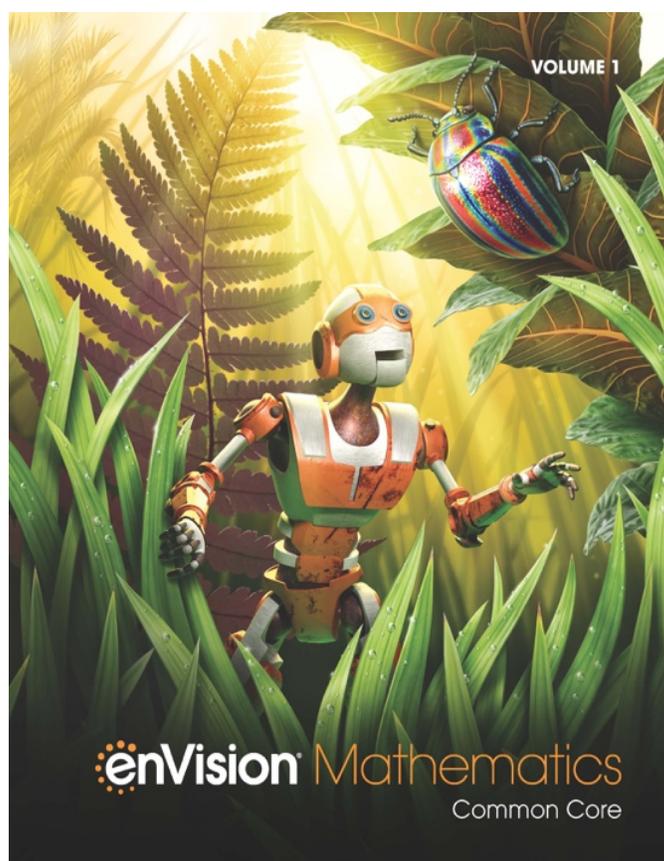


A Correlation of

enVision Mathematics

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to the

**Arkansas
Mathematics Standards 2016
Grade 6**

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Introduction

The new enVision® Mathematics ©2021 is the latest offering of the nationally recognized Grades K-12 series, created for print, digital, and blended instruction. Problem-Based Learning connects with Visual Learning to deep conceptual understanding. Interactive multimedia experiences engage learners in student choice and solving rich problems. Extensive customization and differentiation options empower every teacher and student.

UNDERSTANDING

A simple lesson design provides a clear, intentional pathway. Starting on a firm foundation of conceptual understanding, students can connect and apply math ideas in amazing ways. High-interest math projects invite all students to be active participants.

A simple lesson design provides a clear, intentional pathway.

STEP 1 Problem-Based Learning

STEP 2 Visual Learning

STEP 3 Assess and Differentiate

ASSESSMENT

The enVision Assessment Suite offers options to move students toward mastery of state standards while driving instructional differentiation.

DIAGNOSTIC Assessment

Reading Test, Diagnostic Test (Math Diagnosis and Intervention System), Review What You Know

FORMATIVE Assessment

SCOUT Observational Assessment used during Solve & Share, Do You Understand? And Convince Me! Guide Practice, Quick Check

SUMMATIVE Assessment

Topic Assessments, Topic Performance Assessments, Examview Test Generator, Fluency Assessments, Cumulative/Benchmarks Assessments, Progress Monitoring Assessments

INSTRUCTIONAL SUPPORT

Gain a new perspective on your teaching with embedded strategies, methods, and a wide range of Professional Development opportunities in print and digital formats.

Ideas, Inspiration, and Teaching Methods

Math background for every Topic and Lesson serves as an easy-to-access math methods course.

Make every lesson perfect for you. Access all digital content, assessments, and management tools at [PearsonRealize.com](https://www.pearsonrealize.com).

Kids See the Math. Teachers See Results.

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Ratios and Proportional	
Understand ratio concepts and use ratio reasoning to solve problems	
<p>AR.Math.Content.6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</p>	<p>SE: 267-272, 273-278, 279-284, 285-290, 333-338</p> <p>TE: 267A-272B, 273A-278B, 279A-284B, 285A-290B, 333-338</p>
<p>AR.Math.Content.6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger." Note: Expectations for unit rates in this grade are limited to non-complex fractions.</p>	<p>SE: 293-298, 299-304, 305-310, 333-338</p> <p>TE: 293A-298B, 299A-304B, 305A-310B, 333-338</p>
<p>AR.Math.Content.6.RP.A.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):</p> <ul style="list-style-type: none"> • Use and create tables to compare equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane • Solve unit rate problems including those involving unit pricing and constant speed <p>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> <ul style="list-style-type: none"> • 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 • Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities <p>Example: How many centimeters are in 7 feet, given that 1 inch \approx 2.54 cm?</p> $7 \text{ feet} \times \frac{12 \text{ inches}}{1 \text{ foot}} \times \frac{2.54 \text{ cm}}{1 \text{ inch}} = 7 \text{ feet} \times \frac{12 \text{ inches}}{1 \text{ foot}} \times \frac{2.54 \text{ cm}}{1 \text{ inch}} = 213.36 \text{ cm}$	<p>SE: 267-272, 273-278, 279-284, 285-290, 293-298, 299-304, 305-310, 315-320, 321-326, 327-332, 333-338, 347-352, 373-378, 379-384, 389-392</p> <p>TE: 267A-272B, 273A-278B, 279A-284B, 285A-290B, 293A-298B, 299A-304B, 305A-310B, 315A-320B, 321A-326B, 327A-332B, 333-338, 347A-352B, 373A-378B, 379A-384B, 389-392</p>

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The Number System	
Apply and extend previous understandings of multiplication and division to divide fractions by fractions	
AR.Math.Content.6.NS.A.1 <ul style="list-style-type: none"> Interpret and compute quotients of fractions Solve word problems involving division of fractions by fractions (e.g., by using various strategies, including but not limited to, visual fraction models and equations to represent the problem) For example: Create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? Note: In general, $(a/b) \div (c/d) = ad/bc$.	SE: 33-38, 39-44, 45-50, 51-56, 57-60 TE: 33A-38B, 39A-44B, 45A-50B, 51A-56B, 57-60
Compute fluently with multi-digit numbers and find common factors and multiples	
AR.Math.Content.6.NS.B.2 Use computational fluency to divide multi-digit numbers using a standard algorithm. Note: A standard algorithm can be viewed as, but should not be limited to, the traditional recording system. A standard algorithm denotes any valid base-ten strategy.	SE: 15-20, 57-60 TE: 15A-20B, 57-60
AR.Math.Content.6.NS.B.3 Use computational fluency to add, subtract, multiply, and divide multi-digit decimals and fractions using a standard algorithm for each operation. Note: A standard algorithm can be viewed as, but should not be limited to, the traditional recording system. A standard algorithm denotes any valid base-ten strategy.	SE: 9 -14, 15-20, 57-60 TE: 9A-14B, 15A-20B, 57-60
AR.Math.Content.6.NS.B.4 <ul style="list-style-type: none"> Find the greatest common factor of two whole numbers less than or equal to 100 using prime factorization as well as other methods Find the least common multiple of two whole numbers less than or equal to 12 using prime factorization as well as other methods 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 $4(9 + 2)$.	SE: 129-136, 173-176 TE: 129A-136B, 173-176
Apply and extend previous understandings of numbers to the system of rational numbers	
AR.Math.Content.6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values, explaining the meaning of 0 (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge)	SE: 69-74, 111-114 TE: 69A-74B, 111-114

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<p>AR.Math.Content.6.NS.C.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:</p> <ul style="list-style-type: none"> • 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) • 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 • 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>SE: 69-74, 75-80, 89-94, 111-114, 419-424, 455-460</p> <p>TE: 69A-74B, 75A-80B, 89A-94B, 111-114, 419A-424B, 455-460</p>
<p>AR.Math.Content.6.NS.C.7 Understand ordering and absolute value of rational numbers:</p> <ul style="list-style-type: none"> • 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. • Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-30^{\circ}C > -70^{\circ}C$ to express the fact that $-30^{\circ}C$ is warmer than $-70^{\circ}C$. • 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 For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars. • 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>SE: 75-80, 81-86, 111-114</p> <p>TE: 75A-80B, 81A-86B, 111-114</p>
<p>AR.Math.Content.6.NS.C.8</p> <ul style="list-style-type: none"> • Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane • Use coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate 	<p>SE: 99-104, 105-110, 111-114, 419-424, 455-460</p> <p>TE: 99A-104B, 105A-110B, 111-114, 419A-424B, 455-460</p>

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Expressions and Equations	
Apply and extend previous understandings of arithmetic to algebraic expressions	
AR.Math.Content.6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents	SE: 123-128, 137-142, 173-176 TE: 123A-128B, 137A-142B, 173-176
AR.Math.Content.6.EE.A.2 Write, read, and evaluate expressions in which letters (variables) stand for numbers: <ul style="list-style-type: none"> • Write expressions that record operations with numbers and with letters standing for numbers For example, express the calculation 'subtract y from 5' or 'y less than 5' as $5-y$. • 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. • Evaluate expressions at specific values of their variables • Include expressions that arise from formulas used in real-world problems • Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas involved in measurement such as $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$. 	SE: 145-150, 173-176, 401-406, 407-412, 413-418, 419-424, 437-442, 443-448, 449-454, 455-460 TE: 145A-150B, 173-176, 401A-406B, 407A-412B, 413A-413B, 419A-424B, 437A-442B, 443A-448B, 449A-454B, 455-460
AR.Math.Content.6.EE.A.3 Apply the properties of operations to generate equivalent expressions. For example: Apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$. Note: Includes but not limited to the distributive property.	SE: 137-142, 161-166, 167-172, 173-176 TE: 137A-142B, 161A-166B, 167A-172B, 173-176
AR.Math.Content.6.EE.A.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). For example: The expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.	SE: 137-142, 161-166, 173-176, 191-196, 253-258 TE: 137A-142B, 161A-166B, 173-176, 191A-196B, 253-258

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Reason about and solve one-variable equations and inequalities	
AR.Math.Content.6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: <ul style="list-style-type: none"> • Using substitution, which values from a specified set, if any, make the equation or inequality true? 	SE: 185-190, 219-224, 225-230, 253-258 TE: 185A-190B, 219A-224B, 225A-230B, 253-258
AR.Math.Content.6.EE.B.6 <ul style="list-style-type: none"> • 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 any number in a specified set 	SE: 145-150, 151-156, 173-176, 197-202, 203-208, 209-216, 253-258, 437-442, 443-448, 449-454, 455-460 TE: 145A-150B, 151A-156B, 173-176, 197A-202B, 203A-208B, 209A-216B, 253-258, 437A-442B, 443A-448B, 449A-454B, 455-460
AR.Math.Content.6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers	SE: 191-196, 197-202, 203-208, 209-216, 253-258 TE: 191A-196B, 197A-202B, 203A-208B, 209A-216B, 253-258
AR.Math.Content.6.EE.B.8 For real world or mathematical problems: <ul style="list-style-type: none"> • Write an inequality of the form $x > c$, $x \geq c$, $x < c$, or $x \leq c$ to represent a constraint or condition • Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions • Represent solutions of such inequalities on number line diagrams 	SE: 219-224, 225-230, 253-258 TE: 219A-224B, 225A-230B, 253-258
Represent and analyze quantitative relationships between dependent and independent variables	
AR.Math.Content.6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another: <ul style="list-style-type: none"> • Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable • Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example: In a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time. 	SE: 235-240, 241-246, 247-252, 253-258 TE: 235A-240B, 241A-246B, 247A-252B, 253-258

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Geometry	
Solve real-world and mathematical problems involving area, surface area, and volume	
AR.Math.Content.6.G.A.1 • Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes • Apply these techniques in the context of solving real-world and mathematical problems. Note: Trapezoids will be defined to be a quadrilateral with at least one pair of opposite sides parallel, therefore all parallelograms are trapezoids.	SE: 401-406, 407-412, 413-418, 419-424, 455-460 TE: 401A-406B, 407A-412B, 413A-413B, 419A-424B, 455-460
AR.Math.Content.6.G.A.2 • Find the volume of a right rectangular prism including whole number and fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism • Apply the formulas $V = l w h$ and $V = B h$ to find volumes of right rectangular prisms including fractional edge lengths in the context of solving real-world and mathematical problems	SE: 449-454, 455-460 TE: 449A-454B, 455-460
AR.Math.Content.6.G.A.3 Apply the following techniques in the context of solving real-world and mathematical problems: • 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	SE: 105-110, 111-114, 419-424, 455-460 TE: 105A-110B, 111-114, 419A-424B, 455-460
AR.Math.Content.6.G.A.4 Apply the following techniques in the context of solving real-world and mathematical problems: • Represent three-dimensional figures using nets made up of rectangles and triangles • Use the nets to find the surface area of these figures	SE: 427-432, 437-442, 443-448, 455-460 TE: 427A-432B, 437A-442B, 443A-448B, 455-460

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Statistics and Probability	
Develop understanding of statistical variability	
AR.Math.Content.6.SP.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. 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. Note: Statistics is also the name for the science of collecting, analyzing and interpreting data. Data are the numbers produced in response to a statistical question and are frequently collected from surveys or other sources (i.e. documents).	SE: 469-474, 519-522 TE: 469A-474B, 519-522
AR.Math.Content.6.SP.A.2 Determine center, spread, and overall shape from a set of data	SE: 509-514, 519-522 TE: 509A-514B, 519-522
AR.Math.Content.6.SP.A.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number (mean, median, mode), while a measure of variation (interquartile range, mean absolute deviation) describes how its values vary with a single number Example: If the mean height of the students in the class is 48" are there any students in the class taller than 48"?	SE: 475-482, 519-522 TE: 475A-482B, 519-522
Summarize and describe distributions	
AR.Math.Content.6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots	SE: 469-474, 483-488, 489-494, 497-502, 509-514, 519-522 TE: 469A-474B, 483A-488B, 489A-494B, 497A-502B, 509A-514B, 519-522

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<p>AR.Math.Content.6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> • Reporting the number of observations • Describing the nature of the attribute under investigation, including how it was measured and its units of measurement • Calculate quantitative measures of center (including but not limited to median and mean) and variability (including but not limited to interquartile range and mean absolute deviation) • Use the calculations to describe any overall pattern and any striking deviations (outliers) from the overall pattern with reference to the context in which the data were gathered <p>Note: Instructional focus should be on summarizing and describing data distributions.</p> <ul style="list-style-type: none"> • 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. For example, demonstrate in the case where there are outliers in the data median would be a better measure of center than the mean. 	<p>SE: 475-482, 489-494, 497-502, 503-508, 509-514, 519-522</p> <p>TE: 475A-482B, 489A-494B, 497A-502B, 503A-508B, 509A-514B, 519-522</p>

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