

**Common Core State Standards with California Additions<sup>1</sup>  
 Standards Map for a Basic Grade-Level Program**

**Grade Six – Mathematics**

Standard No.	Standard Language	Publisher Citations		Meets Standard		For Reviewer Use Only
		Primary Citations	Supporting Citations	Y	N	Reviewer Notes
	<b>RATIOS AND PROPORTIONAL RELATIONSHIPS</b>					
	<b>Understand ratio concepts and use ratio reasoning to solve problems.</b>					
6.RP 1.	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i>	SE/TE: 190-195, 196-203	SE/TE: 204-209, 210-215			
6.RP 2.	Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ , and use rate language in the context of a ratio relationship. <i>For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>3/4</math> cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”<sup>2</sup></i>	SE/TE: 204-209, 210-215				

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

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

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6.RP 3a.	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	SE/TE: 196-203, 204-209, 210-215	SE/TE: 314-321 (Activity 1, Example 3, and Example 4)			
6.RP 3b.	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i>	SE/TE: 204-209, 210-215				
6.RP 3c.	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	SE/TE: 218-223, 224-231	SE/TE: 433 (The “Finding Percents” topic of the Chapter 10 opener at the bottom of the page)			

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6.RP 3d.	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	SE/TE: 232-237				
	<b>THE NUMBER SYSTEM</b>					
	<b>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</b>					
6.NS 1.	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</i>	SE/TE: 62-69, 70-75	SE/TE: 54-61, 189 (The “Multiplying and Dividing Fractions” topic of the Chapter 5 opener at the bottom of the page)			
	<b>Compute fluently with multi-digit numbers and find common factors and multiples.</b>					

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6.NS 2.	Fluently divide multi-digit numbers using the standard algorithm.	SE/TE: 2-9 (Examples 3 and 4)				
6.NS 3.	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	SE/TE: 78-83, 84-91, 92-99				
6.NS 4.	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express <math>36 + 8</math> as <math>4(9 + 2)</math>.</i>	SE/TE: 30-35, 36-41, 132-139, 140-141	SE/TE: 24-29, 42-43			
.	<b>Apply and extend previous understandings of numbers to the system of rational numbers.</b>					
6.NS 5.	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	SE/TE: 248-253, 254-259, 260-265				

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6.NS 6a.	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$ , and that 0 is its own opposite.	SE/TE: 248-253, 260-265				
6.NS 6b.	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	SE/TE: 274-281, 282-283				

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6.NS 6c.	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	SE/TE: 248-253, 254-259, 260-265, 274-281, 282-283	SE/TE: 268-273			
6.NS 7a.	Understand ordering and absolute value of rational numbers. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret <math>-3 &gt; -7</math> as a statement that <math>-3</math> is located to the right of <math>-7</math> on a number line oriented from left to right.</i>	SE/TE: 254-259, 260-265, 268-273, 289				
6.NS 7b.	Understand ordering and absolute value of rational numbers. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write <math>-3^{\circ}\text{C} &gt; -7^{\circ}\text{C}</math> to express the fact that <math>-3^{\circ}\text{C}</math> is warmer than <math>-7^{\circ}\text{C}</math>.</i>	SE/TE: 254-259, 260-265	SE/TE: 268-273			

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6.NS 7c.	Understand ordering and absolute value of rational numbers. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write <math> -30  = 30</math> to describe the size of the debt in dollars.</i>	SE/TE: 268-273				
6.NS 7d.	Understand ordering and absolute value of rational numbers. Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i>	SE/TE: 268-273				
6.NS 8.	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	SE/TE: 274-281				
	<b>EXPRESSIONS AND EQUATIONS</b>					
	<b>Apply and extend previous understandings of arithmetic to algebraic expressions.</b>					

Standard No.	Standard Language	Publisher Citations		Meets Standard		For Reviewer Use Only
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6.EE 1.	Write and evaluate numerical expressions involving whole-number exponents.	SE/TE: 16-21	SE/TE: 10-15, 109 (The “Using Order of Operations” topic at the bottom of the page)			
6.EE 2a.	Write, read, and evaluate expressions in which letters stand for numbers. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract <math>y</math> from 5” as <math>5 - y</math>.</i>	SE/TE: 118-123	SE/TE: 293			
6.EE 2b.	Write, read, and evaluate expressions in which letters stand for numbers. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</i>	SE/TE: 132-139, 140-141	SE/TE: 30-35			



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6.EE 2c.	Write, read, and evaluate expressions in which letters stand for numbers. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = 1/2</math>.</i>	SE/TE: 110-117	SE/TE: 293			
6.EE 3.	Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</i>	SE/TE: 126-131, 132-139, 140-141				
6.EE 4.	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</i>	SE/TE: 126-131, 132-139, 140-141				
	<b>Reason about and solve one-variable equations and inequalities.</b>					

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6.EE 5.	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	SE/TE: 300-307, 308-313, 324-331, 332-337, 338-343				
6.EE 6.	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	SE/TE: 110-117, 118-123, 294-299	SE/TE: 126-131, 132-139			
6.EE 7.	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$ , $q$ and $x$ are all nonnegative rational numbers.	SE/TE: 294-299, 300-307, 308-313				
6.EE 8.	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	SE/TE: 324-331, 332-337, 338-343				
	<b>Represent and analyze quantitative relationships between dependent and independent variables.</b>					

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6.EE 9.	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</i>	SE/TE: 314-321				
	<b>GEOMETRY</b>					
	<b>Solve real-world and mathematical problems involving area, surface area, and volume.</b>					
6.G 1.	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	SE/TE: 152-157, 158-163, 166-171	SE/TE: 172-173			

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6.G 2.	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	SE/TE: 374-379				
6.G 3.	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	SE/TE: 174-179				
6.G 4.	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	SE/TE: 360-365, 368-373	SE/TE: 354-359			
<b>STATISTICS AND PROBABILITY</b>						
	<b>Develop understanding of statistical variability.</b>					

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6.SP 1.	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>	SE/TE: 390-395				
6.SP 2.	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	SE/TE: 396-401, 402-409, 412-417, 418-423, 450-455, 458-465	SE/TE: 390-395, 440-447			
6.SP 3.	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	SE/TE: 396-401, 402-409, 412-417, 418-423				
	<b>Summarize and describe distributions.</b>					
6.SP 4.	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	SE/TE: 390-395, 440-447, 450-455, 458-465	SE/TE: 434-439			
6.SP 5a.	Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations.	SE/TE: 396-401, 418-423	SE/TE: 390-395 (Activity 1, Examples 1 and 2)			
6.SP 5b.	Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	SE/TE: 390-395 (Example 2)				

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6.SP 5c.	Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	SE/TE: 396-401, 402-409, 412-417, 418-423, 458-465				
6.SP 5d.	Summarize numerical data sets in relation to their context, such as by: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	SE/TE: 456-457				
	<b>MATHEMATICAL PRACTICES</b>					

Standard No.	Standard Language	Publisher Citations		Meets Standard		For Reviewer Use Only
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MP 1.	Make sense of problems and persevere in solving them.	SE/TE: 133 (look for entry points to a solution)  SE/TE: 233, 295, 369, 413 (analyze givens, constraints, relationships and goals)  SE/TE: 31 (make conjectures about the form and meaning of the solution)  SE/TE: 261, 339 (plan a solution pathway rather than simply jumping into a solution attempt)  SE/TE: 55, 219 (consider analogous problems)  SE/TE: 275 (monitor and evaluate their progress and change course if necessary)				

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MP 2.	Reason abstractly and quantitatively.	SE/TE: 71, 111, 301 (make sense of quantities and their relationships in problem situations)  SE/TE: 119 (bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize and the ability to contextualize)  SE/TE: 17, 197, 419, 456 (create a coherent representation of the problem at hand, considering the units involved, attending to the meaning of quantities, not just how to compute them, and knowing and flexibly using				
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MP 3.	Construct viable arguments and critique the reasoning of others.	SE/TE: 153, 451 (understand and use stated assumptions, definitions, and previously established results in constructing arguments)  SE/TE: 79 (make conjectures and build a logical progression of statements to explore the truth of their conjectures)  SE/TE: 127 (are able to analyze situations by breaking them into cases and being able to recognize and use counterexamples)  SE/TE: 37 (justify conclusions, communicate				

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MP 4.	Model with mathematics.	SE/TE: 191, 403 (identify important quantities in practical situations and map their relationships using such tools as: diagrams; two-way tables; graphs; flowcharts; and formulas)  SE/TE: 63, 375 (analyze those relationships mathematically to draw conclusions)  SE/TE: 25, 309, 333, 435 (routinely interpret their mathematical results in the context of the situation and the results make sense)				

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MP 5.	Use appropriate tools strategically.	SE/TE: 255 (consider the tools available when solving a mathematical problem and are sufficiently familiar with tools appropriate for their grade to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations)  SE/TE: 269 (able to identify relevant external mathematical resources, such as digital content located on a website, and then use them to pose or solve				
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MP 6.	Attend to precision.	SE/TE: 3 (try to communicate precisely to others)  SE/TE: 167, 397 (use clear definitions in discussion with others and in their own reasoning)  SE/TE: 325 (state the meaning of the symbols they choose, including using the equal sign consistently and appropriately)  SE/TE: 205, 441 (are careful about specifying units of measure, and labeling axes, and to clarify the correspondence with quantities in a problem)				
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		SE/TE: 159 (calculate accurately and				

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MP 7.	Look for and make use of structure.	SE/TE: 211, 315 (look closely to discern a pattern or structure)  SE/TE: 85, 355, 459 (students are able to see complicated things as single objects or as being composed of several objects)				

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MP 8.	Look for and express regularity in repeated reasoning.	SE/TE: 11, 175, 361 (notice if calculations are repeated, and look both for general methods and for shortcuts)  SE/TE: 249 (when working a problem, maintain oversight of the process)  SE/TE: 93, 225 (continually evaluate the reasonableness of intermediate results)				
<b>Appendix</b>						

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