NY-6.SP.8a</b> Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of simple events.</p> <p><b>NY-6.SP.8b</b> Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.</p>
<ul style="list-style-type: none"> <li>• 18-6 Uniform Probability Models—Online</li> </ul>	<ul style="list-style-type: none"> <li>• 8-13 Probability—pp. 274–275</li> <li>• 8-16 Predictions and Probability—pp. 280–281</li> </ul>	<p><b>NY-6.SP.8a</b> Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of simple events.</p>
<ul style="list-style-type: none"> <li>• 18-7 Non-Uniform Probability Models—Online</li> </ul>	<ul style="list-style-type: none"> <li>• 8-13 Probability—pp. 274–275</li> <li>• 8-16 Predictions and Probability—pp. 280–281</li> </ul>	<p><b>NY-6.SP.8b</b> Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.</p>
<ul style="list-style-type: none"> <li>• 18-8 Problem Solving: Make an Organized List—Online</li> </ul>	<p><b>Chapter 9</b> <b>Data and Statistics</b></p> <ul style="list-style-type: none"> <li>• 9-15 Make an Organized List—pp. 320–321</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them.  <b>MP.4</b> Model with mathematics.  <b>MP.6</b> Attend to precision.  <b>MP.7</b> Look for and make use of structure.</p>