2025 California Common Core State Standards: Mathematics Adoption[1]
Standards Map Template
Grade Six

Organization Around Major Conceptual Ideas

Evaluation criterion statement 1.2 requires that programs be consistent with the content of the 2023 *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve* (*Mathematics Framework*). In order to be considered suitable for adoption by the State Board of Education, a publisher's or developer's program must present content organized around major conceptual ideas, as demonstrated in chapters 6, 7, and 8, and as described in the Publishers and Content Developers Guide to the Mathematics Framework, found in chapter 13 of the *Mathematics Framework*.

1. Publishers/developers should use the first column of this table to list the major conceptual ideas used to organize the instructional program.

2. In the second column, publishers/developers should show how these relate to the Framework's Big Ideas.

3. In the third column, publishers/developers should show the organization of the program by showing how the content standards are mapped to each of the major conceptual ideas or Big Ideas used by the program.

[1] The California Common Core State Standards: Mathematics were adopted by the State Board of Education on August 2, 2010, (and modified pursuant to Senate Bill 1200 on January 16, 2013). This standards map is organized by Big Idea and Content Connections in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*, approved by the State Board of Education on July 12, 2023.

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Algebra is a way of expressing generalizations.	Generalizing with multiple representations	6.EE.1, 6.EE.2, 6.EE.2.a, 6.EE.2.b, 6.EE.2.c, 6.EE.3, 6.EE.4, 6.EE.6, Variables and algebraic expressions are introduced as a way to describe generalizations. Students write, read, and evaluate expressions at specific values of their variables. Properties of operations are applied to algebraic expressions to begin exploring equivalent forms, including exponential notation.			
Any number or expression can be represented in an infinite number of ways that have the same value.	Generalizing with multiple representations Patterns inside numbers Fraction relationships	6.NS.4, 6.EE.2.c, 6.EE.3, 6.EE.4 The notion of equivalence is explored through fractions, numerical expressions, and algebraic expressions. Understanding of factors and multiples is applied to generate equivalent fractions and expressions with particular emphasis on applications of the distributive property.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Numbers and measures can be compared by their relative values.	Generalizing with multiple representations Relationships between variables Model the world Patterns inside numbers Fraction relationships	6.RP.1, 6.RP.3, 6.RP. 3.a, 6.NS.4, 6.NS.6.c, Exploration of ratios builds on the understanding of equivalence and pattern relationships. Pattern investigations involve a variety of representations including tables and scatter plots. Real world problem solving includes measurement unit conversions.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Rates and percentages are specific ratios that help to compare numbers or measures by their relative values.	Generalizing with multiple representations Relationships between variables Model the world Patterns inside numbers Fraction relationships	6.RP.1, 6.RP.2, 6.RP.3, 6.RP.3.a, 6.RP.3.b, 6.RP.3.c, 6.EE.6, 6.EE.9, 6.NS.8 Fraction and ratio thinking is extended to understanding rates and percentages. Real-world problem solving informs algebraic and graphical representations, and introduces intuitive solving of related equations. Data sets presented as percentages or per capita based provide opportunities for interpretation and problem solving with rate thinking.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Algebraic equations can be used to model and solve real-world problems.	Generalizing with multiple representations Relationships between variables	6.EE.2, 6.EE.4, 6.EE.5, 6.EE.6, 6.EE.7, 6.EE.9, Equations are used to describe a relationship between varying quantities algebraically, while the relationship is also examined graphically. A formal approach to solving equations builds on previous work with equivalent expressions, properties of operations, and understanding of inverse operations.			
Division can be performed by multiplying due to the inverse relationship between multiplication and division.	Fraction relationships Patterns inside numbers Model the world	6.NS.1, 6.NS.4, 6.EE.6, 6.EE.7, 6.RP.3.c Understanding of fractions and division are extended to include division of a fraction by a fraction. This is supported by earlier work with equivalence including understanding of the multiplicative inverse.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
The base-10 system allows all four operations to be performed with algorithms involving a series of single-digit computations.	Model the world Patterns inside numbers	6.NS.2, 6.NS.3, 6.EE.7, 6.RP.3.b, 6.RP.3.c, 6.RP.3.d Place value understanding supports development of the standard algorithm for division, and extension of the standard algorithm to decimal numbers for all four operations. Multiplication of fractions, including percentages, can now be alternatively interpreted as multiplication of decimals.			
The number system can be extended to include negative numbers, which are reflections of their positive counterparts over the origin.	Distance and direction Model the world Relationships between variables	6.NS.5, 6.NS.6, 6.NS.6.a, 6.NS.6.c, 6.NS.7, 6.NS.7.a, 6.NS.7.b, 6.NS.7.c, 6.NS.7.d, 6.NS.8, 6.EE.5, 6.EE.8 Understanding of magnitude supports extension of the number system to include negative numbers. Real world contexts help build schema of quantities having opposite values or directions. Negative numbers are represented graphically.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
How data is represented and analyzed can impact how it is interpreted.	Relationships between variables Variability in data The shape of distributions Model the world	6.SP.1, 6.SP.2, 6.SP.3, 6.SP.4, 6.SP.5, 6.SP.5.a, 6.SP.5.b, 6.SP.5.c, 6.SP.5.d, Consideration of magnitude, units of measurement, scale, and how data is presented factor into data interpretation. Understanding of measurement supports classification of a variable as discrete or continuous.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
The size of objects can be quantified in one, two, or three dimensions to serve a particular purpose or context.	Graphing shapes Nets and surface area Distance and direction Generalizing with multiple representations	6.G.1, 6.G.2, 6.G.3, 6.G.4, 6.EE.1, 6.EE.2, 6.EE.2.c, 6.EE.3, Polygons are represented on coordinate planes to connect side lengths to the distance between points on the plane. Area, volume and surface area serve as contexts for understanding exponential notation and generalizations represented by formulas. Applying formulas supports fluency with operations involving fraction, whole numbers, and decimals.			

Publishers/developers should be aware of how major conceptual ideas develop from one grade to the next. For charts detailing the progression of the *Mathematics Framework*'s Big Ideas throughout the grade levels, see chapter 6 (TK–grade 2 and grades 3–5) and chapter 7 (grades 6–8).

State-adopted instructional materials help teachers to present and students to learn the content set forth in the *California Common Core State Standards for Mathematics with California Additions,* which include both the content standards and the standards for mathematical practice (SMPs). Publishers/developers should use the following tables to provide page number citations or other references that demonstrate alignment with the SMPs and content standards.

Standards for Mathematical Practice

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.1	Make sense of problems and persevere in solving them.	DPG G6_U01_L01 (E1→RC1) DPG G6_U02_L05 (E1→E3) DPG G6_U05_L01 (E1→RC1) DPG G6_U07_L01 (E1→RC1) DPG G6_U10_L08 (E1→RC1)			
MP.2	Reason abstractly and quantitatively.	DPG G6_U02_L09 (E1→E2, E4) DPG G6_U04_L01 (E1→E6) DPG G6_U05_L03 (E1→E7) DPG G6_U06_L01 (E1→RC1) DPG G6_U07_L03 (E1→E3)			
MP.3	Construct viable arguments and critique the reasoning of others.	DPG G6_U02_L11 (E1→RC1) DPG G6_U05_L05 (E1→E3, E5→RC1) DPG G6_U07_L14 (E1→RC1) DPG G6_U08_L01 (E2→RC1) DPG G6_U10_L04 (E1→E5)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.4	Model with mathematics.	DPG G6_U04_L16 (E1→E2) DPG G6_U05_L08 (E3) DPG G6_U07_L03 (E1→E2) DPG G6_U08_L12 (E1→E4) DPG G6_U09_L16 (E1→E2)			
MP.5	Use appropriate tools strategically.	DPG G6_U02_L12 (E3) DPG G6_U03_L12 (E1→E2, RC1) DPG G6_U04_L12 (E4) DPG G6_U07_L06 (E2→E3, RC1) DPG G6_U07_L16 (E4)			
MP.6	Attend to precision.	DPG G6_U04_L01 (L1→E4, RC1) DPG G6_U07_L14 (E1→E4) DPG G6_U08_L11 (E2→RC1) DPG G6_U09_L05 (E1→E5) DPG G6_U10_L10 (E1→E4)			
MP.7	Look for and make use of structure.	DPG G6_U02_L02 (E1→RC1) DPG G6_U04_L05 (E1→RC1) DPG G6_U05_L02 (E1→RC1) DPG G6_U08_L09 (E1→RC1) DPG G6_U10_L01 (E4→RC1)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.8	Look for and express regularity in repeated reasoning.	DPG G6_U01_L01 (E1→RC1) DPG G6_U04_L10 (E1→E4) DPG G6_U05_L09 (E1→RC1) DPG G6_U07_L08 (E1→RC1) DPG G6_U10_L07 (E1→E7)			

Grade-level Content Standards

Domain: Ratios and Proportional Relationships

Cluster: Understand ratio concepts and use ratio reasoning to solve problems.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	DPG G6_U03_L01 DPG G6_U03_L04 DPG G6_U03_L08 DPG G6_U04_L19			
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.	DPG G6_U04_L01 DPG G6_U04_L03 DPG G6_U04_L06			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.RP.3a	Use ratio and rate reasoning to solve real-world and mathematical problems. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	Ratio tables: DPG G6_U03_L03 DPG G6_U03_L08 DPG G6_U04_L05 Plot on the coordinate plane: DPG G6_U03_L06 DPG G6_U04_L04 DPG G6_U04_L14 Tables to compare ratios: DPG G6_U03_L14 PB G6_U03_L14 DPG G6_U04_L06			
6.RP.3b	Use ratio and rate reasoning to solve real-world and mathematical problems. Solve unit rate problems including those involving unit pricing and constant speed.	Unit pricing: DPG G6_U04_L06 DPG G6_U04_L13 Speed: DPG G6_U04_L01 DPG G6_U04_L07 Other: DPG G6_U04_L02 DPG G6_U04_L16			
6.RP.3c	Use ratio and rate reasoning to solve real-world and mathematical problems. Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent.	DPG G6_U04_L08 DPG G6_U04_L18 DPG G6_U07_L13			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.RP.3d	Use ratio and rate reasoning to solve real-world and mathematical problems. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	DPG G6_U07_L14 DPG G6_U07_L15 DPG G6_U07_L16			

Domain: The Number System

Cluster: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.NS.1	Interpret and compute quotients of fractions,and solve word problems involving division of fractions by fractions.	DPG G6_U06_L01 DPG G6_U06_L06 DPG G6_U06_L09 DPG G6_U06_L12			

Cluster: Compute fluently with multi-digit numbers and find common factors and multiples.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.	DPG G6_U07_L09 DPG G6_U07_L10 DPG G6_U07_L11 DPB G6_U07_L12 DPG G6_U07_L13			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Add and subtract: DPG G6_U07_L01 DPG G6_U07_L02 DPG G6_U07_L03 Multiply: DPG G6_U07_L04 DPG G6_U07_L06 DPG G6_U07_L08 Division: DPG G6_U07_L10 DPG G6_U07_L12 DPG G6_U07_L13			
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.	GCF: DPG G6_U02_L01 PB G6_U02_L01 DPG G6_U02_L04 DPG G6_U02_L09 LCM: DPG G6_U02_L01 PB G6_U02_L01 DPG G6_U02_L06 Express a sum with distributive property: DPG G6_U02_L09 DPG G6_U02_L13			

Cluster: Apply and extend previous understandings of numbers to the system of rational numbers.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	DPG G6_U08_L01 DPG G6_U08_L04 DPG G6_U08_L12			
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.	DPG G6_U08_L02 DPG G6_U08_L03 DPG G6_U08_L08			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	DPG G6_U08_L09 DPG G6_U08_L10 DPG G6_U08_L11			
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.	Number line: DPG G6_U08_L02 DPG G6_U08_L03 DPG G6_U08_L04 Coordinate plane: DPG G6_U08_L09 DPG G6_U08_L10 DPG G6_U08_L11			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.**	DPG G6_U08_L05 DPG G6_U08_L06 DPG G6_U08_L07			
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.**	DPG G6_U08_L05 DPG G6_U08_L06 DPG G6_U08_L08			
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.	DPG G6_U08_L07 DPG G6_U08_L08			
6.NS.7d	Understand ordering and absolute value of rational numbers. **Distinguish comparisons of absolute value from statements about order.**	DPG G6_U08_L05 DPG G6_U08_L07 DPG G6_U08_L08			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	DPG G6_U04_L05 DPG G6_U08_L10 DPG G6_U08_L11			

Domain: Expressions and Equations

Cluster: Apply and extend previous understandings of arithmetic to algebraic expressions.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.	DPG G6_U01_L08 DPG G6_U10_L01 DPG G6_U10_L10			
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.	DPG G6_U01_L04 DPG G6_U01_L06 DPG G6_U01_L07			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	DPG G6_U01_L02 DPG G6_U01_L04 DPG G6_U01_L07			
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).	DPG G6_U01_L02 DPG G6_U01_L05 DPG G6_U02_L14 Expressions that arise from formulas in real world problems: DPG G6_U10_L03 DPG G6_U10_L07 DPG G6_U10_L10 Perform operations in order with no parentheses: DPG G6_U01_L02 DPG G6_U01_L08 DPG G6_U02_L12			
6.EE.3	Apply the properties of operations to generate equivalent expressions.	DPG G6_U01_L10 DPG G6_U02_L08 DPG G6_U02_L09 DPG G6_U02_L13 DPG G6_U10_L04			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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).	DPG G6_U01_L11 DPG G6_U02_L14 DPG G6_U05_L02			

Cluster: Reason about and solve one-variable equations and inequalities.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Equations: DPG G6_U05_L01 DPG G6_U05_L02 DPG G6_U05_L07 Inequalities: DPG G6_U08_L05 DPG G6_U08_L06 DPG G6_U08_L08			
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.	Use variables in expressions: DPG G6_U01_L01 DPG G6_U05_L04 DPG G6_U06_L08 Understand variables: DPG G6_U04_L13 DPG G6_U05_L02 DPG G6_U05_L05			
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.	DPG G6_U05_L04 DPG G6_U05_L05 DPG G6_U06_L05 DPG G6_U07_L12			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	Write inequalities: DPG G6_U08_L06 DPG G6_U08_L08 DPG G6_U08_L12 Recognize that there are infinitely many solutions: DPG G6_U08_L06 Represent solutions on number lines: DPG G6_U08_L06 DPG G6_U08_L08 DPG G6_U08_L12			

Cluster: Represent and analyze quantitative relationships between dependent and independent variables.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	DPG G6_U04_L14 DPG G6_U04_L15 DPG G6_U05_L09 DPG G6_U05_L10			

Domain: Geometry

Cluster: Solve real-world and mathematical problems involving area, surface area, and volume.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	Right triangles: DPG G6_U10_L02 DPG G6_U10_L05 Other triangles: DPG G6_U10_L04 DPG G6_U10_L05 Special quadrilaterals: DPG G6_U10_L03 DPG G6_U10_L05 Polygons: DPG G6_U10_L01 DPG G6_U10_L06 Problem-solving: DPG G6_U10_L05 DPG G6_U10_L06			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\ w\ h$ and $V = b\ h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	DPG G6_U10_L07 DPG G6_U10_L08 DPG G6_U10_L09 DPG G6_U10_L12			
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.	DPG G6_U10_L05 PB G6_U10_L05			
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.	DPG G6_U10_L10 DPG G6_U10_L11 PB G6_U10_L11 DPG G6_U10_L12			

Domain: Statistics and Probability

Cluster: Develop understanding of statistical variability.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	DPG G6_U09_L09 DPG G6_U09_L10 DPG G6_U09_L13			
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.	DPG G6_U09_L01 DPG G6_U09_L02 DPG G6_U09_L03 DPG G6_U09_L04			
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.	Measures of center: DPG G6_U09_L05 DPG G6_U09_L06 DPG G6_U09_L07 DPG G6_U09_L11 Measures of variation: DPG G6_U09_L09 DPG G6_U09_L10 DPG G6_U09_L11			

Cluster: Summarize and describe distributions.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Dot plots: DPG G6_U09_L02 DPG G6_U09_L13 Histograms: DPG G6_U09_L03 DPG G6_U09_L04 Box plots: DPG G6_U09_L10 DPG G6_U09_L12			
6.SP.5a	Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations.	DPG G6_U09_L01 DPG G6_U09_L05 (L1) DPG G6_U09_L08 (L2) DPG G6_U09_L09 (E1)			
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.	DPG G6_U09_L02 DPG G6_U09_L04 DPG G6_U09_L12			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	Measures of center: DPG G6_U09_L05 DPG G6_U09_L06 DPG G6_U09_L07 DPG G6_U09_L13 Measures of variability: DPG G6_U09_L09 DPG G6_U09_L11 DPG G6_U09_L13 Overall pattern/striking deviations: DPG G6_U09_L08 DPG G6_U09_L10			
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.	DPG G6_U09_L07 DPG G6_U09_L08 DPG G6_U09_L13			

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