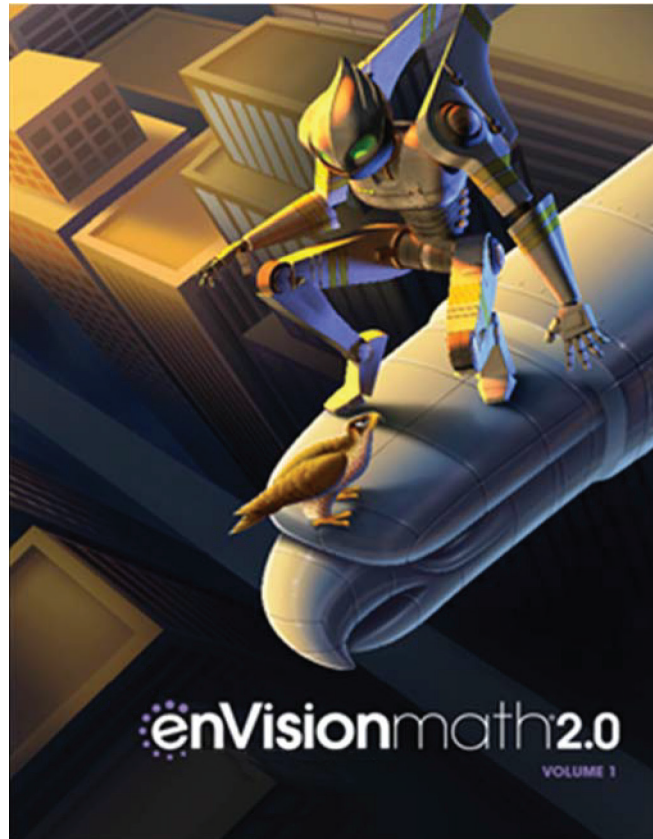


A Correlation of

# enVisionmath<sup>®</sup>2.0

**Grade 6**



To the  
**MAISA CCSS Mathematics  
Curriculum  
Grade 6**

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To the MAISA CCSS Mathematics Curriculum**

## **Introduction**

It's on! New enVisionmath2.0 is a math program that empowers every teacher and learner. Prioritize learning, emphasize content connections, and invite in-depth student exploration on major topics, with the innovative new content organization focused on clusters of Common Core standards within each grade. Get to know the new enVisionmath2.0 program. Fully powered to support print, blended, and 1:1 digital learning experiences.

### **Effective**

Accomplish more, worry less.

The organization promotes focus and coherence every day! The major work at every grade is the priority for earlier in the year, enabling extensive exposure prior to assessments.

- Focuses on Common Core Clusters
- Develops in-depth understanding
- Connects mathematical content and processes

### **Engaging**

Everything right for every learner.

Problem-based learning and visual learning paired with personalized learning! The new enVisionmath2.0 program engages every learner in every way.

- Interactive learning aids and video tutorials
- Personalized practice and immediate feedback
- Built-in RTI activities and supports

### **Efficient**

Comprehensive not complicated.

Everyone craves simplicity. The new enVisionmath2.0 program lets you customize content, auto-assign differentiation, and use assessment data quickly and easily.

- Upload district content or your own content
- Edit lessons, assessments, and resources
- Assess in the format of high-stakes tests

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**Table of Contents**

<b>Grade 6 Overview.....</b>	<b>1</b>
<b>Grade 6 .....</b>	<b>7</b>

A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum

MAISA CCSS Mathematics Curriculum Grade 6 Overview	enVisionmath2.0 Grade 6 Lessons
<p><b>Unit 1</b> Using Factors and Multiples</p>	<p><b>Lesson 1-1:</b> Exponents  <b>Lesson 1-2:</b> Evaluate Numerical Expressions  <b>Lesson 1-4:</b> Identify Parts of an Expression  <b>Lesson 6-4:</b> Evaluate Expressions  <b>Lesson 7-8:</b> Evaluate Expressions with Decimals  <b>Lesson 8-1:</b> Prime and Composite Numbers  <b>Lesson 8-2:</b> Find the Greatest Common Factor  <b>Lesson 8-3:</b> Least Common Multiple  <b>Lesson 8-4:</b> Math Practices and Problem Solving: Critique Reasoning  <b>Lesson 12-7:</b> Evaluate Expressions with Fractions</p>
<p><b>Unit 2</b> Rate and Ratio Reasoning</p>	<p><b>Lesson 1-9:</b> Formulas  <b>Lesson 1-10:</b> Math Practices and Problem Solving: Look For and Use Structure  <b>Lesson 5-1:</b> Dependent and Independent Variables  <b>Lesson 5-2:</b> Patterns and Equations  <b>Lesson 9-1:</b> Understand Ratios  <b>Lesson 9-2:</b> Model Ratios  <b>Lesson 9-3:</b> Equivalent Ratios  <b>Lesson 9-4:</b> Compare Ratios  <b>Lesson 9-5:</b> Ratios and Graphs  <b>Lesson 9-6:</b> Math Practices and Problem Solving: Make Sense and Persevere  <b>Lesson 10-1:</b> Understand Rates  <b>Lesson 10-2:</b> Understand Unit Rates  <b>Lesson 10-3:</b> Compare Rates  <b>Lesson 10-4:</b> Apply Unit Rates: Unit Price  <b>Lesson 10-5:</b> Apply Unit Rates: Constant Speed  <b>Lesson 10-6:</b> Convert Customary Units  <b>Lesson 10-7:</b> Convert Metric Units  <b>Lesson 10-8:</b> Relate Customary and Metric Units  <b>Lesson 10-9:</b> Math Practices and Problem Solving: Precision  <b>Lesson 11-1:</b> Understand Percent  <b>Lesson 11-2:</b> Fractions, Decimals, and Percents  <b>Lesson 11-3:</b> Percents Greater Than 100 or Less Than 1  <b>Lesson 11-4:</b> Estimate Percent  <b>Lesson 11-5:</b> Find the Percent of a Number  <b>Lesson 11-6:</b> Find the Whole  <b>Lesson 11-7:</b> Math Practices and Problem Solving: Repeated Reasoning</p>

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To the MAISA CCSS Mathematics Curriculum

MAISA CCSS Mathematics Curriculum Grade 6 Overview	enVisionmath2.0 Grade 6 Lessons
<p><b>Unit 3</b> Using Fraction Operations</p>	<p><b>Lesson 1-2:</b> Evaluate Numerical Expressions  <b>Lesson 1-3:</b> Use Variables to Write Expressions  <b>Lesson 1- 4:</b> Use Variables to Write Expressions  <b>Lesson 1-5:</b> Evaluate Algebraic Expressions  <b>Lesson 1-6:</b> Write Equivalent Expressions  <b>Lesson 1-7:</b> Simplify Algebraic Expressions  <b>Lesson 1-8:</b> Equivalent Expressions  <b>Lesson 1-9:</b> Formulas  <b>Lesson 1-10:</b> Math Practices and Problem Solving: Look For and Use Structure  <b>Lesson 2-2:</b> Properties of Equality  <b>Lesson 2-3:</b> Solve Addition and Subtraction Equations  <b>Lesson 2-4:</b> Solve Multiplication and Division Equations  <b>Lesson 2-5:</b> Solve Equations with Fractions  <b>Lesson 2-8:</b> Math Practices and Problem Solving: Make Sense and Persevere  <b>Lesson 6-5:</b> Solve Division Equations  <b>Lesson 7-9:</b> Solve Equations with Decimals  <b>Lesson 12-1:</b> Understand Division of Fractions  <b>Lesson 12-2:</b> Divide Whole Numbers by Fractions  <b>Lesson 12-3:</b> Use Models to Divide Fractions  <b>Lesson 12-4:</b> Divide Fractions  <b>Lesson 12-5:</b> Estimate Mixed-Number Quotients  <b>Lesson 12-6:</b> Divide Mixed Numbers  <b>Lesson 12-7:</b> Evaluate Expressions with Fractions  <b>Lesson 12-8:</b> Solve Equations with Fractions  <b>Lesson 12-9:</b> Math Practices and Problem Solving: Precision  <b>Lesson 14-2:</b> Surface Area of Prisms  <b>Lesson 14-3:</b> Surface Area of Pyramids  <b>Lesson 14-4:</b> Volume with Fractional Edge Lengths  <b>Lesson 14-5:</b> Math Practices and Problem Solving: Reasoning</p>

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To the MAISA CCSS Mathematics Curriculum

MAISA CCSS Mathematics Curriculum Grade 6 Overview	enVisionmath2.0 Grade 6 Lessons
<p><b>Unit 4</b> Extending Representations of Rational Number</p>	<p><b>Lesson 3-1:</b> Understand Integers  <b>Lesson 3-2:</b> Rational Numbers on a Number Line  <b>Lesson 3-3:</b> Compare and Order Rational Numbers  <b>Lesson 3-4:</b> Absolute Value  <b>Lesson 3-5:</b> Math Practices and Problem Solving: Reasoning  <b>Lesson 4-1:</b> Integers on the Coordinate Plane  <b>Lesson 4-2:</b> Rational Numbers on the Coordinate Plane  <b>Lesson 4-3:</b> Distance on the Coordinate Plane  <b>Lesson 4-4:</b> Polygons on the Coordinate Plane  <b>Lesson 4-5:</b> Math Practices and Problem Solving: Construct Arguments  <b>Lesson 13-5:</b> Polygons on the Coordinate Plane  <b>Lesson 13-6:</b> Math Practices and Problem Solving: Look For and Use Structure</p>
<p><b>Unit 5</b> Univariate Data</p>	<p><b>Lesson 15-1:</b> Statistical Questions  <b>Lesson 15-2:</b> Mean  <b>Lesson 15-3:</b> Median, Mode, and Range  <b>Lesson 15-4:</b> Math Practices and Problem Solving: Make Sense and Persevere  <b>Lesson 16-1:</b> Frequency Tables and Histograms  <b>Lesson 16-2:</b> Box Plots  <b>Lesson 16-3:</b> Measures of Variability  <b>Lesson 16-4:</b> Appropriate Use of Statistical Measures  <b>Lesson 16-5:</b> Summarize Data Distributions  <b>Lesson 16-6:</b> Math Practices and Problem Solving: Critique Reasoning</p>
<p><b>Unit 6</b> Computing with Decimals and Percents</p>	<p><b>Lesson 1-1:</b> Exponents  <b>Lesson 1-2:</b> Evaluate Numerical Expressions  <b>Lesson 6-1:</b> Estimate Quotients Involving Whole Numbers  <b>Lesson 6-2:</b> Divide Whole Numbers  <b>Lesson 6-3:</b> Continue to Divide Whole Numbers  <b>Lesson 6-4:</b> Evaluate Expressions  <b>Lesson 6-5:</b> Solve Division Equations  <b>Lesson 6-6:</b> Math Practices and Problem Solving: Precision  <b>Lesson 7-1:</b> Estimate Sums and Differences  <b>Lesson 7-2:</b> Add and Subtract Decimals  <b>Lesson 7-3:</b> Estimate Products  <b>Lesson 7-4:</b> Multiply Decimals</p>

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To the MAISA CCSS Mathematics Curriculum

MAISA CCSS Mathematics Curriculum Grade 6 Overview	enVisionmath2.0 Grade 6 Lessons
(Continued) <b>Unit 6</b> Computing with Decimals and Percents	<b>Lesson 7-5:</b> Divide Decimals by a Whole Number <b>Lesson 7-6:</b> Divide Decimals <b>Lesson 7-7:</b> Continue to Divide Decimals <b>Lesson 7-8:</b> Evaluate Expressions with Decimals <b>Lesson 7-9:</b> Solve Equations with Decimals <b>Lesson 7-10:</b> Math Practices and Problem Solving: Use Appropriate Tools <b>Lesson 9-5:</b> Ratios and Graphs <b>Lesson 9-6:</b> Math Practices and Problem Solving: Make Sense and Persevere <b>Lesson 10-9:</b> Math Practices and Problem Solving: Precision <b>Lesson 11-1:</b> Understand Percent <b>Lesson 11-2:</b> Fractions, Decimals, and Percents <b>Lesson 11-3:</b> Percents Greater Than 100 or Less Than 1 <b>Lesson 11-4:</b> Estimate Percent <b>Lesson 11-5:</b> Find the Percent of a Number <b>Lesson 11-6:</b> Find the Whole <b>Lesson 11-7:</b> Math Practices and Problem Solving: Repeated Reasoning
<b>Unit 7</b> Introduction to Algebraic Thinking	<b>Lesson 1-1:</b> Exponents <b>Lesson 1-2:</b> Evaluate Numerical Expressions <b>Lesson 1-3:</b> Use Variables to Write Expressions <b>Lesson 1-4:</b> Identify Parts of an Expression <b>Lesson 1-5:</b> Evaluate Algebraic Expressions <b>Lesson 1-6:</b> Write Equivalent Expressions <b>Lesson 1-7:</b> Simplify Algebraic Expressions <b>Lesson 1-8:</b> Equivalent Expressions <b>Lesson 1-9:</b> Formulas <b>Lesson 1-10:</b> Math Practices and Problem Solving: Look For and Use Structure <b>Lesson 2-1:</b> Understand Equations and Solutions <b>Lesson 2-2:</b> Properties of Equality <b>Lesson 2-3:</b> Solve Addition and Subtraction Equations <b>Lesson 2-4:</b> Solve Multiplication and Division Equations <b>Lesson 2-5:</b> Solve Equations with Fractions <b>Lesson 2-6:</b> Write Inequalities <b>Lesson 2-7:</b> Solve Inequalities <b>Lesson 2-8:</b> Math Practices and Problem Solving: Make Sense and Persevere

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To the MAISA CCSS Mathematics Curriculum

MAISA CCSS Mathematics Curriculum Grade 6 Overview	enVisionmath2.0 Grade 6 Lessons
<p>(Continued) <b>Unit 7</b> Introduction to Algebraic Thinking</p>	<p><b>Lesson 5-1:</b> Dependent and Independent Variables  <b>Lesson 5-2:</b> Patterns and Equations  <b>Lesson 5-3:</b> More Patterns and Equations  <b>Lesson 5-4:</b> Graph Equations  <b>Lesson 5-5:</b> Continue to Graph Equations  <b>Lesson 5-6:</b> Math Practices and Problem Solving: Model with Math  <b>Lesson 6-4:</b> Evaluate Expressions  <b>Lesson 6-5:</b> Solve Division Equations  <b>Lesson 6-6:</b> Math Practices and Problem Solving: Precision  <b>Lesson 7-8:</b> Evaluate Expressions with Decimals  <b>Lesson 7-9:</b> Solve Equations with Decimals  <b>Lesson 12-7:</b> Evaluate Expressions with Fractions  <b>Lesson 12-8:</b> Solve Equations with Fractions  <b>Lesson 13-1:</b> Areas of Parallelograms and Rhombuses  <b>Lesson 13-2:</b> Areas of Triangles  <b>Lesson 13-3:</b> Areas of Special Quadrilaterals  <b>Lesson 13-4:</b> Areas of Polygons  <b>Lesson 14-2:</b> Surface Area of Prisms  <b>Lesson 14-3:</b> Surface Area of Pyramids  <b>Lesson 14-4:</b> Volume with Fractional Edge Lengths  <b>Lesson 14-5:</b> Math Practices and Problem Solving: Reasoning</p>
<p><b>Unit 8</b> Two and Three Dimensional Measurement</p>	<p><b>Lesson 1-3:</b> Use Variables to Write Expressions  <b>Lesson 1-4:</b> Identify Parts of an Expression  <b>Lesson 1-5:</b> Evaluate Algebraic Expressions  <b>Lesson 1-9:</b> Formulas  <b>Lesson 1-10:</b> Math Practices and Problem Solving: Look For and Use Structure  <b>Lesson 2-3:</b> Solve Addition and Subtraction Equations  <b>Lesson 2-4:</b> Solve Multiplication and Division Equations  <b>Lesson 2-5:</b> Solve Equations with Fractions  <b>Lesson 2-8:</b> Math Practices and Problem Solving: Make Sense and Persevere  <b>Lesson 4-4:</b> Polygons in the Coordinate Plane  <b>Lesson 4-5:</b> Math Practices and Problem Solving: Construct Arguments  <b>Lesson 5-1:</b> Dependent and Independent Variables  <b>Lesson 5-2:</b> Patterns and Equations</p>



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To the MAISA CCSS Mathematics Curriculum

MAISA CCSS Mathematics Curriculum Grade 6 Overview	enVisionmath2.0 Grade 6 Lessons
(Continued) <b>Unit 8</b> Two and Three Dimensional Measurement	<b>Lesson 5-3:</b> More Patterns and Equations <b>Lesson 5-4:</b> Graph Equations <b>Lesson 5-5:</b> Continue to Graph Equations <b>Lesson 5-6:</b> Math Practices and Problem Solving: Model with Math <b>Lesson 6-4:</b> Evaluate Expressions <b>Lesson 6-5:</b> Solve Division Equations <b>Lesson 6-6:</b> Math Practices and Problem Solving: Precision <b>Lesson 7-8:</b> Evaluate Expressions with Decimals <b>Lesson 7-9:</b> Solve Equations with Decimals <b>Lesson 12-7:</b> Evaluate Expressions with Fractions <b>Lesson 12-8:</b> Solve Equations with Fractions <b>Lesson 13-1:</b> Areas of Parallelograms and Rhombuses <b>Lesson 13-2:</b> Areas of Triangles <b>Lesson 13-3:</b> Areas of Special Quadrilaterals <b>Lesson 13-4:</b> Areas of Polygons <b>Lesson 13-5:</b> Polygons on the Coordinate Plane <b>Lesson 13-6:</b> Math Practices and Problem Solving: Look For and Use Structure <b>Lesson 14-1:</b> Solid Figures and Nets <b>Lesson 14-2:</b> Surface Area of Prisms <b>Lesson 14-3:</b> Surface Area of Pyramids <b>Lesson 14-4:</b> Volume with Fractional Edge Lengths <b>Lesson 14-5:</b> Math Practices and Problem Solving: Reasoning

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To the MAISA CCSS Mathematics Curriculum

MAISA CCSS Mathematics Curriculum Grade 6	enVisionmath2.0 Grade 6
<b>Unit 1 - Using Factors and Multiples</b>	
<b>Content Expectations</b>	
<b>The Number System</b>	
<b>6. NS.B. Compute fluently with multi-digit numbers and find common factors and multiples.</b>	
6. NS.B.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. For example, express $36 + 8$ as $4(9 + 2)$ .	<b>SE: Topic 8:</b> 391–396, 397–402, 403–408, 409–414, 417–418  <b>TE: Topic 8:</b> 391A–396, 397A–402, 403A–408, 409A–414, 417–418
<b>Expressions &amp; Equations</b>	
<b>6.EE.A. Apply and extend previous understandings of arithmetic to algebraic expressions.</b>	
6.EE.A.1. Write and evaluate numerical expressions involving whole-number exponents.	<b>SE: Topic 1:</b> 7–12, 13–18, 69  <b>TE: Topic 1:</b> 7A–12, 13A–18, 69
6.EE.A.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.	<b>SE: Topic 1:</b> 25–30, 70  <b>TE: Topic 1:</b> 25A–30, 70
<b>Unit Level Standards</b>	
<b>6.EE.A. Apply and extend previous understandings of arithmetic to algebraic expressions.</b>	
6.EE.A.2c. 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)	<b>SE: Topic 1:</b> 7–12, 13–18; <b>Topic 6:</b> 291–296, 303–308; <b>Topic 7:</b> 361–366; <b>Topic 12:</b> 629–634  <b>TE: Topic 1:</b> 7A–12, 13A–18; <b>Topic 6:</b> 291A–296, 303A–308; <b>Topic 7:</b> 361A–366; <b>Topic 12:</b> 629A–634

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MAISA CCSS Mathematics Curriculum Grade 6	enVisionmath2.0 Grade 6
<b>Unit 2 - Rate and Ratio Reasoning</b>	
<b>Content Expectations</b>	
<b>Ratios &amp; Proportional Relationships</b>	
<b>6.RP.A. Understand ratio concepts and use ratio reasoning to solve problems.</b>	
<p>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><b>SE: Topic 9:</b> 457–462, 466</p> <p><b>TE: Topic 9:</b> 457A–462, 466</p>
<p>6.RP.A.2. Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math>, 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 <math>3/4</math> cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</p>	<p><b>SE: Topic 10:</b> 475–480, 481–486, 531</p> <p><b>TE: Topic 10:</b> 475A–480, 481A–486, 531</p>
<p>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>	<p><b>SE: Topic 9:</b> 433-438, 439-444, 445-450, 451-456; <b>Topic 10:</b> 475-480, 481-486, 487-492, 493-498, 499-504, 505-510, 511-516, 517-522, 523-528; <b>Topic 11:</b> 577-582</p> <p><b>TE: Topic 9:</b> 433A-438, 439A-444, 445A-450, 451A-456; <b>Topic 10:</b> 475A-480, 481A-486, 487A-492, 493A-498, 499A-504, 505A-510, 511A-516, 517A-522, 523A-528; <b>Topic 11:</b> 577A-582</p>
<p>6.RP.A.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><b>SE: Topic 9:</b> 427–432, 433–438, 439–444, 445–450, 451–456, 457–462, 465–466; <b>Topic 10:</b> 475–480, 487–492, 531</p> <p><b>TE: Topic 9:</b> 427A–432, 433A–438, 439A–444, 445A–450, 451A–456, 457A–462, 465–466; <b>Topic 10:</b> 475A–480, 487A–492, 531</p>

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<b>MAISA CCSS Mathematics Curriculum Grade 6</b>	<b>enVisionmath2.0 Grade 6</b>
<p>6.RP.A.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><b>SE: Topic 10:</b> 481–486, 487–492, 493–498, 499–504, 523–528, 531–532</p> <p><b>TE: Topic 10:</b> 481A–486, 487A–492, 493A–498, 499A–504, 523A–528, 531–531</p>
<p>6.RP.A.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><b>SE: Topic 11:</b> 541–546, 547–552, 553–558, 559–564, 565–570, 571–576, 577–582, 585–586</p> <p><b>TE: Topic 11:</b> 541A–546, 547A–552, 553A–558, 559A–564, 565A–570, 571A–576, 577A–582, 585–586</p>
<p>6.RP.A.3d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>	<p><b>SE: Topic 10:</b> 505–510, 511–516, 517–522, 523–528, 532</p> <p><b>TE: Topic 10:</b> 505A–510, 511A–516, 517A–522, 523A–528, 532</p>
<b>Unit Level Standards</b>	
<b>The Number System</b>	
<b>6.NS.C. Apply and extend previous understandings of numbers to the system of rational numbers.</b>	
<p>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 <b>negative</b> number coordinates.</p>	<p>Number lines and coordinate axes in the 6<sup>th</sup> Grade textbook include positive and negative rational numbers.</p> <p><b>SE: Topic 3:</b> 167–172, 176</p> <p><b>TE: Topic 3:</b> 167A–172, 176</p>
<p>6.NS.C.6c. Find <b>and position integers and other</b> rational numbers on a horizontal or vertical number line diagram; find and position pairs of <b>integers and other</b> rational numbers on a coordinate plane.</p>	<p>Number lines and coordinate axes in the 6<sup>th</sup> Grade textbook include positive and negative rational numbers.</p> <p><b>SE: Topic 3:</b> 143–148, 149–154, 175; <b>Topic 4:</b> 185–190, 191–196, 217; <b>Topic 13:</b> 683–688, 689–694, 698</p> <p><b>TE: Topic 3:</b> 143A–148, 149A–154, 175; <b>Topic 4:</b> 185A–190, 191A–196, 217; <b>Topic 13:</b> 683A–688, 689A–694, 698</p>

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To the MAISA CCSS Mathematics Curriculum

MAISA CCSS Mathematics Curriculum Grade 6	enVisionmath2.0 Grade 6
<b>Expressions &amp; Equations</b>	
<b>6.EE.C. Represent and analyze quantitative relationships between dependent and independent variables</b>	
<p>6.EE.C.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. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</p>	<p><b>SE: Topic 1:</b> 55-60, 61-66; <b>Topic 5:</b> 227-232, 233-238</p> <p><b>TE: Topic 1:</b> 55A-60, 61A-66; <b>Topic 5:</b> 227A-232, 233A-238</p>
<b>Unit 3 - Using Fraction Operations</b>	
<b>Content Expectations</b>	
<b>Number &amp; Operations—Fractions</b>	
<b>5.NF.A. Use equivalent fractions as a strategy to add and subtract fractions.</b>	
<p><b>Grade 5 Standard</b></p> <p>5.NF.A.2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p>	<p><b>enVisionmath2.0 Grade 6:</b></p> <p><b>SE: Topic 2:</b> 107-112</p> <p><b>TE: Topic 2:</b> 107A-112</p> <p><b>enVisionmath2.0 Grade 5:</b></p> <p><b>SE: Topic 7:</b> 371-376, 377-382, 383-388, 389-394, 395-400, 401-406, 407-412, 413-418, 419-424, 425-430, 431-436, 437-442, 445-448; <b>Topic 12:</b> 711-716, 717-722, 726</p> <p><b>TE: Topic 7:</b> 371-376, 377-382, 383-388, 389-394, 395-400, 401-406, 407-412, 413-418, 419-424, 425-430, 431-436, 437-442, 445-448; <b>Topic 12:</b> 711-716, 717-722, 726</p>

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<b>MAISA CCSS Mathematics Curriculum Grade 6</b>	<b>enVisionmath2.0 Grade 6</b>
<p><b>Grade 5 Standard</b> 5.NF.B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p>	<p><b>enVisionmath2.0 Grade 6:</b> <b>SE: Topic 12:</b> 593-598, 599-604, 605-610, 611-616, 617-622, 623-628, 629-634, 635-640, 641-646</p> <p><b>TE: Topic 12:</b> 593A-598, 599A-604, 605A-610, 611A-616, 617A-622, 623A-628, 629A-634, 635A-640, 641A-646</p>
<p><b>Grade 5 Standard</b> 5.NF.B.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>	<p><b>enVisionmath2.0 Grade 6 - students divide fractions:</b> <b>SE: Topic 12:</b> 593-598, 599-604, 605-610, 611-616, 617-622, 623-628, 629-634, 635-640, 641-646</p> <p><b>TE: Topic 12:</b> 593A-598, 599A-604, 605A-610, 611A-616, 617A-622, 623A-628, 629A-634, 635A-640, 641A-646</p> <p><b>enVisionmath2.0 Grade 5:</b> <b>SE: Topic 8:</b> 457-462, 463-468, 493-498, 505-510, 513-516; <b>Topic 12:</b> 711-716, 717-722, 726</p> <p><b>TE: Topic 8:</b> 457A-462, 463A-468, 493A-498, 505A-510, 513-516; <b>Topic 12:</b> 711A-716, 717A-722</p>
<p><b>Grade 5 Standard</b> 5.NF.B.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p>	<p><b>enVisionmath2.0 Grade 6 - students divide fractions:</b> <b>SE: Topic 12:</b> 593-598, 599-604, 605-610, 611-616, 617-622, 623-628, 629-634, 635-640, 641-646</p> <p><b>TE: Topic 12:</b> 593A-598, 599A-604, 605A-610, 611A-616, 617A-622, 623A-628, 629A-634, 635A-640, 641A-646</p> <p><b>enVisionmath2.0 Grade 5:</b> <b>SE: Topic 9:</b> 539-544, 545-550, 551-556, 557-562, 563-568, 569-574</p> <p><b>TE: Topic 9:</b> 539A-544, 545A-550, 551A-556, 557A-562, 563A-568, 569A-574</p>

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MAISA CCSS Mathematics Curriculum Grade 6	enVisionmath2.0 Grade 6
<b>The Number System</b>	
<b>6.NS.A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</b>	
<p>6.NS.A.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. For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</p>	<p><b>SE: Topic 12:</b> 593–598, 599–604, 605–610, 611–616, 617–622, 623–628, 629–634, 635–640, 641–646, 649–650</p> <p><b>TE: Topic 12:</b> 593A–598, 599A–604, 605A–610, 611A–616, 617A–622, 623A–628, 629A–634, 635A–640, 641A–646, 649–650</p>
<b>Expressions &amp; Equations</b>	
<b>6.EE.A. Apply and extend previous understandings of arithmetic to algebraic expressions.</b>	
<p>6.EE.A.2. Write, read, and evaluate expressions in which letters stand for numbers.</p>	<p><b>SE: Topic 1:</b> 19–24, 25–30, 31–36, 55–60, 61–66</p> <p><b>TE: Topic 1:</b> 19A–24, 25A–30, 31A–36, 55A–60, 61A–66</p>
<p>6.EE.A.3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</p>	<p><b>SE: Topic 1:</b> 13–18, 37–42, 43–48, 49–54, 61–66, 69–72</p> <p><b>TE: Topic 1:</b> 13A–18, 37A–42, 43A–48, 49A–54, 61A–66, 69–72</p>

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MAISA CCSS Mathematics Curriculum Grade 6	enVisionmath2.0 Grade 6
<b>6.EE.B. Reason about and solve one-variable equations and inequalities.</b>	
6.EE.B.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.	<b>SE: Topic 1:</b> 19–24, 31–36, 69–70; <b>Topic 2:</b> 95–100, 101–106, 107–112, 125–130, 133–134; <b>Topic 14:</b> 713–718, 719–724, 725–730, 731–736, 739–740  <b>TE: Topic 1:</b> 19A–24, 31A–36, 69–70; <b>Topic 2:</b> 95A–100, 101A–106, 107A–112, 125A–130, 133–134; <b>Topic 14:</b> 713A–718, 719A–724, 725A–730, 731A–736, 739–740
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.	<b>SE: Topic 2:</b> 89–94, 95–100, 101–106, 107–112, 125–130, 133–134; <b>Topic 6:</b> 297–302, 312; <b>Topic 7:</b> 367–372, 382; <b>Topic 12:</b> 635–640, 650  <b>TE: Topic 2:</b> 89A–94, 95A–100, 101A–106, 107A–112, 125A–130, 133–134; <b>Topic 6:</b> 297A–302, 312; <b>Topic 7:</b> 367A–372, 382; <b>Topic 12:</b> 635A–640, 650
<b>Unit Level Standards</b>	
<b>** Indicates items in 5th grade CCSS-M that are further developed through this unit.</b>	
Due to recent changes in the grade levels of the standards, as well as the complex nature of developing students understanding of fraction operations, it is advised that 6th grade teachers assess students' current understanding of fraction operations and determine whether the listed 5th grade standards need further development.	
<b>Unit 4 - Extending Representations of Rational Number</b>	
<b>Content Expectations</b>	
<b>The Number System</b>	
<b>6.NS.C. Apply and extend previous understandings of numbers to the system of rational numbers.</b>	
6.NS.C.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.	<b>SE: Topic 3:</b> 143–148, 167–172, 175–176  <b>TE: Topic 3:</b> 143A–148, 167A–172, 175–176



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<b>MAISA CCSS Mathematics Curriculum Grade 6</b>	<b>enVisionmath2.0 Grade 6</b>
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.	<b>SE: Topic 3:</b> 167–172, 176 <b>TE: Topic 3:</b> 167A–172, 176
6.NS.C.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.	<b>SE: Topic 3:</b> 143–148, 175 <b>TE: Topic 3:</b> 143A–148, 175
6.NS.C.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.	<b>SE: Topic 4:</b> 185–190, 191–196, 217 <b>TE: Topic 4:</b> 185A–190, 191A–196
6.NS.C.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.	<b>SE: Topic 3:</b> 143–148, 149–154, 175; <b>Topic 4:</b> 185–190, 191–196, 217; <b>Topic 13:</b> 683–688, 689–694, 698  <b>TE: Topic 3:</b> 143A–148, 149A–154, 175; <b>Topic 4:</b> 185A–190, 191A–196, 217; <b>Topic 13:</b> 683A–688, 689A–694, 698
6.NS.C.7. Understand ordering and absolute value of rational numbers.	<b>SE: Topic 3:</b> 155–160, 161–166 <b>TE: Topic 3:</b> 155A–160, 161A–166
6.NS.C.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.	<b>SE: Topic 3:</b> 155–160, 175 <b>TE: Topic 3:</b> 155A–160, 175

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<b>MAISA CCSS Mathematics Curriculum Grade 6</b>	<b>enVisionmath2.0 Grade 6</b>
<p>6.NS.C.7b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write <math>-3\text{ }^{\circ}\text{C} &gt; -7\text{ }^{\circ}\text{C}</math> to express the fact that <math>-3\text{ }^{\circ}\text{C}</math> is warmer than <math>-7\text{ }^{\circ}\text{C}</math>.</p>	<p><b>SE: Topic 3:</b> 155–160, 175 <b>TE: Topic 3:</b> 155A–160, 175</p>
<p>6.NS.C.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 <math>-30</math> dollars, write <math> -30  = 30</math> to describe the size of the debt in dollars.</p>	<p><b>SE: Topic 3:</b> 161–166, 176 <b>TE: Topic 3:</b> 161A–166, 176</p>
<p>6.NS.C.7d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than <math>-30</math> dollars represents a debt greater than 30 dollars.</p>	<p><b>SE: Topic 3:</b> 161–166, 176 <b>TE: Topic 3:</b> 161A–166, 176</p>
<p>6.NS.C.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.</p>	<p><b>SE: Topic 4:</b> 197–202, 203–208, 209–214, 217–218; <b>Topic 13:</b> 683–688, 689–694, 698 <b>TE: Topic 4:</b> 197A–202, 203A–208, 209A–214, 217–218; <b>Topic 13:</b> 683A–688, 689A–694, 698</p>
<b>Unit Level Standards</b>	
Not Applicable	

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MAISA CCSS Mathematics Curriculum Grade 6	enVisionmath2.0 Grade 6
<b>Unit 5 - Univariate Data</b>	
<b>Content Expectations</b>	
<b>Statistics &amp; Probability</b>	
<b>6.SP.A. Develop understanding of statistical variability.</b>	
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.	<b>SE: Topic 15:</b> 749–754, 755  <b>TE: Topic 15:</b> 749A–754, 755
6.SP.A.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.	<b>SE: Topic 15:</b> 767–772, 776; <b>Topic 16:</b> 809–814, 824  <b>TE: Topic 15:</b> 767A–772, 776; <b>Topic 16:</b> 809A–814, 824
6.SP.A.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.	<b>SE: Topic 15:</b> 755–760, 761–766, 767–772, 775–776  <b>TE: Topic 15:</b> 755A–760, 761A–766, 767A–772, 775–776
<b>6.SP.B. Summarize and describe distributions.</b>	
6.SP.B.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	<b>SE: Topic 15:</b> 749–754, 775; <b>Topic 16:</b> 785–790, 791–796, 797–802, 809–814, 815–820, 823–824  <b>TE: Topic 15:</b> 749A–754, 775; <b>Topic 16:</b> 785A–790, 791A–796, 797A–802, 809A–814, 815A–820, 823–824
6.SP.B.5. Summarize numerical data sets in relation to their context, such as by:	<b>SE: Topic 16:</b> 785–790, 797–802, 803–808  <b>TE: Topic 16:</b> 785A–790, 797A–802, 803A–808
6.SP.B.5a. Reporting the number of observations.	<b>SE: Topic 16:</b> 785–790, 823  <b>TE: Topic 16:</b> 785A–790, 823

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<b>MAISA CCSS Mathematics Curriculum Grade 6</b>	<b>enVisionmath2.0 Grade 6</b>
6.SP.B.5b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	<b>SE: Topic 16:</b> 809–814, 824 <b>TE: Topic 16:</b> 809A–814, 824
6.SP.B.5c. 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.	<b>SE: Topic 15:</b> 755–760, 761–766, 775–776; <b>Topic 16:</b> 797–802, 803–808, 809–814, 815–820, 824 <b>TE: Topic 15:</b> 755A–760, 761A–766, 775–776; <b>Topic 16:</b> 797A–802, 803A–808, 809A–814, 815A–820, 824
6.SP.B.5d. 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.	<b>SE: Topic 16:</b> 803–808, 815–820, 824 <b>TE: Topic 16:</b> 803A–808, 815A–820, 824
<b>Unit Level Standards</b>	
Not Applicable	
<b>Unit 6 - Computing with Decimals and Percents</b>	
<b>Content Expectations</b>	
<b>Number &amp; Operations in Base Ten</b>	
5.NBT.A. Understand the place value system.	
<b>Grade 5 Standard</b> 5.NBT.A.2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	<b>enVisionmath2.0 Grade 6:</b> <b>SE: Topic 1:</b> 7-12, 13-18 <b>TE: Topic 1:</b> 7A-12, 13A-18  <b>enVisionmath2.0 Grade 5:</b> <b>SE: Topic 1:</b> 5–10, 49; <b>Topic 3:</b> 113–118, 157; <b>Topic 4:</b> 165–170, 227; <b>Topic 6:</b> 301–306, 357; <b>Topic 11:</b> 657–662, 663–668, 669–674, 689–690  <b>TE: Topic 1:</b> 5A–10, 49; <b>Topic 3:</b> 113A–118, 157; <b>Topic 4:</b> 165A–170, 227; <b>Topic 6:</b> 301A–306, 357; <b>Topic 11:</b> 657A–662, 663A–668, 669A–674, 689–690

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MAISA CCSS Mathematics Curriculum Grade 6	enVisionmath2.0 Grade 6
<b>5.NBT.B. Perform operations with multi-digit whole numbers and with decimals to hundredths.</b>	
<b>Grade 5</b> 5.NBT.B.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	<b>enVisionmath2.0 Grade 6:</b> <b>SE: Topic 7:</b> 319-324, 325-330, 331-336, 337-342, 343-348, 349-354, 355-360, 361-366, 367-372, 373-378  <b>TE: Topic 7:</b> 319A-324, 325A-330, 331A-336, 337A-342, 343A-348, 349A-354, 355A-360, 361A-366, 367A-372, 373A-378
<b>Ratios &amp; Proportional Relationships</b>	
<b>6.RP.A. Understand ratio concepts and use ratio reasoning to solve problems.</b>	
6.RP.A.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.	<b>SE: Topic 11:</b> 541-546, 547-552, 553-558, 559-564, 565-570, 571-576, 577-582, 585-586  <b>TE: Topic 11:</b> 541A-546, 547A-552, 553A-558, 559A-564, 565A-570, 571A-576, 577A-582, 585-586
<b>The Number System</b>	
<b>6. NS.B. Compute fluently with multi-digit numbers and find common factors and multiples.</b>	
6. NS.B.2. Fluently divide multi-digit numbers using the standard algorithm.	<b>SE: Topic 6:</b> 273-278, 279-284, 285-290, 291-296, 297-302, 303-308, 311-312; <b>Topic 7:</b> 343-348, 349-354, 355-360, 361-366, 367-372, 373-378, 381-382  <b>TE: Topic 6:</b> 273A-278, 279A-284, 285A-290, 291A-296, 297A-302, 303A-308, 311-312; <b>Topic 7:</b> 343A-348, 349A-354, 355A-360, 361A-366, 367A-372, 373A-378, 381-382
6. NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	<b>SE: Topic 7:</b> 319-324, 325-330, 331-336, 337-342, 343-348, 349-354, 355-360, 361-366, 367-372, 373-378, 381-382  <b>TE: Topic 7:</b> 319A-324, 325A-330, 331A-336, 337A-342, 343A-348, 349A-354, 355A-360, 361A-366, 367A-372, 373A-378, 381-382

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MAISA CCSS Mathematics Curriculum Grade 6	enVisionmath2.0 Grade 6
<b>Ratios &amp; Proportional Relationships</b>	
<b>7.RP.A. Analyze proportional relationships and use them to solve real-world and mathematical problems.</b>	
<b>Grade 7 Standard</b> 7.RP.A.3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	<b>enVisionmath2.0 Grade 6:</b> <b>SE: Topic 9:</b> 451-456, 457-462; <b>Topic 10:</b> 523-528; <b>Topic 11:</b> 565-570, 571-576, 577-582  <b>TE: Topic 9:</b> 451A-456, 457A-462; <b>Topic 10:</b> 523A-528; <b>Topic 11:</b> 565A-570, 571A-576, 577A-582
<b>The Number System</b>	
<b>7.NS.A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</b>	
<b>Grade 7 Standard</b> 7.NS.A.2d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	<b>enVisionmath2.0 Grade 6:</b> <b>SE: Topic 11:</b> 547-552  <b>TE: Topic 11:</b> 547A-552
<b>Unit Level Standards</b>	
Not Applicable	
<b>Unit 7 - Introduction to Algebraic Thinking</b>	
<b>Content Expectations</b>	
<b>Expressions &amp; Equations</b>	
<b>6.EE.A. Apply and extend previous understandings of arithmetic to algebraic expressions.</b>	
6.EE.A.1. Write and evaluate numerical expressions involving whole-number exponents.	<b>SE: Topic 1:</b> 7-12, 13-18, 69  <b>TE: Topic 1:</b> 7A-12, 13A-18, 69
6.EE.A.2. Write, read, and evaluate expressions in which letters stand for numbers.	<b>SE: Topic 1:</b> 19-24, 25-30, 31-36, 55-60, 61-66  <b>TE: Topic 1:</b> 19A-24, 25A-30, 31A-36, 55A-60, 61A-66
6.EE.A.2a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$ .	<b>SE: Topic 1:</b> 19-24, 69; <b>Topic 7:</b> 361-366, 382; <b>Topic 14:</b> 713-718, 719-724, 725-730, 731-736, 739-740  <b>TE: Topic 1:</b> 19A-24, 69; <b>Topic 7:</b> 361A-366, 382; <b>Topic 14:</b> 713A-718, 719A-724, 725A-730, 731A-736, 739-740

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<b>MAISA CCSS Mathematics Curriculum Grade 6</b>	<b>enVisionmath2.0 Grade 6</b>
<p>6.EE.A.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 <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</p>	<p><b>SE: Topic 1:</b> 25–30, 70 <b>TE: Topic 1:</b> 25A–30, 70</p>
<p>6.EE.A.2c. 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 <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = 1/2</math>.</p>	<p><b>SE: Topic 1:</b> 31–36, 55–60, 61–66, 70–72; <b>Topic 6:</b> 291–296, 303–308, 311–312; <b>Topic 7:</b> 361–366, 382; <b>Topic 12:</b> 629–634, 650; <b>Topic 13:</b> 659–664, 665–670, 671–676, 677–682, 697–698; <b>Topic 14:</b> 713–718, 719–724, 725–730, 731–736, 739–740</p> <p><b>TE: Topic 1:</b> 31A–36, 55A–60, 61A–66, 70–72; <b>Topic 6:</b> 291A–296, 303A–308, 311–312; <b>Topic 7:</b> 361A–366, 382; <b>Topic 12:</b> 629A–634, 650; <b>Topic 13:</b> 659A–664, 665A–670, 671A–676, 677A–682, 697–698; <b>Topic 14:</b> 713A–718, 719A–724, 725A–730, 731A–736, 739–740</p>
<p>6.EE.A.3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</p>	<p><b>SE: Topic 1:</b> 13–18, 37–42, 43–48, 49–54, 61–66, 69–72</p> <p><b>TE: Topic 1:</b> 13A–18, 37A–42, 43A–48, 49A–54, 61A–66, 69–72</p>

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<b>MAISA CCSS Mathematics Curriculum Grade 6</b>	<b>enVisionmath2.0 Grade 6</b>
<p>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 <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for. Reason about and solve one-variable equations and inequalities.</p>	<p><b>SE: Topic 1:</b> 37–42, 43–48, 49–54, 70–71; <b>Topic 2:</b> 89–94, 133</p> <p><b>TE: Topic 1:</b> 37A–42, 43A–48, 49A–54, 70–71; <b>Topic 2:</b> 89A–94, 133</p>
<b>6.EE.B. Reason about and solve one-variable equations and inequalities.</b>	
<p>6.EE.B.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.</p>	<p><b>SE: Topic 2:</b> 83–88, 113–118, 119–124, 133–134; <b>Topic 5:</b> 257–262, 266</p> <p><b>TE: Topic 2:</b> 83A–88, 113A–118, 119A–124, 133–134; <b>Topic 5:</b> 257A–262, 266</p>
<p>6.EE.B.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.</p>	<p><b>SE: Topic 1:</b> 19–24, 31–36, 69–70; <b>Topic 2:</b> 95–100, 101–106, 107–112, 125–130, 133–134; <b>Topic 14:</b> 713–718, 719–724, 725–730, 731–736, 739–740</p> <p><b>TE: Topic 1:</b> 19A–24, 31A–36, 69–70; <b>Topic 2:</b> 95A–100, 101A–106, 107A–112, 125A–130, 133–134; <b>Topic 14:</b> 713A–718, 719A–724, 725A–730, 731A–736, 739–740</p>
<p>6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers.</p>	<p><b>SE: Topic 2:</b> 89–94, 95–100, 101–106, 107–112, 125–130, 133–134; <b>Topic 6:</b> 297–302, 312; <b>Topic 7:</b> 367–372, 382; <b>Topic 12:</b> 635–640, 650</p> <p><b>TE: Topic 2:</b> 89A–94, 95A–100, 101A–106, 107A–112, 125A–130, 133–134; <b>Topic 6:</b> 297A–302, 312; <b>Topic 7:</b> 367A–372, 382; <b>Topic 12:</b> 635A–640, 650</p>



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To the MAISA CCSS Mathematics Curriculum

MAISA CCSS Mathematics Curriculum Grade 6	enVisionmath2.0 Grade 6
<b>6.EE.C. Represent and analyze quantitative relationships between dependent and independent variables.</b>	
6.EE.C.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. 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.	<b>SE: Topic 5:</b> 227–232, 233–238, 239–244, 245–250, 251–256, 257–262, 265–266  <b>TE: Topic 5:</b> 227A–232, 233A–238, 239A–244, 245A–250, 251A–256, 257A–262, 265–266
<b>Unit Level Standards</b>	
Not Applicable	
<b>Unit 8 - Two and Three Dimensional Measurement</b>	
<b>Content Expectations</b>	
<b>Expressions &amp; Equations</b>	
<b>6.EE.A. Apply and extend previous understandings of arithmetic to algebraic expressions.</b>	
6.EE.A.2. Write, read, and evaluate expressions in which letters stand for numbers.	<b>SE: Topic 1:</b> 19–24, 25–30, 31–36, 55–60, 61–66  <b>TE: Topic 1:</b> 19A–24, 25A–30, 31A–36, 55A–60, 61A–66
6.EE.A.2c. 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 $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$ .	<b>SE: Topic 1:</b> 31–36, 55–60, 61–66, 70–72; <b>Topic 6:</b> 291–296, 303–308, 311–312; <b>Topic 7:</b> 361–366, 382; <b>Topic 12:</b> 629–634, 650; <b>Topic 13:</b> 659–664, 665–670, 671–676, 677–682, 697–698; <b>Topic 14:</b> 713–718, 719–724, 725–730, 731–736, 739–740  <b>TE: Topic 1:</b> 31A–36, 55A–60, 61A–66, 70–72; <b>Topic 6:</b> 291A–296, 303A–308, 311–312; <b>Topic 7:</b> 361A–366, 382; <b>Topic 12:</b> 629A–634, 650; <b>Topic 13:</b> 659A–664, 665A–670, 671A–676, 677A–682, 697–698; <b>Topic 14:</b> 713A–718, 719A–724, 725A–730, 731A–736, 739–740

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MAISA CCSS Mathematics Curriculum Grade 6	enVisionmath2.0 Grade 6
<b>6.EE.B. Reason about and solve one-variable equations and inequalities.</b>	
6.EE.B.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.	<p><b>SE: Topic 1:</b> 19–24, 31–36, 69–70; <b>Topic 2:</b> 95–100, 101–106, 107–112, 125–130, 133–134; <b>Topic 14:</b> 713–718, 719–724, 725–730, 731–736, 739–740</p> <p><b>TE: Topic 1:</b> 19A–24, 31A–36, 69–70; <b>Topic 2:</b> 95A–100, 101A–106, 107A–112, 125A–130, 133–134; <b>Topic 14:</b> 713A–718, 719A–724, 725A–730, 731A–736, 739–740</p>
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.	<p><b>SE: Topic 2:</b> 89–94, 95–100, 101–106, 107–112, 125–130, 133–134; <b>Topic 6:</b> 297–302, 312; <b>Topic 7:</b> 367–372, 382; <b>Topic 12:</b> 635–640, 650</p> <p><b>TE: Topic 2:</b> 89A–94, 95A–100, 101A–106, 107A–112, 125A–130, 133–134; <b>Topic 6:</b> 297A–302, 312; <b>Topic 7:</b> 367A–372, 382; <b>Topic 12:</b> 635A–640, 650</p>
<b>6.EE.C. Represent and analyze quantitative relationships between dependent and independent variables.</b>	
6.EE.C.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. 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.	<p><b>SE: Topic 5:</b> 227–232, 233–238, 239–244, 245–250, 251–256, 257–262, 265–266</p> <p><b>TE: Topic 5:</b> 227A–232, 233A–238, 239A–244, 245A–250, 251A–256, 257A–262, 265–266</p>

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MAISA CCSS Mathematics Curriculum Grade 6	enVisionmath2.0 Grade 6
<b>Geometry</b>	
<b>6.G.A. Solve real-world and mathematical problems involving area, surface area, and volume.</b>	
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.	<b>SE: Topic 13:</b> 659–664, 665–670, 671–676, 677–682, 683–688, 689–694, 697–698  <b>TE: Topic 13:</b> 659A–664, 665A–670, 671A–676, 677A–682, 683A–688, 689A–694, 697–698
6.G.A.2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	<b>SE: Topic 14:</b> 725–730, 731–736, 740  <b>TE: Topic 14:</b> 725A–730, 731A–736, 740
6.G.A.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.	<b>SE: Topic 4:</b> 203–208, 209–214, 217–218; <b>Topic 13:</b> 683–688, 689–694, 698  <b>TE: Topic 4:</b> 203A–208, 209A–214, 217–218; <b>Topic 13:</b> 683A–688, 689A–694, 698
6.G.A.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.	<b>SE: Topic 14:</b> 707–712, 713–718, 719–724, 731–736, 739–740  <b>TE: Topic 14:</b> 707A–712, 713A–718, 719A–724, 731A–736, 739–740
<b>Unit Level Standards</b>	
Not Applicable	