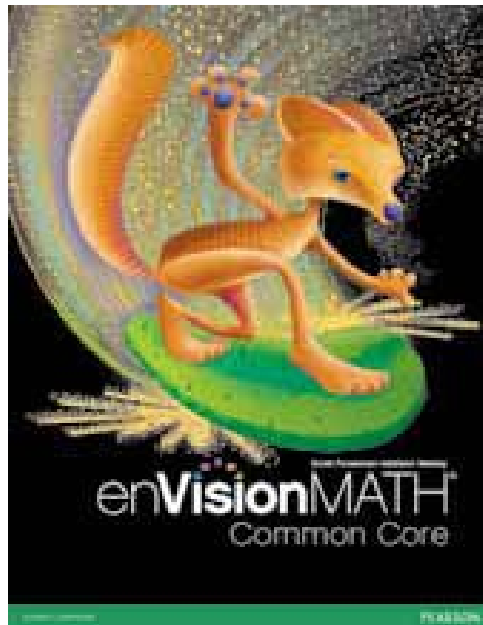


**ARKANSAS DEPARTMENT OF EDUCATION
MATHEMATICS ADOPTION**

en**VISION**MATH™
Common Core ©2012



Common Core State Standards Correlation

and

**Common Core State Standards Comparison with
Arkansas Student Learning Expectations for Mathematics
Correlation**

Grade 6

ARKANSAS DEPARTMENT OF EDUCATION
MATHEMATICS ADOPTION

Two *enVisionMATH Common Core* Grade 6 correlations have been provided within this document.

- **Part 1:** A Correlation of *enVisionMATH Common Core* Grade 6 to the Common Core State Standards for Mathematics (CCSS) **Part 1** pages 1-18
- **Part 2:** A Correlation of *enVisionMATH Common Core* Grade 6 to the Common Core State Standards Comparison with Arkansas Student Learning Expectations for Mathematics. **Part 2** pages 19-57

The correlation in Part 2 is included at the request of the Arkansas Department of Education and shows how both sets of criteria intersect and align to common content. Please note the CCSS introduces some content at different grade levels, and as a result, several grade levels of the Arkansas Curriculum Framework were aligned to and were included at a single grade level. Consequently, the correlation reflects this shift to other levels.

Thank you in advance for your time and consideration of *enVisionMATH Common Core* for Arkansas elementary students.

Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

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Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH Common Core Grade 6</p>
<p>1. Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>	<p><i>enVisionMATH Common Core</i> is built on a foundation of problem-based instruction that has sense-making at its heart. Each topic includes at least one <i>problem-solving lesson</i> in which students focus on honing their sense-making and problem-solving skills. Each lesson begins with <i>Problem-Based Interactive Learning</i>, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a real-world situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems.</p> <p>SE/TE: Topic 1: 8, 16, 20, 24-25; Topic 2: 33, 37, 38, 47, 50-53; Topic 3: 66, 67, 68, 84-87; Topic 4: 102-105, 108, 110-113; Topic 5: 122, 133, 135, 136-137; Topic 6: 152, 154-155; Topic 7: 165, 168, 176, 178-179; Topic 8: 190, 194-195; Topic 9: 205, 207, 211, 213, 214-215; Topic 10: 225, 228, 236, 241, 250-253; Topic 11: 267, 276, 288, 289, 290-291; Topic 12: 304, 311, 314-315; Topic 13: 327, 328-329, 335, 336; Topic 14: 346, 349, 351, 356, 362-363; Topic 15: 390-391; Topic 16: 410, 413, 416, 418-419; Topic 17: 428, 433, 443, 444-447; Topic 18: 457, 460, 465, 466-469; Topic 19: 481, 486, 489, 492, 500-501</p> <p>TE: Topic 1: 22B; Topic 2: 40B; Topic 4: 106B; Topic 5: 126B; Topic 6: 154B; Topic 7: 170B; Topic 8: 188B, 194B; Topic 9: 204B, 212B; Topic 13: 320B; Topic 14: 352B; Topic 16: 418B; Topic 17: 424A; Topic 19: 494B, 500B</p>

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<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH Common Core Grade 6</p>
<p>2. Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating 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 different properties of operations and objects.</p>	<p><i>enVisionMATH Common Core</i> provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the <i>Visual Learning Bridge</i>, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically.</p> <p>Reasonableness exercises remind students to compare their work to the original situation. In the <i>Do You Understand?</i> part of the Guided Practice, students gain experiences with quantitative reasoning as they consider the meaning of different parts of an expression or equation.</p> <p>Reasoning problems throughout the exercise sets focus students’ attention on the structure or meaning of an operation, for example, rather than merely the solution.</p> <p>SE/TE: Topic 1: 5, 6, 9, 12, 22, 25; Topic 2: 34, 51; Topic 3: 63, 65, 66, 75, 76, 79, 81, 83; Topic 4: 96, 100, 108; Topic 5: 122, 128, 132, 133; Topic 6: 144, 149, 152, 155; Topic 7: 167, 173, 175, 179; Topic 8: 186, 188, 190; Topic 9: 202, 203, 204, 206, 208, 209, 211, 213; Topic 10: 223, 224, 228, 232, 235, 239, 241, 243, 244, 248, 251, 252; Topic 11: 263, 264, 267, 268, 271, 274, 275, 276, 282, 289; Topic 12: 300, 303, 307, 308, 309, 312; Topic 13: 323, 325, 327, 328; Topic 14: 348, 350, 353, 360; Topic 15: 378, 388; Topic 16: 402, 405, 406, 412, 413, 418; Topic 17: 427, 432, 433, 436, 439, 440, 442; Topic 18: 462, 468; Topic 19: 477, 479, 480, 481, 482, 483, 488, 489, 490, 492, 495, 496, 499, 500</p> <p>TE: Topic 1: 24B; Topic 2: 42B; Topic 3: 62B; Topic 3: 66B; Topic 4: 102B; Topic 7: 166B; Topic 8: 190B; Topic 10, 220B, 234B, 240B; Topic 12: 298E, 308B; Topic 13: 324B; Topic 14: 344B; Topic 15: 370E; Topic 16: 400B, 404B; Topic 19: 498B</p>

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<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH Common Core Grade 6</p>
<p>3. Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning – argumentation and critique of arguments. In Pearson’s <i>enVisionMATH Common Core</i>, the <i>Problem-Based Interactive Learning</i> affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to use reasoning and to justify or explain their solutions.</p> <p><i>Writing to Explain</i> exercises in Grades 3–6 help students develop foundational critical reasoning skills by having them construct explanations for processes. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student’s own processes and those of others.</p> <p>SE/TE: Topic 1: 12, 16, 20, 22, Topic 2: 40, 41, 43, Topic 3: 64, 66, 72, 82, Topic 4: 108, Topic 5: 121, 122, 124, Topic 6: 148, Topic 7: 162, 164, 165, 179, Topic 10: 235, 244, Topic 11: 275, 280, Topic 12: 311, Topic 16: 405, 410, Topic 17: 433, 435, 445, Topic 18: 459, 463, Topic 19: 477, 478, 479, 485, 498</p> <p>TE: Topic 1: 8B; Topic 3: 82B; Topic 7: 164B Topic 11: 270B, 284B, 288B; Topic 12: 302B, 308B, 310B; Topic 13: 324B, 328B; Topic 14: 344B, 362B; Topic 17: 424B</p>

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<p>4. Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>	<p>Students in Pearson’s <i>enVisionMATH Common Core</i> are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The <i>Visual Learning Bridge</i> presents real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p> <p>SE/TE: Topic 1: 12; Topic 2: 35, 38, 47, 49; Topic 3: 62, 81, 83; Topic 4: 99, 103, 104, 111; Topic 5: 127, 137; Topic 6: 145; Topic 7: 163, 168, 179; Topic 8: 193; Topic 9: 207, 209; Topic 10: 236, 239; Topic 11: 268, 276, 280, 283; Topic 12: 301; Topic 13: 323, 327, 329; Topic 14: 346; Topic 15: 374, 381, 384, 388, 391; Topic 17: 428, 433, 444; Topic 18: 457, 459, 464; Topic 19: 479, 486, 496, 499</p> <p>TE: Topic 3: 64B, 84B; Topic 9: 206B; Topic 10: 220E, 222B, 230B; Topic 12: 306B; Topic 13: 320B, 320E, 326B; Topic 14: 342B, 350B, 358B; Topic 15: 376B; Topic 18: 452E</p>

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<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH Common Core Grade 6</p>
<p>5. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>	<p>Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as eTools, calculators, and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.</p> <p>SE/TE: Topic 1: 25; Topic 2: 44, 51; Topic 3: 79; Topic 4: 97, 105; Topic 5: 127, 128, 130, 137; Topic 6: 144, 147, 154, 155; Topic 7: 168, 179; Topic 8: 191, 193; Topic 9: 205; Topic 10: 227, 229, 233, 241; Topic 11: 265, 266-269, 273; Topic 12: 304, 313, 315; Topic 13: 322, 328, 336; Topic 14: 355, 357; Topic 15: 384, 387, 388; Topic 16: 419; Topic 18: 467, 468; Topic 19: 477, 479, 486, 492, 497</p> <p>TE: Topic 1: 18B; Topic 2: 32B, 50B; Topic 3: 70B, 78B; Topic 4: 96B, 98B; Topic 5: 120B; Topic 6: 128B, 132B; Topic 7: 162B; Topic 9: 202B; Topic 10: 224B, 246B; Topic 11: 266B; Topic 12: 298B; Topic 13: 322B, 334B; Topic 14: 348B; Topic 15: 378B; Topic 17: 430B, 444B; Topic 18: 452A, 452B, 458B, 462B, 466B; Topic 19: 476B</p>

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<p>6. Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>	<p>Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The <i>Problem-Based Interactive Learning</i> activity provides repeated opportunities for children to use precise language to explain their solution paths while solving problems.</p> <p>In the <i>Do You Understand?</i> feature, students revisit these key terms or concepts and provide explicit definitions or explanations. In Grades 3–6, the <i>Writing to Explain</i> and <i>Think About the Structure</i> exercises require students to use precise language to provide clear explanations of terms, concepts, or processes.</p> <p>Students are reminded to use appropriate units of measure in their solutions as well as in labels for diagrams, graphs, and other kinds of displays.</p> <p>SE/TE: Topic 1: 15; Topic 2: 32, 47, 50; Topic 3: 62, 65, 66; Topic 6: 151, 152, 154; Topic 7: 167, 176; Topic 8: 195; Topic 10: 223, 248, 252; Topic 11: 264, 279, 285; Topic 12: 306; Topic 14: 345, 355, 359; Topic 15: 391; Topic 16: 401, 410, 411; Topic 17: 433, 439, 440, 445; Topic 18: 456, 463; Topic 19: 492, 496, 501</p> <p>TE: Topic 1: 2H, 2K; Topic 2: 36B; Topic 3: 76B, 80B; Topic 4: 110B; Topic 5: 124B, 134B; Topic 6: 146B, 148B; Topic 7: 172B; Topic 8: 186B, 192B; Topic 9: 200E, 208B, 210B; Topic 10: 220A, 242B, 250B; Topic 11: 260A, 260E, 262B, 274B, 278B, 282B; Topic 12: 300B, 314B; 330B; Topic 14: 342A; Topic 15: 380B, 382B; Topic 16: 398E, 408B, 412B, 414B; Topic 17: 426B; Topic 18: 452B; Topic 19: 474E, 480B, 484B</p>

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<p>7. Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>	<p>Students are encouraged to look for structure as they develop solution plans. In the <i>Look for a Pattern</i> problem-solving lessons, children in the early years develop a sense of patterning with visual and physical objects. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations.</p> <p>SE/TE: Topic 1: 12, 16, 20, 25; Topic 2: 33, 34, 35, 41, 44, 49; Topic 3: 63, 66, 77, 81, 86; Topic 4: 97, 100, 104, 108; Topic 5: 130; Topic 6: 163, 168; Topic 7: 171; Topic 8: 187, 189; Topic 9: 203; Topic 10: 232, 248, 252; Topic 11: 264, 272, 281; Topic 12: 301, 307, 315; Topic 13: 325, 331, 336; Topic 14: 346, 353, 356, 360, 363; Topic 15: 373, 374, 377, 379, 381, 384; Topic 16: 402, 406, 413, 419; Topic 17: 440; Topic 18: 463, 468; Topic 19: 483, 486</p> <p>TE: Topic 1: 2G, 2L, 4B, 10B, 14B; Topic 2: 34B, 46B, 48B; Topic 3: 74B; Topic 5: 136B; Topic 6: 150B; Topic 7: 178B; Topic 9: 200F, 214B; Topic 10: 220F, 238B; Topic 11: 260B, 260F, 290B; Topic 12: 298F; Topic 14: 354B, 362B; Topic 15: 370F, 372B; Topic 16: 394A, 398F; Topic 17: 424F, 434B; Topic 18: 452F; Topic 19: 474B, 474F, 478B, 482B, 488B</p>

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<p>8. Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>	<p>Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and as their mathematical thinking matures, to look for and apply generalizations to similar situations. The <i>Problem-Based Interactive Learning</i> activities offer students opportunities to look for regularity in the way operations behave.</p> <p>SE/TE: Topic 2: 48-49; Topic 3: 65, 66, 78, 86; Topic 6: 153; Topic 7: 170, 171, 172, 178; Topic 9: 214-215; Topic 10: 222, 231, 238, 240; Topic 11: 281, 287, 290-291; Topic 12: 301; Topic 14: 345, 353; Topic 15: 376-377, 378-379, 380-381, 382-385; Topic 16: 402, 415; Topic 17: 426-429, 430-433, 434-437, 438-441, 442-443; Topic 18: 457, 458-461, 462-463, 464-465; Topic 19: 488, 489, 493, 500, 501</p> <p>TE: Topic 6: 144B; Topic 7: 174B; Topic 9: 200B; Topic 11: 270B; Topic 14: 344B, 362B; Topic 15: 372B; Topic 16: 398B; Topic 17: 438B</p>

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Common Core State Standards for Mathematics Grade 6	<i>enVisionMATH</i> Common Core Grade 6
Ratios and Proportional Relationships	
Understand ratio concepts and use ratio reasoning to solve problems.	
1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. [6.RP.1]	SE/TE: Topic 7:178-179; Topic 12: 300-301 TE: Topic 7: 178A-178B, 179A-179B; Topic 12: 300A-300B, 301A-301B
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. [6.RP.2]	SE/TE: Topic 12: 306-307, 314-315; Topic 13: 324-325 TE: Topic 12: 306A-306B, 307A-307B, 314A-314B, 315A-315B; Topic 13: 324A-324B, 325A-325B
3. 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. [6.RP.3]	SE/TE: Topic 12: 302-305; Topic 13: 322-323, 326-327, 328-329, 344-347, 348-349, 352-353 TE: Topic 12: 302A-302B, 305A-305B; Topic 13: 322A-322B, 323A-323B, 326A-326A, 327B-327B, 328A-328B, 329A-329B, 344A-344B, 347A-347B, 348A-348B, 349A-349B, 352A-352B, 352A-353B
a. 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. [6.RP.3.a]	SE/TE: Topic 13: 322-323, 330-333 TE: Topic 13: 322A-322B, 323A-323B, 330A-330B, 333A-333B
b. Solve unit rate problems including those involving unit pricing and constant speed. [6.RP.3.b]	SE/TE: Topic 12: 308-209; Topic 13: 324-325 TE: Topic 12: 308A-308B, 309A-309B; Topic 13: 324A-324B, 325A-325B

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c. 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. [6.RP.3.c]	SE/TE: Topic 14: 350-351, 354-357, 358-361, 362-363 TE: Topic 14: 350A-350B, 351A-351B, 354A-354B, 357A-357B, 358A-358B, 361A-361B, 362A-362B, 363A-363B
d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. [6.RP.3.d]	SE/TE: Topic 16: 400-403,404-407, 408-411, 412-413, 414-417, 418-419 TE: Topic 16: 400A-400B, 403A-403B,404A-404B, 407A-407B, 408A-408B, 411A-411B, 412A-412B, 413A-413B, 417A-417B, 418A-418B, 419A-419B
The Number System	
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	
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. [6.NS.1]	SE/TE: Topic 5: 128-131, 132-133, 134-135; Topic 6 144-145, 146-147, 148-149, 150-153, 158-159; Topic 7: 162-163, 166-169, 170-171, 172-173, 174-177; Topic 8: 186-187, 188-189, 190-191, 192-193; Topic 9: 202-203, 204-205, 206-207, 208-209, 210-211 TE: Topic 5: 128A-128B, 131A-131B, 132A-132B, 133A-133B, 134A-134B, 135A-135B; Topic 6 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 149A-149B, 150A-150B, 153A-153B 158A-158B, 159A-159B; Topic 7: 162A-162B, 163A-163B, 166A-166B, 169A-169B, 170A-170B, 171A-171B, 172A-172B, 173A-173B, 174A-174B, 177A-177B; Topic 8: 186A-186B, 187A-187B, 188A-188B, 189A-189B, 190A-190B, 191A-191B, 192A-192B, 193A-193B; Topic 9: 202A-202B, 203A-203B, 204A-204B, 205A-205B, 206A-206B, 207A-207B, 208A-208B, 209A-209B, 210A-210B, 211A-211B
Compute fluently with multi-digit numbers and find common factors and multiplies.	
2. Fluently divide multi-digit numbers using the standard algorithm. [6.NS.2]	SE/TE: Topic 2: 46-47; Topic 3: 74-75; Topic 4: 106-109 TE: Topic 2: 46A-46B, 47A-47B; Topic 3: 74A-74B, 75A-75B; Topic 4: 106A-106B, 109A-109B

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3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. [6.NS.3]	SE/TE: Topic 1: 18-21; Topic 3: 62-63, 64-65, 66-69, 70-73, 76-77, 78-79, 84-87; Topic 6: 154-55 TE: Topic 1: 18A-18B, 21A-21B; Topic 3: 62A-62B, 63A-63B, 64A-64B, 65A-65B, 66A-66B, 69A-69B, 70A-70B, 73A-73B, 76A-76B, 77A-77B, 78A-78B, 79A-79B, 84A-84B, 87A-87B; Topic 6: 154A-154B, 155A-155B
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. [6.NS.4]	SE/TE: Topic 5: 126-127; Topic 7: 164-165 TE: Topic 5: 126A-126B, 127A-127B; Topic 7: 164A-164B, 165A-165B
Apply and extend previous understandings of numbers to the system of rational numbers.	
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. [6.NS.5]	SE/TE: Topic 10: 222-223, 256 TE: Topic 10: 222A-222B, 223A-223B
6. 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. [6.NS.6]	SE/TE: Topic 9: 214-215; Topic 10: 222-223, 226-229, 246-249 TE: Topic 9: 214A-214B, 215A-215B; Topic 10: 222A-222B, 223A-223B, 226A-226B, 229A-229B, 246A-246B, 249A-249B
a. 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. [6.NS.6.a]	SE/TE: Topic: 10: 222-223, 242-245 TE: Topic 10: 222A-222B, 223A-223B, 242A-242B, 245A-245B

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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. [6.NS.6.b]	SE/TE: Topic 10: 242-245, 246-249 TE: Topic 10: 242A-242B, 245A-245B, 246A-246B, 249A-249B
c. 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. [6.NS.6.c]	SE/TE: Topic 10: 222-223, 226-229, 246-249 TE: Topic 10: 222A-222B, 223A-223B, 226A-226B, 229A-229B, 246A-246B, 249A-249B
7. Understand ordering and absolute value of rational numbers. [6.NS.7]	SE/TE: Topic 10: 222-223, 224-225, 226-229, 242-245 TE: Topic 10: 222A-222B, 223A-223B, 224A-224B, 225A-225B, 226A-226B, 229A-229B, 242A-242B, 245A-245B
a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. [6.NS.7.a]	SE/TE: Topic 10: 224-225, 226-229 TE: Topic 10: 224A-224B, 225A-225B, 226A-226B, 229A-229B
b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. [6.NS.7.b]	SE/TE: Topic 10: 224-225, 226-229 TE: Topic 10: 224A-224B, 225A-225B, 226A-226B, 229A-229B
c. 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. [6.NS.7.c]	SE/TE: Topic 10: 222-223, 242-245 TE: Topic 10: 222A-222B, 223A-223B, 242A-242B, 245A-245B
d. Distinguish comparisons of absolute value from statements about order. [6.NS.7.d]	SE/TE: Topic 10: 242-245 TE: Topic 10: 242A-242B, 245A-245B
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. [6.NS.8]	SE/TE: Topic 10: 246-249, 250-253 TE: Topic 10: 246A-246B, 249A-249B, 250A-250B, 253A-253B

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Expressions and Equations	
Apply and extend previous understandings of arithmetic to algebraic expressions.	
1. Write and evaluate numerical expressions involving whole-number exponents. [6.EE.1]	SE/TE: Topic 1: 10-13 TE: Topic 10: 10A-10B, 13A-13B
2. Write, read, and evaluate expressions in which letters stand for numbers. [6.EE.2]	SE/TE: Topic 2: 32-33, 46-47, 48-49 TE: Topic 2: 32A-32B, 33A-33B, 46A-46B, 47A-47B, 48A-48B, 49A-49B
a. Write expressions that record operations with numbers and with letters standing for numbers. [6.EE.2.a]	SE/TE: Topic 2: 32-33, 46-47 TE: Topic 2: 32A-32B, 33A-33B, 46A-46B, 47A-47B
b. 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. [6.EE.2.b]	SE/TE: Topic 2: 32-33, 46-47 TE: Topic 2: 32A-32B, 33A-33B, 46A-46B, 47A-47B
c. 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). [6.EE.2.c]	SE/TE: Topic 2: 46-47; Topic 3: 80-81; Topic 17: 426-429, 430-433, 434-437, 450 TE: Topic 2: 46A-46B, 47A-47B; Topic 3: 80A-80B, 81A-81B; Topic 17: 426A-426B, 429A-429B, 430A-430B, 433A-433B, 434A-434B, 437A-437B
3. Apply the properties of operations to generate equivalent expressions. [6.EE.3]	SE/TE: Topic 2: 34-35, 36-39, 40-41, 46-47; Topic 4: 96-97 TE: Topic 2: 34A-34B, 35A-35B, 36A-36B, 39A-39B, 40A-40B, 41A-41B, 46A-46B, 47A-47B; Topic 4: 96A-96B, 97A-97B
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). [6.EE.4]	SE/TE: Topic 4: 96-97 TE: Topic 4: 96A-96B, 97A-97B

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Reason about and solve one-variable equations and inequalities.	
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. [6.EE.5]	SE/TE: Topic 3: 82-83; Topic 4: 98-101, 106-109; Topic 15: 386-389, 390-391 TE: Topic 3: 82A-82B, 83A-83B; Topic 4: 98A-98B, 101A-101B, 106A-106B, 109A-109B; Topic 15: 386A-386B, 389A-389B, 390A-390B, 391A-391B
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. [6.EE.6]	SE/TE: Topic 2: 32-33, 50-53; Topic 3: 82-83; Topic 4: 98-101, 106-109 TE: Topic 2: 32A-32B, 33A-33B, 50A-50B, 53A-53B; Topic 3: 82A-82B, 83A-83B; Topic 4: 98A-98B, 101A-101B, 106A-106B, 109A-109B
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. [6.EE.7]	SE/TE: Topic 4: 98-101, 102-105, 106-109, 110-113; Topic 9: 212-213; Topic 15: 372-375; Topic 17: 426-429, 430-433, 434-437 TE: Topic 4: 98A-98B, 98A-98B, 101A-101B, 102A-102B, 105A-105B, 106A-106B, 109A-109B, 110A-110B, 113A-113B; Topic 9: 212A-212B, 213A-213B; Topic 15: 372A-372B, 375A-375B; Topic 17: 426A-426B, 429A-429B, 430A-430B, 433A-433B, 434A-434B, 437A-437B
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. [6.EE.8]	SE/TE: Topic 15: 386-389 TE: Topic 15: 386A-386B, 389A-389B

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Represent and analyze quantitative relationships between dependent and independent variables.	
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. [6.EE.9]	SE/TE: Topic 11: 290-291; Topic 12: 310-311; Topic 15: 376-377, 378-379, 380-381, 382-385 TE: Topic 11: 290A-290B, 291A-291B; Topic 12: 310A-310B, 313A-313B; Topic 15: 376A-376B, 377A-377B, 378A-378B, 378A-379B, 380A-380B, 381A-381B, 382A-382B, 385A-385B
Geometry	
Solve real-world and mathematical problems involving area, surface area, and volume.	
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. [6.G.1]	SE/TE: Topic 17: 430-433, 434-437 TE: Topic 8: Topic 17: 430A-430B, 433A-433B, 434A-434B, 437A-437B
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 $V = l \times w \times h$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. [6.G.2]	SE/TE: Topic 18: 462-463, 464-465 TE: Topic 18: 462A-462B, 463A-463B, 464A-464B, 465A-465B
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. [6.G.3]	SE/TE: Topic 10: 250-253; Topic 11: 262-265 TE: Topic 10: 250A-250B, 253A-253B; Topic 11: 262A-262B, 265A-265B

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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. [6.G.4]	SE/TE: Topic 17: 444-447; Topic 18: 454-457, 458-461, 466-469 TE: Topic 17: 444A-444B, 447A-447B; Topic 18: 454A-454B, 457A-457B, 458A-458B, 461A-461B, 466A-466B, 469A-469B
Statistics and Probability	
Develop understanding of statistical variability.	
1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. [6.SP.1]	SE/TE: Topic 19: 476-477 TE: Topic 19: 476A-476B, 477A-477B
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. [6.SP.2]	SE/TE: Topic 19: 478-479 TE: Topic 19: 478A-478B, 479A-479B
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. [6.SP.3]	SE/TE: Topic 19: 480-481, 490-493, 500-501 TE: Topic 19: 480A-480B, 481A-481B, 490A-490B, 493A-493B, 500A-500B, 501A-501B
Summarize and describe distributions.	
4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots. [6.SP.4]	SE/TE: Topic 19: 484-487, 488-489 TE: Topic 19: 484A-484B, 487A-487B, 488A-488B, 489A-489B
5. Summarize numerical data sets in relation to their context, such as by: [6.SP.5]	SE/TE: Topic 19: 494-497, 498-499 TE: Topic 19: 494A-494B, 497A-497B, 498A-498B, 499A-499B
a. Reporting the number of observations. [6.SP.5.a]	SE/TE: Topic 19: 484-487, 498-499 TE: Topic 19: 484A-484B, 487A-487B, 498A-498B, 499A-499B

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b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. [6.SP.5.b]	SE/TE: Topic 19: 476-477, 498-499 TE: Topic 19: 476A-476B, 477A-477B, 498A-498B, 499A-499B
c. 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. [6.SP.5.c]	SE/TE: Topic 19: 480-481, 482-483, 490-493, 498-499 TE: Topic 19: 480A-480B, 481A-481B, 482A-482B, 483A-483B, 490A-490B, 493A-493B, 498A-498B, 499A-499B
d. 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. [6.SP.5.d]	SE/TE: Topic 19: 494-497, 498-499 TE: Topic 19: 494A-494B, 497A-497B, 498A-498B, 499A-499B

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Ratios and Proportional Relationships		
CC.6.RP.1 Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	AR.6.NO.3.6 (NO.3.6.6) Application of Computation: Use proportional reasoning and ratios to represent problem situations and determine the reasonableness of solutions with and without appropriate technology	SE/TE: Topic 12: 300-304, 314-315 TE: Topic 12: 304A-304B, 315A-315B
	AR.4.A.7.1 (A.7.4.1) Analyze Change: Identify, describe and generalize relationships in which quantities change proportionally	SE/TE: Topic 12: 300-304, 314-315 TE: Topic 12: 304A-304B, 315A-315B
CC.6.RP.2 Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ (b not equal to zero), and use rate language in the context of a ratio relationship.	AR.6.NO.3.6 (NO.3.6.6) Application of Computation: Use proportional reasoning and ratios to represent problem situations and determine the reasonableness of solutions with and without appropriate technology	SE/TE: Topic 12: 306-307, 314-315, 324-325 TE: Topic 12: 307A-307B, 315A-315B, 425A-325B
CC.6.RP.3 Understand ratio concepts and use ratio reasoning to solve problems. 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.	AR.5.A.6.1 (A.6.5.1) Algebraic Models and Relationships: Draw conclusions and make predictions, with and without appropriate technology, from models, tables and line graphs	SE/TE: Topic 13: 322-323, 326-327 TE: Topic 13: 323A-323B, 327A-327B
	AR.5.A.7.1 (A.7.5.1) Analyze Change: Model and describe quantities that change using real world situations	SE/TE: Topic 12: 308-309, 314-315 Topic 13: 322-323, 326-327 TE: Topic 12: 309A-309B, 315A-315B Topic 13: 323A-323B, 327A-327B

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CC.6.RP.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	AR.8.A.7.1 (A.7.8.1) Analyze Change: Use, with and without technology, graphs of real life situations to describe the relationships and analyze change including graphs of change (cost per minute) and graphs of accumulation (total cost)	SE/TE: Topic 13: 330-333 TE: Topic 13: 333A-333B
	AR.6.A.4.1 (A.4.6.1) Patterns, Relations and Functions: Solve problems by finding the next term or missing term in a pattern or function table using real world situations	SE/TE: Topic 13: 322-323, 330-333 TE: Topic 12: 323A-323B, 333A-333B
	AR.7.G.10.1 (G.10.7.1) Coordinate Geometry: Plot points in the coordinate plane	SE/TE: Topic 13: 330-333 TE: Topic 13: 333A-333B
	AR.5.A.4.1 (A.4.5.1) Patterns, Relations and Functions: Solve problems by finding the next term or missing term in a pattern or function table using real world situations	SE/TE: Topic 13: 322-323, 330-333 TE: Topic 12: 323A-323B, 333A-333B
	AR.7.A.4.2 (A.4.7.2) Patterns, Relations and Functions: Identify and extend patterns in real world situations	SE/TE: Topic 13: 322-323, 330-333 TE: Topic 12: 323A-323B, 333A-333B
	AR.7.A.5.2 (A.5.7.2) Expressions, Equations and Inequalities: Solve simple linear equations using integers and graph on a coordinate plane	SE/TE: Topic 15: 380-381, 382-385 TE: Topic 15: 381A-381B, 385A-385B
	AR.6.A.6.1 (A.6.6.1) Algebraic Models and Relationships: Complete, with and without appropriate technology, and interpret tables and line graphs that represent the relationship between two variables in quadrant I	SE/TE: Topic 15: 380-381, 382-385 TE: Topic 15: 381A-381B, 385A-385B

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<p>(Continued) CC.6.RP.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p>	<p>AR.7.A.6.1 (A.6.7.1) Algebraic Models and Relationships: Use tables and graphs to represent linear equations by plotting, with and without appropriate technology, points in a coordinate plane</p>	<p>SE/TE: Topic 15: 380-381, 382-385</p> <p>TE: Topic 15: 381A-381B, 385A-385B</p>
	<p>AR.6.G.10.1 (G.10.6.1) Coordinate Geometry: Use ordered pairs to plot points in Quadrant I</p>	<p>SE/TE: Topic 13: 330-333</p> <p>TE: Topic 13: 333A-333B</p>
<p>CC.6.RP.3b Solve unit rate problems including those involving unit pricing and constant speed. For example, If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</p>	<p>AR.6.A.7.1 (A.7.6.1) Analyze Change: Identify and compare situations with constant or varying rates of change</p>	<p>SE/TE: Topic 12: 306-307, 308-309, 310-313</p> <p>TE: Topic 12: 307A-307B, 309A-309B, 313A-313B</p>
	<p>AR.7.A.7.1 (A.7.7.1) Analyze Change: Use, with and without appropriate technology, tables and graphs to compare and identify situations with constant or varying rates of change</p>	<p>SE/TE: Topic 13: 322-323, 330-333</p> <p>TE: Topic 13: 323A-323B, 333A-333B</p>
	<p>AR.6.NO.3.6 (NO.3.6.6) Application of Computation: Use proportional reasoning and ratios to represent problem situations and determine the reasonableness of solutions with and without appropriate technology</p>	<p>SE/TE: Topic 12: 306-307, 308-309, 310-313 Topic 13: 324-325</p> <p>TE: Topic 12: 307A-307B, 309A-309B, 313A-313B</p>

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<p>CC.6.RP.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole given a part and the percent.</p> <p>CC.6.RP.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole given a part and the percent.</p>	<p>AR.6.NO.3.6 (NO.3.6.6) Application of Computation: Use proportional reasoning and ratios to represent problem situations and determine the reasonableness of solutions with and without appropriate technology</p>	<p>SE/TE: Topic 14: 344-345</p> <p>TE: Topic 14: 345A-345B</p>
	<p>AR.6.NO.1.1 (NO.1.6.1) Rational Numbers: Demonstrate conceptual understanding to find a specific percent of a number, using models, real life examples, or explanations</p>	<p>SE/TE: Topic 14: 354-357, 362-363</p> <p>TE: Topic 14: 357A-357B, 363A-363B</p>
	<p>AR.6.NO.3.7 (NO.3.6.7) Application of Computation: Determine the percent of a number and solve related problems in real world situations</p>	<p>SE/TE: Topic 14: 354-357, 362-363</p> <p>TE: Topic 14: 357A-357B, 363A-363B</p>
	<p>AR.5.NO.1.1 (NO.1.5.1) Rational Numbers: Use models and visual representations to develop the concepts of the following: ---Fractions: parts of unit wholes, parts of a collection, locations on number lines, locations on ruler (benchmark fractions), divisions of whole numbers; - --Ratios: part-to-part (2 boys to 3 girls), part-to-whole (2 boys to 5 people); --- Percents: part-to-100</p>	<p>SE/TE: Topic 14: 354-357, 362-363</p> <p>TE: Topic 14: 357A-357B, 363A-363B</p>
	<p>AR.5.NO.1.3 (NO.1.5.3) Rational Numbers: Identify decimal and percent equivalents for benchmark fractions</p>	<p>SE/TE: Topic 14: 348-349</p> <p>TE: Topic 14: 349A-349B</p>

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<p>(Continued) CC.6.RP.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole given a part and the percent.</p>	<p>AR.6.NO.1.2 (NO.1.6.2) Rational Numbers: Find decimal and percent equivalents for proper fractions and explain why they represent the same value</p>	<p>SE/TE: Topic 14: 348-349</p> <p>TE: Topic 14: 3432A, 342B, 348B, 349A-349B</p>
	<p>AR.7.NO.3.6 (NO.3.7.6) Application of Computation: Solve, with and without technology, real world percent problems</p>	<p>SE/TE: Topic 14: 354-357, 358-361, 362-363</p> <p>TE: Topic 14: 357A-357B, 361A-361B, 363A-363B</p>
<p>CC.6.RP.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>	<p>AR.6.NO.3.6 (NO.3.6.6) Application of Computation: Use proportional reasoning and ratios to represent problem situations and determine the reasonableness of solutions with and without appropriate technology</p>	<p>SE/TE: Topic 16: 400-403, 404-407, 412-413</p> <p>TE: Topic 16: 403A-403B, 407A-407B, 413A-413B</p>
	<p>AR.5.M.12.2 (M.12.5.2) Attributes and Tools: Make conversions within the customary measurement system in real world problems.</p>	<p>SE/TE: Topic 16: 400-403</p> <p>TE: Topic 16: 403A-403B</p>
	<p>AR.6.M.12.2 (M.12.6.2) Attributes and Tools: Make conversions within the same measurement system in real world problems</p>	<p>SE/TE: Topic 16: 400-403, 404-407</p> <p>TE: Topic 16: 403A-403B, 407A-407B</p>
	<p>AR.7.M.12.2 (M.12.7.2) Attributes and Tools: Understand relationships among units within the same system</p>	<p>SE/TE: Topic 16: 400-403, 404-407</p> <p>TE: Topic 16: 403A-403B, 407A-407B</p>
	<p>AR.8.M.12.2 (M.12.8.2) Attributes and Tools: Describe and apply equivalent measures using a variety of units within the same system of measurement</p>	<p>SE/TE: Topic 16: 400-403, 404-407</p> <p>TE: Topic 16: 403A-403B, 407A-407B</p>

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The Number System		
<p>CC.6.NS.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions. 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.</p>	<p>AR.6.NO.3.4 (NO.3.6.4) Estimation: Estimate reasonable solutions to problem situations involving fractions and decimals</p>	<p>SE/TE: Topic 9: 208-209</p> <p>TE: Topic 9: 209A-209B</p>
	<p>AR.6.NO.3.2 (NO.3.6.2) Computational Fluency: Develop and analyze algorithms for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without technology, computational fluency in their use and justify the solution</p>	<p>SE/TE: Topic 9: 202-203, 206-207, 210-211</p> <p>TE: Topic 9: 203A-203B, 207A-207B, 211A-211B</p>
	<p>AR.6.NO.2.5 (NO.2.6.5) Understand Operations: Model multiplication and division of fractions (including mixed numbers) and decimals using pictures and physical objects</p>	<p>SE/TE: Topic 9: 202-203</p> <p>TE: Topic 9: 203A-203B</p>
	<p>AR.8.NO.2.5 (NO.2.8.5) Understand Operations: Model and develop addition, subtraction, multiplication and division of rational numbers</p>	<p>SE/TE: Topic 9: 202-203, 206-207, 210-211</p> <p>TE: Topic 9: 203A-203B, 207A-207B, 211A-211B</p>

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<p>CC.6.NS.2 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently divide multi-digit numbers using the standard algorithm.</p>	<p>AR.4.NO.3.3 (NO.3.4.3) Computational Fluency-Multiplication and Division: Attain, with and without appropriate technology, computational fluency in multiplication and division using contextual problems using: -- two-digit by two-digit multiplication (larger numbers with technology), -- up to three-digit by two-digit division (larger numbers with technology), -- strategies for multiplication and dividing numbers, -- performance of operations in more than one way, -- estimation of products and quotients in appropriate situations, and -- relationships between operations</p>	<p>SE/TE: Topic 3: 74-75 Topic 4: 106-109</p> <p>TE: Topic 3: 75A-75B Topic 4: 109A-109B</p>
	<p>AR.3.NO.3.3 (NO.3.3.3) Computational Fluency-Multiplication and Division: Develop, with and without appropriate technology, computational fluency in multiplication and division up to two-digit by one-digit numbers using two-digit by one-digit number contextual problems using: -- strategies for multiplying and dividing numbers, -- performance of operations in more than one way, -- estimation of products and quotients in appropriate situations, -- relationships between operations</p>	<p>SE/TE: Topic 3: 74-75 Topic 4: 106-109</p> <p>TE: Topic 3: 75A-75B Topic 4: 109A-109B</p>

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<p>(Continued) CC.6.NS.2 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently divide multi-digit numbers using the standard algorithm.</p>	<p>AR.5.NO.3.1 (NO.3.5.1) Computational Fluency: Develop and use a variety of algorithms with computational fluency to perform whole number operations using addition and subtraction (up to five-digit numbers), multiplication (up to three-digit x two-digit), division (up to two-digit divisor) interpreting remainders, including real world problems</p>	<p>SE/TE: Topic 3: 74-75 Topic 4: 106-109</p> <p>TE: Topic 3: 75A-75B Topic 4: 109A-109B</p>
	<p>AR.6.NO.3.1 (NO.3.6.1) Computational Fluency: Apply, with and without appropriate technology, algorithms with computational fluency to perform whole number operations (+, -, x, /)</p>	<p>SE/TE: Topic 3: 74-75 Topic 4: 106-109</p> <p>TE: Topic 3: 75A-75B Topic 4: 109A-109B</p>
<p>CC.6.NS.3 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>	<p>AR.7.NO.3.4 (NO.3.7.4) Application of Computation: Apply factorization, LCM, and GCF to solve problems using more than two numbers and explain the solution</p>	<p>SE/TE: Topic 5: 126-127 Topic 7: 164-165</p> <p>TE: Topic 5: 127A-127B Topic 7: 165A-165B</p>
	<p>AR.5.NO.3.2 (NO.3.5.2) Computational Fluency: Develop and use algorithms: -- to add and subtract numbers containing decimals (up to thousandths place), -- to multiply decimals (hundredths x tenths), -- to divide decimals by whole number divisors, -- to add and subtract fractions with like denominators</p>	<p>SE/TE: Topic 3: 64-65, 70-73, 76-77, 78-79, 80-81, 82-83, 84-87</p> <p>TE: Topic 3: 65A-65B, 73A-73B, 77A-77B, 79A-79B, 81A-81B, 83A-83B, 87A-87B</p>

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<p>(Continued) CC.6.NS.3 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>	<p>AR.6.NO.3.2 (NO.3.6.2) Computational Fluency: Develop and analyze algorithms for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without technology, computational fluency in their use and justify the solution</p>	<p>SE/TE: Topic 3: 64-65, 70-73, 76-77, 78-79, 80-81, 82-83, 84-87</p> <p>TE: Topic 3: 65A-65B, 73A-73B, 77A-77B, 79A-79B, 81A-81B, 83A-83B, 87A-87B</p>
	<p>AR.6.NO.2.5 (NO.2.6.5) Understand Operations: Model multiplication and division of fractions (including mixed numbers) and decimals using pictures and physical objects</p>	<p>SE/TE: Topic 3: 70-73, 76-77, 78-79, 80-81, 82-83, 84-87</p> <p>TE: Topic 3: 65A-65B, 73A-73B, 77A-77B, 79A-79B, 81A-81B, 83A-83B, 87A-87B</p>
	<p>AR.8.NO.2.5 (NO.2.8.5) Understand Operations: Model and develop addition, subtraction, multiplication and division of rational numbers</p>	<p>SE/TE: Topic 3: 64-65, 70-73, 76-77, 78-79, 80-81, 82-83, 84-87</p> <p>TE: Topic 3: 65A-65B, 73A-73B, 77A-77B, 79A-79B, 81A-81B, 83A-83B, 87A-87B</p>
	<p>AR.7.NO.3.3 (NO.3.7.3) Estimation: Determine when an estimate is sufficient and use estimation to decide whether answers are reasonable in problems including fractions and decimals</p>	<p>SE/TE: Topic 5: 126-127 Topic 7: 164-165</p> <p>TE: Topic 5: 127A-127B Topic 7: 165A-165B</p>

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<p>CC.6.NS.4 Compute fluently with multi-digit numbers and find common factors and multiples. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.</p>	<p>AR.6.NO.3.5 (NO.3.6.5) Application of Computation: Find and use factorization (tree diagram) including prime factorization of composite numbers (expanded and exponential notation) to determine the greatest common factor (GCF) and least common multiple (LCM)</p>	<p>SE/TE: Topic 5: 126-127 Topic 7: 164-165</p> <p>TE: Topic 5: 127A-127B Topic 7: 165A-165B</p>
	<p>AR.5.NO.2.3 (NO.2.5.3) Number theory: Identify the distributive property by using physical models to solve computation and real world problems</p>	<p>SE/TE: Topic 2: 40-41</p> <p>TE: Topic 2: 41A-41B</p>
	<p>AR.6.NO.2.2 (NO.2.6.2) Number theory: Apply the distributive property of multiplication over addition to simplify computations with whole numbers</p>	<p>SE/TE: Topic 2: 40-41</p> <p>TE: Topic 2: 41A-41B</p>
	<p>AR.7.NO.3.4 (NO.3.7.4) Application of Computation: Apply factorization, LCM, and GCF to solve problems using more than two numbers and explain the solution</p>	<p>SE/TE: Topic 5: 124-125, 126-127 Topic 7: 164-165</p> <p>TE: Topic 5: 125A-125B, 127A-127B Topic 7: 165A-165B</p>
	<p>AR.4.NO.2.2 (NO.2.4.2) Number Theory: Apply number theory: -- determine if any number is even or odd, -- use the terms 'multiple,' 'factor,' and 'divisible by' in an appropriate context, -- generate and use divisibility rules for 2, 5, and 10, -- demonstrate various multiplication & division relationships</p>	<p>SE/TE: Topic 5: 120-123, 124-125, 126-127 Topic 7: 164-165</p> <p>TE: Topic 5: 123A-123B, 125A-125B, 127A-127B Topic 7: 165A-165B</p>

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<p>CC.6.NS.5 Apply and extend previous understandings of numbers to the system of rational numbers. 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, debits/credits, 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>AR.7.NO.1.5 (NO.1.7.5) Rational Numbers: Compare and represent integers, fractions, decimals and mixed numbers and find their approximate location on a number line</p>	<p>SE/TE: Topic 10: 222-223, 224-225, 226-229</p> <p>TE: Topic 10: 223A-223B, 225A-225B, 229A-229B</p>
	<p>AR.7.NO.1.6 (NO.1.7.6) Rational Numbers: Recognize subsets of the real number system (natural, whole, integers, rational, and irrational numbers)</p>	<p>SE/TE: Topic 10: 222-223</p> <p>TE: Topic 10: 223A-223B</p>
	<p>AR.2.M.12.5 (M.12.2.5) Temperature: Compare temperatures using the Fahrenheit scale on a thermometer</p>	<p>SE/TE: Topic 10: 222, 230</p> <p>TE: Topic 10: 220C, 222B</p>
	<p>AR.3.M.12.3 (M.12.3.3) Temperature: Distinguish the temperature in contextual problems using the Fahrenheit scale on a thermometer</p>	<p>SE/TE: Topic 10: 222, 230</p>
	<p>AR.4.M.13.6 (M.13.4.6) Temperature: Read temperatures on Fahrenheit and Celsius scales</p>	<p>SE/TE: Topic 10: 222, 230</p> <p>TE: Topic 10: 220C, 222B</p>

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<p>CC.6.NS.6 Apply and extend previous understandings of numbers to the system of rational numbers. 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.</p>	<p>AR.7.NO.1.5 (NO.1.7.5) Rational Numbers: Compare and represent integers, fractions, decimals and mixed numbers and find their approximate location on a number line</p>	<p>SE/TE: Topic 10: 222-223, 226-229</p> <p>TE: Topic 10: 223A-223B, 229A-229B</p>
	<p>AR.7.NO.1.6 (NO.1.7.6) Rational Numbers: Recognize subsets of the real number system (natural, whole, integers, rational, and irrational numbers)</p>	<p>SE/TE: Topic 10: 222-223</p> <p>TE: Topic 10: 223A-223B</p>
	<p>AR.8.NO.1.3 (NO.1.8.3) Rational Numbers: Compare and order real numbers including irrational numbers and find their approximate location on a number line (Use technology when appropriate)</p>	<p>SE/TE: Topic 10: 222-223, 226-229</p> <p>TE: Topic 10: 223A-223B, 229A-229B</p>
	<p>AR.8.NO.1.4 (NO.1.8.4) Rational Numbers: Understand and justify classifications of numbers in the real number system</p>	<p>SE/TE: Topic 10: 222-223</p> <p>TE: Topic 10: 223A-223B</p>
	<p>AR.7.G.10.1 (G.10.7.1) Coordinate Geometry: Plot points in the coordinate plane</p>	<p>SE/TE: Topic 10: 246-249</p> <p>TE: Topic 10: 249A-249B</p>

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<p>CC.6.NS.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p>	<p>AR.7.NO.1.5 (NO.1.7.5) Rational Numbers: Compare and represent integers, fractions, decimals and mixed numbers and find their approximate location on a number line</p>	<p>SE/TE: Topic 10: 226-229</p> <p>TE: Topic 10: 229A-229B</p>
	<p>AR.7.NO.1.6 (NO.1.7.6) Rational Numbers: Recognize subsets of the real number system (natural, whole, integers, rational, and irrational numbers)</p>	<p>SE/TE: Topic 10: 222-223</p> <p>TE: Topic 10: 223A-223B</p>
	<p>AR.8.NO.1.3 (NO.1.8.3) Rational Numbers: Compare and order real numbers including irrational numbers and find their approximate location on a number line (Use technology when appropriate)</p>	<p>SE/TE: Topic 10: 222-223, 226-229</p> <p>TE: Topic 10: 223A-223B, 229A-229B</p>
	<p>AR.8.NO.1.4 (NO.1.8.4) Rational Numbers: Understand and justify classifications of numbers in the real number system</p>	<p>SE/TE: Topic 10: 222-223</p> <p>TE: Topic 10: 223A-223B</p>

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<p>CC.6.NS.6b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p>	<p>AR.7.G.9.2 (G.9.7.2) Symmetry and Transformations: Perform translations and reflections of two-dimensional figures using a variety of methods (paper folding, tracing, graph paper)</p>	<p>SE/TE: Topic 11: 284-287</p> <p>TE: Topic 11: 287A-287B</p>
	<p>AR.7.G.10.1 (G.10.7.1) Coordinate Geometry: Plot points in the coordinate plane</p>	<p>SE/TE: Topic 10: 246-249</p> <p>TE: Topic 10: 249A-249B</p>
	<p>AR.8.G.9.2 (G.9.8.2) Symmetry and Transformations: Draw the results of translations and reflections about the x- and y-axis and rotations of objects about the origin</p>	<p>SE/TE: Topic 11: 284-287</p> <p>TE: Topic 11: 287A-287B</p>
<p>CC.6.NS.6c 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.</p>	<p>AR.7.G.10.1 (G.10.7.1) Coordinate Geometry: Plot points in the coordinate plane</p>	<p>SE/TE: Topic 10: 246-249</p> <p>TE: Topic 10: 249A-249B</p>
	<p>AR.7.NO.1.5 (NO.1.7.5) Rational Numbers: Compare and represent integers, fractions, decimals and mixed numbers and find their approximate location on a number line</p>	<p>SE/TE: Topic 10: 224-225, 226-229</p> <p>TE: Topic 10: 225A-225B, 229A-229B</p>
<p>CC.6.NS.7 Apply and extend previous understandings of numbers to the system of rational numbers. Understand ordering and absolute value of rational numbers.</p>	<p>AR.8.NO.1.3 (NO.1.8.3) Rational Numbers: Compare and order real numbers including irrational numbers and find their approximate location on a number line (Use technology when appropriate)</p>	<p>SE/TE: Topic 10: 222-223, 226-229, 242-245</p> <p>TE: Topic 10: 223A-223B, 229A-229B, 245A-245B</p>

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<p>(Continued) CC.6.NS.7 Apply and extend previous understandings of numbers to the system of rational numbers. Understand ordering and absolute value of rational numbers.</p>	<p>AR.7.NO.3.5 (NO.3.7.5) Application of Computation: Represent and solve problem situations that can be modeled by and solved using concepts of absolute value, exponents and square roots (for perfect squares) with and without appropriate technology</p>	<p>SE/TE: Topic 10: 242-245</p> <p>TE: Topic 10: 245A-245B</p>
	<p>AR.6.NO.1.5 (NO.1.6.5) Rational Numbers: Recognize and identify perfect squares and their square roots</p>	<p>SE/TE: Topic 4: 109 Topic 5: 136</p>
<p>CC.6.NS.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</p>	<p>AR.8.NO.1.3 (NO.1.8.3) Rational Numbers: Compare and order real numbers including irrational numbers and find their approximate location on a number line (Use technology when appropriate)</p>	<p>SE/TE: Topic 10: 222-223, 226-229, 242-245</p> <p>TE: Topic 10: 223A-223B, 229A-229B, 245A-245B</p>
	<p>AR.9-12.SEI.AI.2.4 (SEI.2.AI.4) Solve and graph simple absolute value equations and inequalities</p>	<p>For related content: SE/TE: Topic 10: 242-245</p>
<p>CC.6.NS.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</p>	<p>AR.7.NO.1.5 (NO.1.7.5) Rational Numbers: Compare and represent integers, fractions, decimals and mixed numbers and find their approximate location on a number line</p>	<p>SE/TE: Topic 10: 222-223, 226-229, 242-245</p> <p>TE: Topic 10: 223A-223B, 229A-229B, 245A-245B</p>
	<p>AR.8.NO.1.3 (NO.1.8.3) Rational Numbers: Compare and order real numbers including irrational numbers and find their approximate location on a number line (Use technology when appropriate)</p>	<p>SE/TE: Topic 10: 222-223, 226-229, 242-245</p> <p>TE: Topic 10: 223A-223B, 229A-229B, 245A-245B</p>

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<p>CC.6.NS.7c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</p>	<p>AR.7.NO.3.5 (NO.3.7.5) Application of Computation: Represent and solve problem situations that can be modeled by and solved using concepts of absolute value, exponents and square roots (for perfect squares) with and without appropriate technology</p>	<p>SE/TE: Topic 10: 242-245</p> <p>TE: Topic 10: 245A-245B</p>
	<p>AR.9-12.SEI.AI.2.4 (SEI.2.AI.4) Solve and graph simple absolute value equations and inequalities</p>	<p>For related content: SE/TE: Topic 10: 242-245</p>
<p>CC.6.NS.7d Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</p>	<p>AR.7.NO.3.5 (NO.3.7.5) Application of Computation: Represent and solve problem situations that can be modeled by and solved using concepts of absolute value, exponents and square roots (for perfect squares) with and without appropriate technology</p>	<p>SE/TE: Topic 10: 242-245</p> <p>TE: Topic 10: 245A-245B</p>
	<p>AR.9-12.SEI.AI.2.4 (SEI.2.AI.4) Solve and graph simple absolute value equations and inequalities</p>	<p>For related content: SE/TE: Topic 10: 242-245</p>

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<p>CC.6.NS.8 Apply and extend previous understandings of numbers to the system of rational numbers. 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.</p>	<p>AR.8.NO.1.3 (NO.1.8.3) Rational Numbers: Compare and order real numbers including irrational numbers and find their approximate location on a number line (Use technology when appropriate)</p>	<p>SE/TE: Topic 10: 246-249</p> <p>TE: Topic 10: 249A-249B</p>
	<p>AR.8.NO.1.4 (NO.1.8.4) Rational Numbers: Understand and justify classifications of numbers in the real number system</p>	<p>SE/TE: Topic 10: 222-223</p> <p>TE: Topic 10: 223A-223B</p>
	<p>AR.7.NO.3.5 (NO.3.7.5) Application of Computation: Represent and solve problem situations that can be modeled by and solved using concepts of absolute value, exponents and square roots (for perfect squares) with and without appropriate technology</p>	<p>SE/TE: Topic 10: 246-249</p> <p>TE: Topic 10: 249A-249B</p>
Expressions and Equations		
<p>CC.6.EE.1 Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents.</p>	<p>AR.5.A.5.3 (A.5.5.3) Expressions, Equations and Inequalities: Select, write and evaluate algebraic expressions with one variable by substitution</p>	<p>SE/TE: Topic 2: 46-47</p> <p>TE: Topic 2: 47A-47B</p>
	<p>AR.6.A.5.3 (A.5.6.3) Expressions, Equations and Inequalities: Evaluate algebraic expressions with one variable using appropriate properties and operations (+, -, x, /)</p>	<p>SE/TE: Topic 2: 46-47</p> <p>TE: Topic 2: 47A-47B</p>
	<p>AR.7.A.5.4 (A.5.7.4) Expressions, Equations and Inequalities: Write and evaluate algebraic expressions using positive rational numbers</p>	<p>SE/TE: Topic 2: 46-47</p> <p>TE: Topic 2: 47A-47B</p>

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<p>(Continued) CC.6.EE.1 Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents.</p>	<p>AR.8.A.5.4 (A.5.8.4) Expressions, Equations and Inequalities: Write and evaluate algebraic expressions using rational numbers</p>	<p>SE/TE: Topic 2: 46-47</p> <p>TE: Topic 2: 47A-47B</p>
	<p>AR.5.NO.3.5 (NO.3.5.5) Application of Computation: Use factors of numbers: -- to introduce exponents, -- to find common factors of two numbers, -- to simplify fractions to the lowest terms</p>	<p>SE/TE: Topic 1: 10-13</p> <p>TE: Topic 1: 13A-13B</p>
<p>CC.6.EE.2 Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers.</p>	<p>AR.5.A.5.2 (A.5.5.2) Expressions, Equations and Inequalities: Write expressions containing one variable (a letter representing an unknown quantity) using rules for addition and subtraction</p>	<p>SE/TE: Topic 2: 32-33, 48-49</p> <p>TE: Topic 2: 33A-33B, 49A-49B</p>
	<p>AR.6.A.5.2 (A.5.6.2) Expressions, Equations and Inequalities: Write simple algebraic expressions using appropriate operations (+, -, x, /) with one variable</p>	<p>SE/TE: Topic 2: 32-33, 48-49</p> <p>TE: Topic 2: 33A-33B, 49A-49B</p>
	<p>AR.5.A.5.3 (A.5.5.3) Expressions, Equations and Inequalities: Select, write and evaluate algebraic expressions with one variable by substitution</p>	<p>SE/TE: Topic 2: 32-33, 46-47, 48-49</p> <p>TE: Topic 2: 33A-33B, 47A-47B, 49A-49B</p>
	<p>AR.6.A.5.3 (A.5.6.3) Expressions, Equations and Inequalities: Evaluate algebraic expressions with one variable using appropriate properties and operations (+, -, x, /)</p>	<p>SE/TE: Topic 2: 46-47</p> <p>TE: Topic 2: 47A-47B</p>
	<p>AR.8.A.5.4 (A.5.8.4) Expressions, Equations and Inequalities: Write and evaluate algebraic expressions using rational numbers</p>	<p>SE/TE: Topic 2: 32-33, 46-47, 48-49</p> <p>TE: Topic 2: 33A-33B, 47A-47B, 49A-49B</p>

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<p>CC.6.EE.2a Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as $5 - y$.</p>	<p>AR.5.A.5.2 (A.5.5.2) Expressions, Equations and Inequalities: Write expressions containing one variable (a letter representing an unknown quantity) using rules for addition and subtraction</p>	<p>SE/TE: Topic 2: 32-33, 48-49</p> <p>TE: Topic 2: 33A-33B, 49A-49B</p>
	<p>AR.6.A.5.2 (A.5.6.2) Expressions, Equations and Inequalities: Write simple algebraic expressions using appropriate operations (+, -, x, /) with one variable</p>	<p>SE/TE: Topic 2: 32-33, 48-49</p> <p>TE: Topic 2: 33A-33B, 49A-49B</p>
	<p>AR.6.A.5.3 (A.5.6.3) Expressions, Equations and Inequalities: Evaluate algebraic expressions with one variable using appropriate properties and operations (+, -, x, /)</p>	<p>SE/TE: Topic 2: 46-47</p> <p>TE: Topic 2: 47A-47B</p>
<p>CC.6.EE.2b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</p>	<p>AR.7.A.5.3 (A.5.7.3) Expressions, Equations and Inequalities: Translate phrases and sentences into algebraic expressions and equations including parentheses and positive and rational numbers and simplify algebraic expressions by combining like terms</p>	<p>SE/TE: Topic 2: 32-33, 34-35, 36-39, 40-41, 42-45</p> <p>TE: Topic 2: 33A-33B, 35A-35B, 39A-39B, 41A-41B, 45A-45B</p>

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<p>CC.6.EE.2c Evaluate expressions at 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 when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</p>	<p>AR.5.NO.2.4 (NO.2.5.4) Number theory: Apply rules (conventions) for order of operations to whole numbers where the left to right computations are modified only by the use of parentheses</p>	<p>SE/TE: Topic 2: 34-35, 36-39, 40-41, 42-45</p> <p>TE: Topic 2: 35A-35B, 39A-39B, 41A-41B, 45A-45B</p>
	<p>AR.6.NO.2.4 (NO.2.6.4) Number theory: Apply rules (conventions) for order of operations to whole numbers with and without parentheses</p>	<p>SE/TE: Topic 2: 34-35, 36-39, 40-41, 42-45</p> <p>TE: Topic 2: 35A-35B, 39A-39B, 41A-41B, 45A-45B</p>
	<p>AR.7.NO.2.3 (NO.2.7.3) Number theory: Apply rules (conventions) for order of operations to integers and positive rational numbers including parentheses, brackets or exponents</p>	<p>SE/TE: Topic 2: 34-35, 36-39, 40-41, 42-45</p> <p>TE: Topic 2: 35A-35B, 39A-39B, 41A-41B, 45A-45B</p>
	<p>AR.8.NO.2.4 (NO.2.8.4) Number theory: Apply rules (conventions) for order of operations to rational numbers</p>	<p>SE/TE: Topic 2: 34-35, 36-39, 40-41, 42-45</p> <p>TE: Topic 2: 35A-35B, 39A-39B, 41A-41B, 45A-45B</p>
	<p>AR.6.M.13.4 (M.13.6.4) Attributes and Tools: Establish and apply formulas to find area and perimeter of triangles, rectangles, and parallelograms</p>	<p>SE/TE: Topic 17: 426-429, 430-433, 434-437</p> <p>TE: Topic 17: 429A-429B, 433A-433B, 437A-437B</p>
	<p>AR.7.M.13.4 (M.13.7.4) Applications: Derive and use formulas for surface area and volume of prisms and cylinders and justify them using geometric models and common materials</p>	<p>SE/TE: Topic 18: 458-461, 462-463, 464-465</p> <p>TE: Topic 18: 461A-461B, 463A-463B, 465A-465B</p>

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<p>CC.6.EE.3 Apply and extend previous understandings of arithmetic to algebraic expressions. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</p>	<p>AR.7.A.5.3 (A.5.7.3) Expressions, Equations and Inequalities: Translate phrases and sentences into algebraic expressions and equations including parentheses and positive and rational numbers and simplify algebraic expressions by combining like terms</p>	<p>SE/TE: Topic 2: 32-33, 34-35, 36-39, 40-41, 42-45</p> <p>TE: Topic 2: 33A-33B, 35A-35B, 39A-39B, 41A-41B, 45A-45B</p>
	<p>AR.8.NO.2.4 (NO.2.8.4) Number theory: Apply rules (conventions) for order of operations to rational numbers</p>	<p>SE/TE: Topic 2: 34-35, 36-39, 40-41, 42-45</p> <p>TE: Topic 2: 35A-35B, 39A-39B, 41A-41B, 45A-45B</p>
	<p>AR.7.NO.2.3 (NO.2.7.3) Number theory: Apply rules (conventions) for order of operations to integers and positive rational numbers including parentheses, brackets or exponents</p>	<p>SE/TE: Topic 2: 34-35, 36-39, 40-41, 42-45</p> <p>TE: Topic 2: 35A-35B, 39A-39B, 41A-41B, 45A-45B</p>
	<p>AR.6.NO.2.4 (NO.2.6.4) Number theory: Apply rules (conventions) for order of operations to whole numbers with and without parentheses</p>	<p>SE/TE: Topic 2: 34-35, 36-39, 40-41, 42-45</p> <p>TE: Topic 2: 35A-35B, 39A-39B, 41A-41B, 45A-45B</p>
	<p>AR.5.NO.2.4 (NO.2.5.4) Number theory: Apply rules (conventions) for order of operations to whole numbers where the left to right computations are modified only by the use of parentheses</p>	<p>SE/TE: Topic 2: 34-35, 36-39, 40-41, 42-45</p> <p>TE: Topic 2: 35A-35B, 39A-39B, 41A-41B, 45A-45B</p>
	<p>AR.5.NO.2.3 (NO.2.5.3) Number theory: Identify the distributive property by using physical models to solve computation and real world problems</p>	<p>SE/TE: Topic 2: 40-41, 42-45</p> <p>TE: Topic 2: 41A-41B, 45A-45B</p>

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<p>(Continued) CC.6.EE.3 Apply and extend previous understandings of arithmetic to algebraic expressions. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</p>	<p>AR.6.NO.2.2 (NO.2.6.2) Number theory: Apply the distributive property of multiplication over addition to simplify computations with whole numbers</p>	<p>SE/TE: Topic 2: 40-41, 42-45</p> <p>TE: Topic 2: 41A-41B, 45A-45B</p>
	<p>AR.7.NO.2.1 (NO.2.7.1) Number theory: Apply the distributive property of multiplication over addition or subtraction to simplify computations with integers, fractions and decimals</p>	<p>SE/TE: Topic 2: 40-41, 42-45</p> <p>TE: Topic 2: 41A-41B, 45A-45B</p>
	<p>AR.8.A.5.3 (A.5.8.3) Expressions, Equations and Inequalities: Translate sentences into algebraic equations and inequalities and combine like terms within polynomials</p>	<p>SE/TE: Topic 4: 102-105, 110-113</p> <p>TE: Topic 4: 105A-105B, 113A-113B</p>
<p>CC.6.EE.4 Apply and extend previous understandings of arithmetic to algebraic expressions. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</p>	<p>AR.7.A.5.3 (A.5.7.3) Expressions, Equations and Inequalities: Translate phrases and sentences into algebraic expressions and equations including parentheses and positive and rational numbers and simplify algebraic expressions by combining like terms</p>	<p>SE/TE: Topic 4: 102-105, 110-113</p> <p>TE: Topic 4: 105A-105B, 113A-113B</p>

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<p>CC.6.EE.5 Reason about and solve one-variable equations and inequalities. 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>AR.8.A.5.1 (A.5.8.1) Expressions, Equations and Inequalities: Solve and graph two-step equations and inequalities with one variable and verify the reasonableness of the result with real world application with and without technology</p>	<p>SE/TE: Topic 4: 98-101, 106-109 Topic 15: 372-375, 386-389</p> <p>TE: Topic 4: 101A-101B, 109A-109B Topic 15: 375A-375B, 389A-389B</p>
	<p>AR.7.A.5.1 (A.5.7.1) Expressions, Equations and Inequalities: Solve and graph one-step linear equations and inequalities using a variety of methods (i.e., hands-on, inverse operations, symbolic) with real world application with and without technology</p>	<p>SE/TE: Topic 4: 98-101, 106-109 Topic 15: 380-381, 386-389</p> <p>TE: Topic 4: 101A-101B, 109A-109B Topic 15: 381A-381B, 389A-389B</p>
	<p>AR.6.NO.2.3 (NO.2.6.3) Number theory: Apply the addition, subtraction, multiplication and division properties of equality to one-step equations with whole numbers</p>	<p>SE/TE: Topic 4: 98-101, 102-105, 106-109, 110-113</p> <p>TE: Topic 4: 101A-101B, 105A-105B, 109A-109B, 113A-113B</p>
<p>CC.6.EE.6 Reason about and solve one-variable equations and inequalities. 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>AR.8.A.5.1 (A.5.8.1) Expressions, Equations and Inequalities: Solve and graph two-step equations and inequalities with one variable and verify the reasonableness of the result with real world application with and without technology</p>	<p>SE/TE: Topic 4: 98-101, 106-109 Topic 15: 372-375, 386-389</p> <p>TE: Topic 4: 101A-101B, 109A-109B Topic 15: 375A-375B, 389A-389B</p>
	<p>AR.7.A.5.1 (A.5.7.1) Expressions, Equations and Inequalities: Solve and graph one-step linear equations and inequalities using a variety of methods (i.e., hands-on, inverse operations, symbolic) with real world application with and without technology</p>	<p>SE/TE: Topic 4: 98-101, 106-109 Topic 15: 380-381, 386-389</p> <p>TE: Topic 4: 101A-101B, 109A-109B Topic 15: 381A-381B, 389A-389B</p>

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<p>(Continued) CC.6.EE.6 Reason about and solve one-variable equations and inequalities. 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>AR.8.A.5.3 (A.5.8.3) Expressions, Equations and Inequalities: Translate sentences into algebraic equations and inequalities and combine like terms within polynomials</p>	<p>SE/TE: Topic 4: 102-105, 110-113</p> <p>TE: Topic 4: 105A-105B, 113A-113B</p>
	<p>AR.7.NO.2.2 (NO.2.7.2) Number theory: Apply the addition, subtraction, multiplication and division properties of equality to one-step equations with integers, fractions, and decimals</p>	<p>SE/TE: Topic 4: 98-101, 102-105, 106-109, 110-113</p> <p>TE: Topic 4: 101A-101B, 105A-105B, 109A-109B, 113A-113B</p>
<p>CC.6.EE.7 Reason about and solve one-variable equations and inequalities. 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.</p>	<p>AR.7.A.5.4 (A.5.7.4) Expressions, Equations and Inequalities: Write and evaluate algebraic expressions using positive rational numbers</p>	<p>SE/TE: Topic 2: 32-33, 46-47, 48-49</p> <p>TE: Topic 2: 33A-33B, 47A-47B, 49A-49B</p>
	<p>AR.8.A.5.1 (A.5.8.1) Expressions, Equations and Inequalities: Solve and graph two-step equations and inequalities with one variable and verify the reasonableness of the result with real world application with and without technology</p>	<p>SE/TE: Topic 4: 98-101, 106-109 Topic 15: 372-375, 386-389</p> <p>TE: Topic 4: 101A-101B, 109A-109B Topic 15: 375A-375B, 389A-389B</p>
	<p>AR.7.A.5.1 (A.5.7.1) Expressions, Equations and Inequalities: Solve and graph one-step linear equations and inequalities using a variety of methods (i.e., hands-on, inverse operations, symbolic) with real world application with and without technology</p>	<p>SE/TE: Topic 4: 98-101, 106-109 Topic 15: 380-381, 386-389</p> <p>TE: Topic 4: 101A-101B, 109A-109B Topic 15: 375A-375B, 389A-389B</p>
	<p>AR.8.A.5.3 (A.5.8.3) Expressions, Equations and Inequalities: Translate sentences into algebraic equations and inequalities and combine like terms within polynomials</p>	<p>SE/TE: Topic 4: 102-105, 110-113</p> <p>TE: Topic 4: 105A-105B, 113A-113B</p>

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<p>(Continued) CC.6.EE.7 Reason about and solve one-variable equations and inequalities. 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.</p>	<p>AR.5.A.5.1 (A.5.5.1) Expressions, Equations and Inequalities: Model and solve simple equations by informal methods using manipulatives and appropriate technology</p>	<p>SE/TE: Topic 4: 98-101, 106-109</p> <p>TE: Topic 4: 101A-101B, 109A-109B</p>
	<p>AR.7.A.5.2 (A.5.7.2) Expressions, Equations and Inequalities: Solve simple linear equations using integers and graph on a coordinate plane</p>	<p>SE/TE: Topic 15: 380-315, 326-329</p> <p>TE: Topic 15: 315A-315B, 329A-329B</p>
	<p>AR.8.A.5.2 (A.5.8.2) Expressions, Equations and Inequalities: Solve and graph linear equations (in the form $y=mx+b$)</p>	<p>SE/TE: Topic 15: 380-315, 326-329</p> <p>TE: Topic 15: 315A-315B, 329A-329B</p>
<p>CC.6.EE.8 Reason about and solve one-variable equations and inequalities. 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.</p>	<p>AR.7.A.5.1 (A.5.7.1) Expressions, Equations and Inequalities: Solve and graph one-step linear equations and inequalities using a variety of methods (i.e., hands-on, inverse operations, symbolic) with real world application with and without technology</p>	<p>SE/TE: Topic 4: 98-101, 106-109 Topic 15: 380-381, 386-389</p> <p>TE: Topic 4: 101A-101B, 109A-109B Topic 15: 381A-381B, 389A-389B</p>
	<p>AR.8.A.5.1 (A.5.8.1) Expressions, Equations and Inequalities: Solve and graph two-step equations and inequalities with one variable and verify the reasonableness of the result with real world application with and without technology</p>	<p>SE/TE: Topic 4: 98-101, 106-109 Topic 15: 372-375, 386-389</p> <p>TE: Topic 4: 101A-101B, 109A-109B Topic 15: 375A-375B, 389A-389B</p>
	<p>AR.8.A.5.3 (A.5.8.3) Expressions, Equations and Inequalities: Translate sentences into algebraic equations and inequalities and combine like terms within polynomials</p>	<p>SE/TE: Topic 4: 102-105, 110-113</p> <p>TE: Topic 4: 105A-105B, 113A-113B</p>

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(Continued)	AR.9-12.SEI.AI.2.4 (SEI.2.AI.4) Solve and graph simple absolute value equations and inequalities	For related content: SE/TE: Topic 10: 242-245
CC.6.EE.9 Represent and analyze quantitative relationships between dependent and independent variables. 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.	AR.8.A.7.1 (A.7.8.1) Analyze Change: Use, with and without technology, graphs of real life situations to describe the relationships and analyze change including graphs of change (cost per minute) and graphs of accumulation (total cost)	SE/TE: Topic 15: 380-381, 382-383 TE: Topic 15: 381A-381B, 383A-383B
	AR.8.A.4.4 (A.4.8.4) Patterns, Relations and Functions: Use tables, graphs, and equations to identify independent/dependent variables (input/output)	SE/TE: Topic 15: 376-377, 378-379, 380-381, 382-383 TE: Topic 15: 377A-377B, 379A-379B, 381A-381B, 383A-383B
	AR.7.A.7.1 (A.7.7.1) Analyze Change: Use, with and without appropriate technology, tables and graphs to compare and identify situations with constant or varying rates of change	SE/TE: Topic 15: 376-377, 378-379, 380-381, 382-383 TE: Topic 15: 377A-377B, 379A-379B, 381A-381B, 383A-383B
	AR.9-12.LF.AC.2.2 (LF.2.AC.2) Create, given a situation, a graph that models the relationship between the independent and dependent variables	SE/TE: Topic 15: 380-381, 382-383 TE: Topic 15: 381A-381B, 383A-383B

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Geometry		
CC.6.G.1 Solve real-world and mathematical problems involving area, surface area, and volume. Find 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.	AR.6.M.13.4 (M.13.6.4) Attributes and Tools: Establish and apply formulas to find area and perimeter of triangles, rectangles, and parallelograms	SE/TE: Topic 17: 426-429, 430-433, 434-437 TE: Topic 17: 429A-429B, 433A-433B, 437A-437B
	AR.5.M.13.4 (M.13.5.4) Attributes and Tools: Develop and use strategies to solve real world problems involving perimeter and area of rectangle	SE/TE: Topic 17: 426-429, 430-433, 434-437 TE: Topic 17: 429A-429B, 433A-433B, 437A-437B
	AR.7.M.13.3 (M.13.7.3) Attributes and Tools: Develop and use strategies to solve problems involving area of a trapezoid and circumference and area of a circle	SE/TE: Topic 17: 426-429, 430-433, 434-437 TE: Topic 17: 429A-429B, 433A-433B, 437A-437B
	AR.8.M.13.5 (M.13.8.5) Applications: Estimate and compute the area of irregular two-dimensional shapes	SE/TE: Topic 17: 430-433 TE: Topic 17: 433A-433B
	AR.7.M.13.7 (M.13.7.7) Applications: Estimate and compute the area of more complex or irregular two-dimensional shapes by dividing them into more basic shapes	SE/TE: Topic 17: 430-433 TE: Topic 17: 433A-433B

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<p>CC.6.G.2 Solve real-world and mathematical problems involving area, surface area, and volume. 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.</p>	<p>AR.7.M.13.4 (M.13.7.4) Applications: Derive and use formulas for surface area and volume of prisms and cylinders and justify them using geometric models and common materials</p>	<p>SE/TE: Topic 18: 464-465</p> <p>TE: Topic 18: 465A-465B</p>
	<p>AR.6.G.8.1 (G.8.6.1) Characteristics of Geometric Shapes: Identify three-dimensional geometric figures using models (rectangular prisms, cylinders, cones, pyramids and spheres)</p>	<p>SE/TE: Topic 18: 454-457</p> <p>TE: Topic 18: 457A-457B</p>
<p>CC.6.G.3 Solve real-world and mathematical problems involving area, surface area, and volume. 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.</p>	<p>AR.7.G.10.2 (G.10.7.2) Coordinate Geometry: Plot points that form the vertices of a geometric figure and draw, identify and classify the figure.</p>	<p>SE/TE: Topic 10: 247, 248, 249</p>
	<p>AR.6.G.10.2 (G.10.6.2) Coordinate Geometry: Plot points that form the vertices of a geometric figure and draw, identify and classify the figure.</p>	<p>SE/TE: Topic 10: 247, 248, 249</p>

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<p>(Continued) CC.6.G.3 Solve real-world and mathematical problems involving area, surface area, and volume. 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.</p>	<p>AR.8.G.10.1 (G.10.8.1) Coordinate Geometry: Use coordinate geometry to explore the links between geometric and algebraic representations of problems (lengths of segments/distance between points, slope/perpendicular-parallel lines)</p>	<p>SE/TE: Topic 10: 247, 248, 249</p>
	<p>AR.6.G.8.1 (G.8.6.1) Characteristics of Geometric Shapes: Identify three-dimensional geometric figures using models (rectangular prisms, cylinders, cones, pyramids and spheres)</p>	<p>SE/TE: Topic 18: 454-457</p> <p>TE: Topic 18: 457A-457B</p>
<p>CC.6.G.4 Solve real-world and mathematical problems involving area, surface area, and volume. 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>	<p>AR.6.G.11.1 (G.11.6.1) Spatial Visualization and Models: Identify two-dimensional patterns (nets) for three-dimensional solids, such as prisms, pyramids, cylinders, and cones</p>	<p>SE/TE: Topic 18: 455, 456</p>
	<p>AR.7.G.11.1 (G.11.7.1) Spatial Visualization and Models: Build three-dimensional solids from two-dimensional patterns (nets)</p>	<p>SE/TE: Topic 18: 455, 456</p>
	<p>AR.8.M.13.2 (M.13.8.2) Applications: Solve problems involving volume and surface area of pyramids, cones and composite figures, with and without appropriate technology</p>	<p>SE/TE: Topic 18: 458-461, 462-463, 464-465</p> <p>TE: Topic 18: 461A-461B, 463A-463B, 465A-465B</p>
	<p>AR.7.M.13.4 (M.13.7.4) Applications: Derive and use formulas for surface area and volume of prisms and cylinders and justify them using geometric models and common materials</p>	<p>SE/TE: Topic 18: 458-461, 462-463, 464-465</p> <p>TE: Topic 18: 461A-461B, 463A-463B, 465A-465B</p>

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<p>(Continued) CC.6.G.4 Solve real-world and mathematical problems involving area, surface area, and volume. 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>	<p>AR.5.G.11.1 (G.11.5.1) Spatial Visualization and Models: Using grid paper, draw and identify two-dimensional patterns (nets) for cubes</p>	<p>For related content: SE/TE: Topic 18: 455, 456</p>
	<p>AR.6.G.8.1 (G.8.6.1) Characteristics of Geometric Shapes: Identify three-dimensional geometric figures using models (rectangular prisms, cylinders, cones, pyramids and spheres)</p>	<p>SE/TE: Topic 18: 454-457</p> <p>TE: Topic 18: 457A-457B</p>
<p>Statistics and Probability</p>		
<p>CC.6.SP.1 Develop understanding of statistical variability. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. 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.</p>	<p>AR.6.DAP.14.1 (DAP.14.6.1) Collect, organize and display data: Formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population</p>	<p>SE/TE: Topic 19: 476-477</p> <p>TE: Topic 19: 477A-477B</p>
	<p>AR.7.DAP.14.1 (DAP.14.7.1) Collect, organize and display data: Identify different ways of selecting samples and compose appropriate questions</p>	<p>SE/TE: Topic 19: 476-477</p> <p>TE: Topic 19: 477A-477B</p>
	<p>AR.5.DAP.14.1 (DAP.14.5.1) Collect, organize and display data: Develop appropriate questions for surveys</p>	<p>SE/TE: Topic 19: 476-477</p> <p>TE: Topic 19: 477A-477B</p>

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<p>CC.6.SP.2 Develop understanding of statistical variability. 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.</p>	<p>AR.6.DAP.15.2 (DAP.15.6.2) Data Analysis: Compare and interpret information provided by measures of central tendencies (mean, median and mode) and measures of spread (range)</p>	<p>SE/TE: Topic 19: 480-481, 482-483</p> <p>TE: Topic 19: 480B, 481A-481B, 482A, 482B, 483A-483B</p>
	<p>AR.5.DAP.15.2 (DAP.15.5.2) Data Analysis: Determine, with and without appropriate technology, the range, mean, median and mode (whole number data sets) and explain what each indicates about the set of data</p>	<p>SE/TE: Topic 19: 480-481, 482-483</p> <p>TE: Topic 19: 481A-481B, 483A-483B</p>
	<p>AR.7.DAP.15.2 (DAP.15.7.2) Data Analysis: Analyze, with and without appropriate technology, a set of data by using and comparing measures of central tendencies (mean, median, mode) and measures of spread (range, quartile, interquartile range)</p>	<p>SE/TE: Topic 19: 480-481, 482-483</p> <p>TE: Topic 19: 481A-481B, 483A-483B</p>
	<p>AR.8.DAP.15.2 (DAP.15.8.2) Data Analysis: Analyze, with and without appropriate technology, graphs by comparing measures of central tendencies and measures of spread</p>	<p>SE/TE: Topic 19: 494-497, 498-499</p> <p>TE: Topic 19: 497A-497B, 499A-499B</p>
	<p>AR.8.DAP.15.3 (DAP.15.8.3) Data Analysis: Given at least one of the measures of central tendency create a data set</p>	<p>SE/TE: Topic 19: 481, 496, 500-501</p> <p>TE: Topic 19: 501A-501B</p>
	<p>AR.8.DAP.15.4 (DAP.15.8.4) Data Analysis: Describe how the inclusion of outliers affects those measures</p>	<p>SE/TE: Topic 19: 478-479</p> <p>TE: Topic 19: 479A-479B</p>

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<p>(Continued) CC.6.SP.2 Develop understanding of statistical variability. 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.</p>	<p>AR.5.DAP.14.3 (DAP.14.5.3) Collect, organize and display data: Construct and interpret frequency tables, charts, line plots, stem-and-leaf plots and bar graphs</p>	<p>SE/TE: Topic 19: 484-487, 488-489, 490, 492, 498, 499</p> <p>TE: Topic 19: 487A-487B, 489A-489B</p>
	<p>AR.6.DAP.14.3 (DAP.14.6.3) Collect, organize and display data: Construct and interpret graphs, using correct scale, including line graphs and double-bar graphs</p>	<p>SE/TE: Topic 19: 484-487, 488-489, 490, 492</p> <p>TE: Topic 19: 487A-487B, 489A-489B</p>
	<p>AR.7.DAP.14.3 (DAP.14.7.3) Collect, organize and display data: Construct and interpret circle graphs, box-and-whisker plots, histograms, scatter plots and double line graphs with and without appropriate technology</p>	<p>SE/TE: Topic 19: 484-487, 488-489, 490, 492, 498, 499</p> <p>TE: Topic 19: 487A-487B, 489A-489B</p>
	<p>AR.8.DAP.14.3 (DAP.14.8.3) Collect, organize and display data: Interpret or solve real world problems using data from charts, line plots, stem-and leaf plots, double-bar graphs, line graphs, box-and whisker plots, scatter plots, frequency tables or double line graphs</p>	<p>SE/TE: Topic 19: 484-487, 488-489, 490, 492, 498, 499</p> <p>TE: Topic 19: 487A-487B, 489A-489B</p>
	<p>AR.5.DAP.15.1 (DAP.15.5.1) Data Analysis: Interpret graphs such as line graphs, double bar graphs, and circle graphs</p>	<p>SE/TE: Topic 19: 484-487, 488-489, 490, 492, 498, 499</p> <p>TE: Topic 19: 487A-487B, 489A-489B</p>
	<p>AR.6.DAP.15.1 (DAP.15.6.1) Data Analysis: Interpret graphs such as double line graphs and circle graphs</p>	<p>SE/TE: Topic 19: 484-487, 488-489, 490, 492, 498, 499</p> <p>TE: Topic 19: 487A-487B, 489A-489B</p>

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<p>(Continued) CC.6.SP.2 Develop understanding of statistical variability. 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.</p>	<p>AR.7.DAP.15.1 (DAP.15.7.1) Data Analysis: Analyze data displays, including ways that they can be misleading</p>	<p>SE/TE: Topic 19: 484-487, 488-489, 490, 492, 498, 499</p> <p>TE: Topic 19: 487A-487B, 489A-489B</p>
	<p>AR.5.DAP.14.1 (DAP.14.5.1) Collect, organize and display data: Develop appropriate questions for surveys</p>	<p>SE/TE: Topic 19: 476-477, 484-487, 488-489</p> <p>TE: Topic 19: 477A-477B, 487A-487B, 489A-489B</p>
<p>CC.6.SP.3 Develop understanding of statistical variability. 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.</p>	<p>AR.5.DAP.15.2 (DAP.15.5.2) Data Analysis: Determine, with and without appropriate technology, the range, mean, median and mode (whole number data sets) and explain what each indicates about the set of data</p>	<p>SE/TE: Topic 19: 480-481, 482-483, 490-493, 494-497</p> <p>TE: Topic 19: 481A-481B, 483A-483B, 493A-493B, 497A-497B</p>
	<p>AR.6.DAP.15.2 (DAP.15.6.2) Data Analysis: Compare and interpret information provided by measures of central tendencies (mean, median and mode) and measures of spread (range)</p>	<p>SE/TE: Topic 19: 480-481, 482-483, 490-493, 494-497</p> <p>TE: Topic 19: 481A-481B, 483A-483B, 493A-493B, 497A-497B</p>
	<p>AR.7.DAP.15.2 (DAP.15.7.2) Data Analysis: Analyze, with and without appropriate technology, a set of data by using and comparing measures of central tendencies (mean, median, mode) and measures of spread (range, quartile, interquartile range)</p>	<p>SE/TE: Topic 19: 480-481, 482-483, 490-493, 494-497</p> <p>TE: Topic 19: 481A-481B, 483A-483B, 493A-493B, 497A-497B</p>

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<p>(Continued) CC.6.SP.3 Develop understanding of statistical variability. 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.</p>	<p>AR.8.DAP.15.2 (DAP.15.8.2) Data Analysis: Analyze, with and without appropriate technology, graphs by comparing measures of central tendencies and measures of spread</p>	<p>SE/TE: Topic 19: 480-481, 482-483, 490-493, 494-497</p> <p>TE: Topic 19: 481A-481B, 483A-483B, 493A-493B, 497A-497B</p>
	<p>AR.8.DAP.15.3 (DAP.15.8.3) Data Analysis: Given at least one of the measures of central tendency create a data set</p>	<p>SE/TE: Topic 19: 481, 496, 500-501</p> <p>TE: Topic 19: 501A-501B</p>
	<p>AR.8.DAP.15.4 (DAP.15.8.4) Data Analysis: Describe how the inclusion of outliers affects those measures</p>	<p>SE/TE: Topic 19: 495, 496</p>
<p>CC.6.SP.4 Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p>	<p>AR.5.DAP.14.3 (DAP.14.5.3) Collect, organize and display data: Construct and interpret frequency tables, charts, line plots, stem-and-leaf plots and bar graphs</p>	<p>SE/TE: Topic 19: 484-487, 488-489</p> <p>TE: Topic 19: 487A-487B, 489A-489B</p>
	<p>AR.6.DAP.14.3 (DAP.14.6.3) Collect, organize and display data: Construct and interpret graphs, using correct scale, including line graphs and double-bar graphs</p>	<p>SE/TE: Topic 19: 484-487, 488-489</p> <p>TE: Topic 19: 487A-487B, 489A-489B</p>
	<p>AR.7.DAP.14.3 (DAP.14.7.3) Collect, organize and display data: Construct and interpret circle graphs, box-and-whisker plots, histograms, scatter plots and double line graphs with and without appropriate technology</p>	<p>SE/TE: Topic 19: 484-487, 488-489, 490, 492, 498, 499</p> <p>TE: Topic 19: 487A-487B, 489A-489B</p>
	<p>AR.7.DAP.14.2 (DAP.14.7.2) Collect, organize and display data: Explain which types of display are appropriate for various data sets (line graph for change over time, circle graph for part-to-whole comparison, scatter plot for trends)</p>	<p>SE/TE: Topic 19: 484, 486</p>

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<p>CC.6.SP.5 Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by:</p> <p>-- a. Reporting the number of observations.</p> <p>-- b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</p> <p>-- c. 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 was gathered.</p> <p>-- d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.</p>	<p>AR.5.DAP.14.3 (DAP.14.5.3) Collect, organize and display data: Construct and interpret frequency tables, charts, line plots, stem-and-leaf plots and bar graphs</p>	<p>SE/TE: Topic 19: 484-487, 488-489, 490, 492, 498, 499</p> <p>TE: Topic 19: 487A-487B, 489A-489B</p>
	<p>AR.5.DAP.14.1 (DAP.14.5.1) Collect, organize and display data: Develop appropriate questions for surveys</p>	<p>SE/TE: Topic 19: 476-477</p> <p>TE: Topic 19: 477A-477B</p>
	<p>AR.6.DAP.15.2 (DAP.15.6.2) Data Analysis: Compare and interpret information provided by measures of central tendencies (mean, median and mode) and measures of spread (range)</p>	<p>SE/TE: Topic 19: 480-481, 482-483, 490-493, 494-497</p> <p>TE: Topic 19: 481A-481B, 483A-483B, 493A-493B, 497A-497B</p>
	<p>AR.8.DAP.15.2 (DAP.15.8.2) Data Analysis: Analyze, with and without appropriate technology, graphs by comparing measures of central tendencies and measures of spread</p>	<p>SE/TE: Topic 19: 480-481, 482-483, 490-493, 494-497</p> <p>TE: Topic 19: 481A-481B, 483A-483B, 493A-493B, 497A-497B</p>
	<p>AR.8.DAP.15.3 (DAP.15.8.3) Data Analysis: Given at least one of the measures of central tendency create a data set</p>	<p>SE/TE: Topic 19: 481, 496, 500-501</p> <p>TE: Topic 19: 501A-501B</p>
	<p>AR.8.DAP.15.4 (DAP.15.8.4) Data Analysis: Describe how the inclusion of outliers affects those measures</p>	<p>SE/TE: Topic 19: 495, 496</p>
	<p>AR.6.DAP.14.3 (DAP.14.6.3) Collect, organize and display data: Construct and interpret graphs, using correct scale, including line graphs and double-bar graphs</p>	<p>SE/TE: Topic 19: 484-487, 488-489, 490, 492, 498, 499</p> <p>TE: Topic 19: 487A-487B, 489A-489B</p>

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<p>(Continued) CC.6.SP.5 Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: -- a. Reporting the number of observations. -- b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. -- c. 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 was gathered. -- d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.</p>	<p>AR.6.DAP.14.1 (DAP.14.6.1) Collect, organize and display data: Formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population</p>	<p>SE/TE: Topic 19: 476-477</p> <p>TE: Topic 19: 477A-477B</p>
	<p>AR.7.DAP.14.1 (DAP.14.7.1) Collect, organize and display data: Identify different ways of selecting samples and compose appropriate questions</p>	<p>SE/TE: Topic 19: 476-477</p> <p>TE: Topic 19: 477A-477B</p>
	<p>AR.8.DAP.16.1 (DAP.16.8.1) Inferences and Predictions: Use observations about differences between sets of data to make conjectures about the populations from which the data was taken</p>	<p>SE/TE: Topic 19: 500-501</p> <p>TE: Topic 19: 501A-501B</p>
	<p>AR.6.DAP.16.1 (DAP.16.6.1) Inferences and Predictions: Use observations about differences in data to make justifiable inferences</p>	<p>SE/TE: Topic 19: 500-501</p> <p>TE: Topic 19: 501A-501B</p>
	<p>AR.5.DAP.16.1 (DAP.16.5.1) Inferences and Predictions: Make predictions and justify conclusions based on data</p>	<p>SE/TE: Topic 19: 484-487, 488-489, 490, 492, 498, 499, 500-501</p> <p>TE: Topic 19: 487A-487B, 489A-489B, 501A-501B</p>
	<p>AR.8.DAP.15.1 (DAP.15.8.1) Data Analysis: Compare and contrast the reliability of data sets with different size populations</p>	<p>SE/TE: Topic 19: 498-499</p> <p>TE: Topic 19: 498B</p>

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<p>(Continued) CC.6.SP.5 Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: -- a. Reporting the number of observations. -- b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. -- c. 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 was gathered. -- d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.</p>	<p>AR.8.DAP.14.1 (DAP.14.8.1) Collect, organize and display data: Design and conduct investigations which include: -- adequate number of trials, -- unbiased sampling, -- accurate measurement, -- record-keeping</p>	<p>TE: Topic 19: 474C, 474D, 494B, 498B, 499B</p>
	<p>AR.8.DAP.14.2 (DAP.14.8.2) Collect, organize and display data: Explain which types of display are appropriate for various data sets (scatter plot for relationship between two variants and line of best fit)</p>	<p>SE/TE: Topic 19: 484, 486</p>
	<p>AR.6.DAP.14.2 (DAP.14.6.2) Collect, organize and display data: Collect data and select appropriate graphical representations to display the data including Venn diagrams</p>	<p>SE/TE: Topic 19: 484, 486</p> <p>TE: Topic 19: 484B</p>
	<p>AR.5.DAP.14.2 (DAP.14.5.2) Collect, organize and display data: Collect numerical and categorical data using surveys, observations and experiments that would result in bar graphs, line graphs, line plots and stem-and-leaf plots</p>	<p>SE/TE: Topic 19: 486</p> <p>TE: Topic 19: 484B</p>
	<p>AR.7.DAP.14.3 (DAP.14.7.3) Collect, organize and display data: Construct and interpret circle graphs, box-and-whisker plots, histograms, scatter plots and double line graphs with and without appropriate technology</p>	<p>SE/TE: Topic 19: 484-487, 488-489, 490, 492, 498, 499</p> <p>TE: Topic 19: 487A-487B, 489A-489B</p>

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<p>(Continued) CC.6.SP.5 Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: -- a. Reporting the number of observations. -- b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. -- c. 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 was gathered. -- d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.</p>	<p>AR.8.DAP.14.3 (DAP.14.8.3) Collect, organize and display data: Interpret or solve real world problems using data from charts, line plots, stem-and leaf plots, double-bar graphs, line graphs, box-and whisker plots, scatter plots, frequency tables or double line graphs</p>	<p>SE/TE: Topic 19: 478-479, 480-481, 482-483, 484-487, 488-489, 490-493, 494-497, 498-499, 500-501</p> <p>TE: Topic 19: 479A-479B, 481A-481B, 483A-483B, 487A-487B, 489A-489B, 493A-493B, 497A-497B, 499A-499B, 501A-501B</p>
	<p>AR.6.DAP.15.1 (DAP.15.6.1) Data Analysis: Interpret graphs such as double line graphs and circle graphs</p>	<p>SE/TE: Topic 19: 484-487, 488-489, 490, 492, 498, 499</p> <p>TE: Topic 19: 487A-487B, 489A-489B</p>
	<p>AR.7.DAP.15.1 (DAP.15.7.1) Data Analysis: Analyze data displays, including ways that they can be misleading</p>	<p>SE/TE: Topic 19: 484-487, 488-489, 490, 492, 498, 499</p> <p>TE: Topic 19: 487A-487B, 489A-489B</p>
	<p>AR.5.DAP.15.2 (DAP.15.5.2) Data Analysis: Determine, with and without appropriate technology, the range, mean, median and mode (whole number data sets) and explain what each indicates about the set of data</p>	<p>SE/TE: Topic 19: 480-481, 482-483, 490-493, 494-497</p> <p>TE: Topic 19: 481A-481B, 483A-483B, 493A-493B, 497A-497B</p>