Publisher: Houghton Mifflin Harcourt
Program Title: Houghton Mifflin Harcourt California GO Math ©2015
Components: Grade 6 Student Edition and Teacher Edition

Common Core State Standards with California Additions[1]
Standards Map for a Basic Grade-Level Program

Grade Six – Mathematics

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
	RATIOS AND PROPORTIONAL RELATIONSHIPS					
	Understand ratio concepts and use ratio reasoning to solve problems.					
6.RP 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."*	Develop Conceptual Understanding: SE: 149–150 TE: 149–150 Fluency: SE: 150, 152 TE: 149–150, 151–	SE: 153–154, 167–168, 199–200 TE: 153–154, 167–168, 199–200			

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

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Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		152 Application: SE: 149–150 TE: 149–150				
6.RP 2.	Understand the concept of a unit rate *a/b* associated with a ratio *a:b* with *b* ≠ 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."*[2]	Develop Conceptual Understanding: SE: 155–156, 179–180 TE: 155–156, 179–180 Fluency: SE: 156, 158, 179–180 TE: 155–156, 157–158, 179–180	SE: 159–160, 167–168 TE: 159–160, 167–168			

[2] Expectations for unit rates in this grade are limited to non-complex functions.

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		Application: SE: 155, 179–180 TE: 155–156, 179–180				
6.RP 3a.	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	Develop Conceptual Understanding: SE: 151, 161, 173–175 TE: 151–152, 161–162, 173–175 Fluency: SE: 164, 175–176 TE: 163–164, 175–176 Application: SE: 151, 161, 173–	SE: 153–154, 165–166, 177–178 TE: 153–154, 165–166, 177–178			

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		175 TE: 151–152, 161–162, 173–174, 175–176				
6.RP 3b.	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Solve unit rate problems including those involving unit pricing and constant speed. *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?*	Develop Conceptual Understanding: SE: 155, 157, 175, 180–181, 195 TE: 155–156, 157–158, 175–176, 180–181, 195–196 Fluency: SE: 157–158, 175, 180–181, 182, 196 TE: 157–	SE: 159–160, 167–168, 177–178, 183–184, 197–198 TE: 159–160, 167–168, 177–178, 183–184, 197–198			

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		158, 175–176, 179–180, 181–182, 195–196 Application: SE: 155, 157, 175, 180, 181, 195 TE: 155–156, 157–158, 175–176, 180–181, 195–196				
6.RP 3c.	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	Develop Conceptual Understanding: SE: 205–207, 218, 221 TE: 205–208, 217–218, 221–222	SE: 209–210, 223–224, 225–226 TE: 209–210, 223–224, 225–226			

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		Fluency: SE: 208, 221, 222 TE: 207–208, 221–222 Application: SE: 205, 207, 221 TE: 205–206, 207–208, 221–222				
6.RP 3d.	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	Develop Conceptual Understanding: SE: 185–186, 193–195 TE: 185–186, 193–196 Fluency:	SE: 197–198, 199–200 TE: 197–198, 199–200			

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Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		SE: 187–188, 189–190, 194, 196 TE: 187–188, 189–190, 193–194, 195–196 Application: SE: 185–186, 193–195 TE: 185–186, 193–194, 195–196				
	THE NUMBER SYSTEM					
	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.					
6.NS 1.	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to	Develop Conceptual Understanding: SE: 85–88,	SE: 89–90, 95–96, 101–102 TE: 89–90, 95–96,			

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	represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*	91–93, 97–98 TE: 85–88, 91–94, 97–98 Fluency: SE: 86, 88, 93–94, 98, 99–100 TE: 85–86, 87–88, 93–94, 97–98, 99–100 Application: SE: 85, 91–93, 98, 100 TE: 85–86, 91–92, 93–94, 97–98, 99–100	101–102			
	Compute fluently with multi-digit numbers and find common factors and multiples.					
6.NS 2.	Fluently divide multi-digit numbers using the standard algorithm.	Develop Conceptual Understanding	SE: 111–112, 129–130, 135–			

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		: SE: 107–109, 125–127 TE: 107–110, 125–128 Fluency: SE: 108, 109, 110, 126, 127 TE: 107–108, 109–110, 125–126, 127–128 Application: SE: 107–109, 126, 127 TE: 107–108, 109–110, 125–126, 127–128	136 TE: 111–112, 129–130, 135–136			
6.NS 3.	Fluently add, subtract, multiply, and	Develop	SE: 117–			

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	divide multi-digit decimals using the standard algorithm for each operation.	Conceptual Understanding: SE: 113–115, 119–121, 125–127, 131–132 TE: 113–116, 119–122, 125–128, 131–132 Fluency: SE: 114, 116, 120, 121–122, 126, 127–128, 132, 133–134 TE: 113–114, 115–116, 119–120, 121–122, 125–126, 127–128, 131–	118, 123–124, 129–130, 135–136 TE: 117–118, 123–124, 129–130, 135–136			

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Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		132, 133–134 Application: SE: 113–115, 120, 121, 126, 127, 132, 134 TE: 113–114, 115–116, 120–121, 125–126, 127–128, 131–132, 133–134				
6.NS 4.	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).*	Develop Conceptual Understanding: SE: 31–33, 37–38, 79–81 TE: 31–33, 37–38, 79–81	SE: 35–36, 41–42, 83–84, 102 TE: 35–36, 41–42, 83–84, 101–102			

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		Fluency: SE: 32, 34, 38, 39–40, 80, 81–82 TE: 31–32, 33–34, 38, 39–40, 79–80, 81–82 Application: SE: 32, 37–38, 80 TE: 31–32, 37–38, 79–80				
.	**Apply and extend previous understandings of numbers to the system of rational numbers.**					
6.NS 5.	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0	Develop Conceptual Understanding: SE: 6, 7–9, 13–14 TE: 6, 7–9, 13–14	SE: 11–12, 25–26, 65 TE: 11–12, 25–26, 65–66			

		Publisher Citations		Meets Standard		For Reviewer Use Only
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	in each situation.	Fluency: SE: 10, 14 TE: 9–10, 13–14 Application: SE: 7, 9, 13–14 TE: 7–8, 9–10, 13–14				
6.NS 6a.	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.	Develop Conceptual Understanding: SE: 8–9, 54 TE: 7–10, 53–54 Fluency: SE: 10, 54, 56 TE: 9–10, 53–54, 55–56 Application: SE: 9, 54	SE: 11–12, 25–26, 57–58, 66 TE: 11–12, 25–26, 57–58, 65–66			

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		TE: 9–10, 53–54				
6.NS 6b.	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	Develop Conceptual Understanding: SE: 333, 403–404 TE: 333–334, 403–404 Fluency: SE: 336, 404, 406 TE: 335–336, 403–404, 405–406 Application: SE: 333 TE: 333–334	SE: 337–338, 359–360, 407–408, 415–416 TE: 337–338, 359–360, 407–408, 415–416			
6.NS 6c.	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to	Develop Conceptual Understanding:	SE: 17, 25–26, 58, 65–66, 337–338, 359–			

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	represent points on the line and in the plane with negative number coordinates. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	SE: 9, 53–54, 333–334 TE: 9–10, 53–54, 333–334 Fluency: SE: 10, 54, 56, 334, 336 TE: 9–10, 53–54, 55–56, 333–334, 335–336 Application: SE: 9, 53–54 TE: 9–10, 53–54	360 TE: 17–18, 25–26, 57–58, 65–66, 337–338, 359–360			
6.NS 7a.	Understand ordering and absolute value of rational numbers. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented*	Develop Conceptual Understanding: SE: 13, 15, 59–61 TE: 13–14, 15–16, 59–	SE: 17–18, 64 TE: 17–18, 63–64			

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	from left to right.	62 Fluency: SE: 15–16, 60, 61–62 TE: 15–16, 59–60, 61–62 Application: SE: 13, 15, 61 TE: 13–14, 15–16, 61–62				
6.NS 7b.	Understand ordering and absolute value of rational numbers. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3 °C > –7 °C to express the fact that –3 °C is warmer than –7 °C.*	Develop Conceptual Understanding: SE: 15–16 TE: 15–16 Fluency: SE: 15–16, 61–62 TE: 15–16, 61–62	SE: 17–18, 26, 63–64, 65–66 TE: 17–18, 25–26, 63–64, 65–66			

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		Application: SE: 15, 61 TE: 15–16, 61–62				
6.NS 7c.	Understand ordering and absolute value of rational numbers. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.*	Develop Conceptual Understanding: SE: 19–22, 55 TE: 19–22, 55–56 Fluency: SE: 22, 55–56 TE: 21–22, 55–56 Application: SE: 55 TE: 55–56	SE: 23–24, 25–26, 57–58 TE: 23–24, 25–26, 57–58			
6.NS 7d.	Understand ordering and absolute value of rational numbers. Distinguish comparisons of absolute value from statements about order. *For example,*	Develop Conceptual Understanding:	SE: 23–24, 25–26 TE: 23–24, 25–26			

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	recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.	SE: 15, 19–20, 21–22, 46 TE: 15–16, 19–20, 21–22, 46 Fluency: SE: 15, 22 TE: 15–16, 21–22 Application: SE: 15, TE: 15–16				
6.NS 8.	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	Develop Conceptual Understanding: SE: 335, 405 TE: 335–336, 405–406 Fluency: SE: 335–336, 405–	SE: 337–338, 407–408, 415–416 TE: 337–338, 407–408, 415–416			

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		406 TE: 335–336, 405–406 Application: SE: 335 TE: 335–336				
	EXPRESSIONS AND EQUATIONS					
	Apply and extend previous understandings of arithmetic to algebraic expressions.					
6.EE 1.	Write and evaluate numerical expressions involving whole- number exponents.	Develop Conceptual Understanding: SE: 239–241, 251–253 TE: 239–242, 251–254 Fluency: SE: 240, 241, 252, 253–254	SE: 243–244, 245–247, 248–250, 255–256, 257–258 TE: 243–244, 245–248, 249–250, 255–256, 257–258			

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		TE: 239–240, 241–242, 251–252, 253–254 Application: SE: 251 TE: 251–252				
6.EE 2a.	Write, read, and evaluate expressions in which letters stand for numbers. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.*	Develop Conceptual Understanding: SE: 241, 263–264, 323 TE: 241–242, 263–264, 323–324 Fluency: SE: 241–242, 264, 267–268, 323–324 TE: 241–242, 263–	SE: 269–270, 285–286, TE: 269–270, 285–286,			

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		264, 267–268, 323–324 Application: SE: 323 TE: 323–324				
6.EE 2b.	Write, read, and evaluate expressions in which letters stand for numbers. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *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.*	Develop Conceptual Understanding: SE: 263, 281 TE: 263–264, 281–282 Fluency: SE: 267–268, 282 TE: 267–268, 281–282 Application: SE: 267 TE: 267	SE: 269–270, 283–284 TE: 269–270, 283–284			
6.EE 2c.	Write, read, and evaluate expressions	Develop	SE: 275–			

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	in which letters stand for numbers. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas V = s3 and A = 6 s2 to find the volume and surface area of a cube with sides of length s = 1/2.*	Conceptual Understanding: SE: 271–273, 280–281 TE: 271–274, 279–282 Fluency: SE: 273–274, 280, 282 TE: 273–274, 279–280, 281–282 Application: SE: 273 TE: 273–274	276, 283–284, 285–286 TE: 275–276, 283–284, 285–286			
6.EE 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*	Develop Conceptual Understanding: SE: 263–266, 277–	SE: 269–270, 283–284, 285–286 TE: 269–270, 283–			

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	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.	281 TE: 263–266, 277–282 Fluency: SE: 264, 265–266, 267–268, 279–280, 282 TE: 263–264, 265–266, 267–268, 279–280, 281–282 Application: SE: 265–266 TE: 265–266	284, 285–286			
6.EE 4.	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the*	Develop Conceptual Understanding: SE: 265, 277 TE: 265–266, 277–	SE: 269, 283–284, 285–286 TE: 269–270, 283–284, 285–286			

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	same number regardless of which number y stands for.	278 Fluency: SE: 265, 267–268, 282 TE: 265–266, 267–268, 281–282 Application: SE: 265 TE: 265–266				
	Reason about and solve one-variable equations and inequalities.					
6.EE 5.	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Develop Conceptual Understanding: SE: 299, 306–307, 314–315, 321–322 TE: 299–300, 305–308, 313–	SE: 304, 311, 319–320, 325–326, 345–346 TE: 303–304, 311–312, 319–320, 325–326, 345–346			

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		316, 321–322 Fluency: SE: 302, 306, 307, 310, 314, 315, 318, 324 TE: 301–302, 305–306, 307–308, 309–310, 313–314, 315–316, 317–318, 323–324 Application: SE: 321 TE: 321–322				
6.EE 6.	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any	Develop Conceptual Understanding: SE: 266, 300, 305,	SE: 269–270, 303–304, 311–312, 319–320, 325–326, 345–			

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	number in a specified set.	308, 313, 323 TE: 265–266, 299–300, 305–306, 307–308, 313–314, 323–324 Fluency: SE: 266, 267–268, 300, 302, 308, 310, 318, 323–324 TE: 265–266, 267–268, 299–300, 301–302, 307–308, 309–310, 317–318, 323–324 Application:	346 TE: 269–270, 303–304, 311–312, 319–320, 325–326, 345–346			

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		SE: 266, 300, 305, 313, 323 TE: 265–266, 299–300, 305–306, 313–314, 323–324				
6.EE 7.	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.	Develop Conceptual Understanding: SE: 301, 305, 308, 309, 316, 317, 385–386, 433 TE: 301–302, 305–306, 307–308, 309–310, 315–316, 317–318, 385–386, 433–434	SE: 303–304, 311–312, 319–320, 345–346, 390, 435–436 TE: 303–304, 311–312, 319–320, 345–346, 389–390, 435–436			

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		Fluency: SE: 302, 308, 310, 317–318, 386, 388, 433 TE: 301–302, 307–308, 309–310, 317–318, 385–386, 387–388, 433–434 Application: SE: 301, 305, 309, 317, 385–386, 433 TE: 301–302, 305–306, 309–310, 317–318, 385–386, 433–434				
6.EE 8.	Write an inequality of the form $x > c$	Develop	SE: 325–			

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	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.	Conceptual Understanding: SE: 15, 321–322, 323 TE: 15–16, 321–322, 323–324 Fluency: SE: 15, 16, 323, 324 TE: 15–16, 323–324 Application: SE: 15, 321, 323 TE: 15–16, 321–322	326, 327–328 TE: 325–326, 327–328			
	Represent and analyze quantitative relationships between dependent and independent variables.					
6.EE 9.	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express	Develop Conceptual Understanding:	SE: 343–344, 345–346, 351–352, 357–			

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	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: 339–342, 347–349, 353–355 TE: 339–342, 347–350, 353–356 Fluency: SE: 348, 350, 356 TE: 347–348, 349–350, 355–356 Application: SE: 339–340, 342, 347, 353–354 TE: 339–340, 341–342, 347–348, 353–354	358, 359–360 TE: 343–344, 345–346, 351–352, 357–358, 359–360			
	GEOMETRY					

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	Solve real-world and mathematical problems involving area, surface area, and volume.					
6.G.1.	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	Develop Conceptual Understanding: SE: 373–375, 379–382, 385–387, 391–393 TE: 373–376, 379–382, 385–388, 391–394 Fluency: SE: 375–376, 382, 385–386, 388, 393–394 TE: 375–376, 381–382, 385–386, 387–	SE: 377–378, 383–384, 389–390, 395–396, 397–398 TE: 377–378, 383–384, 389–390, 395–396, 397–398			

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		388, 393–394 Application: SE: 374, 375, 381, 385–386, 393 TE: 373–374, 375–376, 381–382, 385–386, 393–394				
6.G.2.	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	Develop Conceptual Understanding: SE: 427–429, 433–434 TE: 427–430, 433–434 Fluency: SE: 429–430, 433–	SE: 431–432, 435–436, 437–438 TE: 431–432, 435–436, 437–438			

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		434 TE: 429–430, 433–434 Application: SE: 429, 433, 434 TE: 429–430, 433–434				
6.G.3.	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	Develop Conceptual Understanding: SE: 409–411 TE: 409–412 Fluency: SE: 410, 411–412 TE: 409–410, 411–412 Application: SE: 409–	SE: 413–414, 415–416 TE: 413–414, 415–416			

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Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		410, 411–412 TE: 409–410, 411–412				
6.G 4.	Represent three- dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real- world and mathematical problems.	Develop Conceptual Understanding: SE: 420, 421–423 TE: 420, 421–424 Fluency: SE: 422, 424 TE: 421–422, 423–424	SE: 425–426, 437–438 TE: 425–426, 437–438			
	STATISTICS AND PROBABILITY					
	Develop understanding of statistical variability.					
6.SP 1.	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my*	Develop Conceptual Understanding: SE: 471	SE: 475–476, 477 TE: 475–476, 477–478			

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
	school?" is a statistical question because one anticipates variability in students' ages.	TE: 471–472 Fluency: SE: 471 TE: 471–472 Application: SE: 471 TE: 471–472				
6.SP 2.	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	Develop Conceptual Understanding: SE: 465–467, 473–474, 479–480 TE: 465–467, 473–474, 479–480 Fluency: SE: 466, 467–468, 473 TE: 465–	SE: 475, 476–478 TE: 475–476, 477–478			

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		466, 467–468, 473–474 Application: SE: 465–467, 474, 479–480 TE: 465–466, 467–468, 473–474, 479–480				
6.SP 3.	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	Develop Conceptual Understanding: SE: 451–453, 457–458, 474 TE: 451–454, 457–458, 473–474 Fluency: SE: 453–454 TE: 453–454	SE: 455–456 TE: 455–456			

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		Application: SE: 451–452, 453, 457–458, 474 TE: 451–452, 453–454, 457–458, 473–474				
	Summarize and describe distributions.					
6.SP 4.	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Develop Conceptual Understanding: SE: 465, 472, 479, 480 TE: 465–466, 471–472, 479–480 Fluency: SE: 468, 472, 475–	SE: 469–470, 477–478, 483–484, 485 TE: 469–470, 477–478, 483–484, 485			

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		476, 482 TE: 467–468, 471–472, 475–476, 481–482 Application: SE: 465, 472, 479–480 TE: 465–466, 471–472, 479–480				
6.SP 5a.	Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations.	Develop Conceptual Understanding: SE: 451, 454, 479–480, 481 TE: 451–452, 453–454, 479–480, 481–482	SE: 455–456, 483–484 TE: 455–456, 483–484			

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		Fluency: SE: 454, 481–482 TE: 453–454, 481–482 Application: SE: 451, 479–480, 481 TE: 451–452, 479–480, 481–482				
6.SP 5b.	Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	Develop Conceptual Understanding: SE: 452, 454, 479, 481 TE: 451–452, 453–454, 479–480, 481–482	SE: 455–456, 483–484 TE: 455–456, 483–484			

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		Fluency: SE: 454, 481–482 TE: 453–454, 481–482 Application: SE: 452, 479, 481 TE: 451–452, 479–480, 481–482				
6.SP 5c.	Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	Develop Conceptual Understanding: SE: 451–452, 453–454, 457–458, 459–460, 465–466, 467, 474, 479, 481 TE: 451–452, 453–	SE: 455–456, 464, 469–470, 477–478, 483–484, 485–486 TE: 455–456, 463–464, 469–470, 477–478, 483–484, 485–486			

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		454, 457–458, 459–460, 465–466, 467–468, 473–474, 479–480 Fluency: SE: 453–454, 459, 461–462, 466, 467, 468, 475–476, 481–482 TE: 453–454, 459–460, 461–462, 465–466, 467–468, 475–476, 481–482 Application: SE: 451–452, 453,				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		457–458, 460, 465–466, 467, 474, 479, 481 TE: 451–452, 453–454, 457–458, 459–460, 465–466, 467–468, 473–474, 479–480				
6.SP 5d.	Summarize numerical data sets in relation to their context, such as by: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	Develop Conceptual Understanding: SE: 453, 474, 479, 481 TE: 453–454, 473–474, 479–480, 481–482 Fluency:	SE: 455–456, 475, 477–478, 483–484 TE: 455–456, 475–476, 477–478, 483–484			

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		SE: 453, 481, 482 TE: 453–454, 481–482 Application: SE: 453, 474, 479, 481 TE: 453–454, 473–474, 479–480, 481–482				
	MATHEMATICAL PRACTICES					
MP 1.	Make sense of problems and persevere in solving them.	*Mathematical practices are integrated throughout the program. Some examples are:* SE: 8, 10–13, 16, 17, 22, 36, 37, 38, 47, 50, 51, 56, 57,	--			

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		58, 62, 82, 83, 90, 91, 94, 95, 97–98, 99–100, 109, 110, 113, 115, 116, 117, 122, 123, 124, 125, 128, 131, 132, 134, 152, 153, 154, 156, 158, 159, 160, 164, 165, 166, 176, 179–180, 182, 183, 184, 188, 190, 208, 209, 210, 212, 214, 216, 217–221, 222, 224, 242, 248, 249, 254, 255, 256, 267, 269,				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		270, 274, 282, 284, 302, 304, 310, 312, 315–317, 318, 320, 322–324, 336, 344, 345, 346, 347–350, 351, 358, 376, 378, 381–382, 383, 384, 385–388, 389, 390, 396, 405, 407, 414, 426, 429, 430, 432, 434, 436, 456, 464, 470, 474, 477, 478, 483, 484 TE: 7–8, 9–10, 11–12, 13–14, 15–16, 17–18,				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		21–22, 35–36, 37–38, 47–48, 49–50, 51–52, 55–56, 57–58, 61–62, 81–82, 83–84, 89–90, 91–92, 93–94, 95–96, 97–98, 99–100, 109–110, 113–114, 115–116, 117–118, 121–122, 123–124, 125–126, 127–128, 131–132, 133–134, 151–152, 153–154, 155–156, 157–158, 159–160, 163–164, 165–166, 175–				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		176, 179–180, 181–182, 183–184, 187–188, 189–190, 207–208, 209–210, 211–212, 213–214, 215–216, 217–220, 221–222, 223–224, 241–242, 247–248, 249–250, 253–254, 255–256, 267–268, 269–270, 273–274, 281–282, 283–284, 301–302, 303–304, 309–310, 311–312, 315–318, 319–				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		320, 321–322, 323–324, 335–336, 343–344, 345–346, 347–350, 351–352, 357–358, 375–376, 377–378, 381–382, 383–384, 385–388, 389–390, 395–396, 405–406, 407–408, 413–414, 425–426, 429–430, 431–432, 433–434, 435–436, 455–456, 463–464, 469–470, 473–474, 477–478, 483–				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		484				
MP 2.	Reason abstractly and quantitatively.	*Mathematical practices are integrated throughout the program. Some examples are:* SE: 7–10, 13–16, 19, 31–34, 35, 36, 39, 40, 51, 58, 64, 90, 95, 99, 111, 112, 113–116, 117, 118, 125–128, 129, 133, 134, 150–152, 154, 177, 178, 179–182, 183, 195, 197, 205–208, 212, 214, 215, 221, 239–	--			

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		242, 243, 244, 245–248, 256, 263–267, 277–282, 284, 304, 305–310, 314, 322–324, 337, 357, 379–382, 384, 396, 408, 409–412, 413, 414, 425, 431, 432, 436, 464, 465–468, 469, 476, 479–482 TE: 7–10, 13–16, 19–20, 31–34, 35–36, 39–40, 51–52, 57–58, 63–64, 89–90, 95–96, 99–100, 111–			

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		112, 113–116, 117–118, 125–128, 129–130, 133–134, 149–152, 153–154, 177–178, 179–182, 183–184, 195–196, 197–198, 205–208, 211–212, 213–214, 215–216, 221–222, 239–242, 243–244, 245–248, 255–256, 263–268, 277–282, 283–284, 303–304, 305–310, 313–314, 321–324, 337–				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		338, 357–358, 379–382, 383–384, 395–396, 407–408, 409–412, 413–414, 425–426, 431–432, 435–436, 463–464, 465–468, 469–470, 475–476, 479–482				
MP 3.	Construct viable arguments and critique the reasoning of others.	*Mathematical practices are integrated throughout the program. Some examples are:* SE: 12, 18, 24, 36, 39, 47–50, 52, 57–58, 64, 83, 84, 86,	--			

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		89, 90, 91, 96, 100, 112, 118, 123, 129, 134, 153, 154, 155–158, 159, 160, 166, 177, 178, 184, 189, 190, 197, 206, 210, 216, 222, 224, 244, 250, 253, 255, 270, 275, 276, 278, 283, 303, 304, 311, 320, 326, 333–336, 338, 346, 352, 357, 358, 373–376, 377, 378, 384, 390, 403–406, 408, 426,				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		432, 435, 436, 456, 463, 464, 470, 471–475, 477, 478, 484 TE: 11–12, 17–18, 23–24, 35–36, 39–40, 47–50, 51–52, 57–58, 63–64, 83–84, 85–86, 89–90, 91–92, 99–100, 111–112, 117–118, 123–124, 129–130, 133–134, 153–154, 155–158, 159–160, 165–166, 177–178, 183–184, 189–190, 197–198,				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		205–206, 209–210, 215–216, 221–222, 223–224, 243–244, 249–250, 253–254, 255–256, 269–270, 275–276, 277–278, 283–284, 303–304, 311–312, 319–320, 325–326, 333–336, 337–338, 345–346, 351–352, 357–358, 373–376, 377–378, 383–384, 389–390, 403–406, 407–408, 425–426,				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		431–432, 435–436, 455–456, 463–464, 469–470, 471–474, 475–476, 477–478, 483–484				
MP 4.	Model with mathematics.	*Mathematical practices are integrated throughout the program. Some examples are:* SE: 11, 12, 14, 15, 17, 18, 19–22, 23, 24, 32, 51, 52, 53–56, 59–62, 63, 83, 84, 85–88, 89, 90, 91–94, 95, 96, 100, 111, 112, 117, 123,	--			

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		124, 128, 129, 133, 134, 149–152, 153, 154, 159, 161–164, 166, 167, 173–176, 177, 184, 189, 190, 194–196, 197, 198, 209, 210, 211–214, 215, 216, 217–222, 223, 224, 249, 251, 256, 266, 270, 273, 275, 283, 284, 300–302, 303, 309, 311, 312, 316, 317, 319, 326, 336, 337, 339–344, 345,				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		351, 353–356, 357, 377, 378, 383, 387, 389, 391–394, 395, 407, 412, 413, 425, 427–430, 431, 435, 436, 451–454, 455, 462, 469, 470, 476 TE: 11–12, 13–14, 15–16, 17–18, 19–22, 23–24, 31–32, 51–52, 53–56, 59–62, 63–64, 83–84, 85–88, 89–90, 91–94, 95–96, 99–100, 111–112, 117–118, 123–124,				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		128–129, 133–134, 149–152, 153–154, 159–160, 161–164, 165–166, 167, 173–176, 177–178, 183–184, 189–190, 193–196, 197–198, 209–210, 211–214, 215–216, 217–222, 223–224, 249–250, 251–252, 255–256, 265–266, 269–270, 273–274, 275–276, 283–284, 299–302, 303–304, 309–				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		310, 311–312, 315–316, 317–318, 319–320, 325–326, 335–336, 337–338, 339–344, 345–346, 351–352, 353–356, 357–358, 377–378, 383–384, 387–388, 389–390, 391–394, 395–396, 407–408, 411–412, 413–414, 425–426, 427–430, 431–432, 435–436, 451–454, 455–456, 461–462, 469–				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		470, 475–476				
MP 5.	Use appropriate tools strategically.	*Mathematical practices are integrated throughout the program. Some examples are:* SE: 7–8, 9–10, 11, 12, 13–14, 15, 19–20, 33, 49–50, 61, 79–82, 85, 91, 107–110, 114, 119–122, 124, 126, 129–130, 155, 156–159, 161, 163, 167, 177, 181–183, 185, 193, 197, 206, 207, 210, 212,	--			

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		215, 223, 246–247, 249, 251–254, 255, 268, 278, 280, 283, 305, 313–318, 319, 325, 326, 342–343, 373, 377, 383, 391, 405, 407, 411, 421–422, 424, 451, 457–461, 462, 465–468, 472–474, 477, 479–481, 482–484 TE: 7–8, 9–10, 11–12, 13–14, 15–16, 19–20, 33–34, 49–50, 61–62, 79–82, 85–				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		86, 91–92, 107–110, 113–114, 119–122, 123–124, 125–126, 129–130, 155–160, 161–152, 163–164, 167, 177–178, 181–184, 185–186, 193–194, 197–198, 205–206, 207–208, 209–210, 211–212, 215–216, 223–224, 246–247, 249–250, 251–254, 255–256, 267–268, 277–278, 279–280, 283–				

		Publisher Citations		Meets Standard		For Reviewer Use Only
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		284, 305–306, 313–318, 319–320, 325–326, 342–343, 373–374, 377–378, 383–384, 391–392, 405–406, 407–408, 411–412, 421–422, 423–424, 451–452, 457–462, 465–468, 471–474, 476–477, 479–482, 483–484				
MP 6.	Attend to precision.	*Mathematical practices are integrated throughout the program. Some*	--			

		Publisher Citations		Meets Standard		For Reviewer Use Only
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		examples are: SE: 5, 7, 12, 13, 20, 23, 24, 29, 35, 36, 37–38, 40, 45, 48, 53, 55, 59, 61, 64, 77, 82, 83, 90, 91, 92–94, 96, 97–98, 105, 107–110, 111, 118, 120, 124, 126–128, 147, 158, 171, 175, 178, 185, 188, 189, 194–196, 198, 203, 214, 216, 237, 244, 249, 250, 261, 271–274, 297, 299, 302, 308, 331, 334,				

		Publisher Citations		Meets Standard		For Reviewer Use Only
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		338, 352, 371, 373–376, 379–382, 401, 414, 419, 421–423, 426, 428, 432, 433, 449, 454, 470, 473, 484 TE: 5, 7–8, 11–12, 13–14, 19–20, 23–24, 29, 35–36, 37–38, 39–40, 45, 47–48, 53–54, 55–56, 59–60, 61–62, 63–64, 77, 81–82, 83–84, 89–90, 91–92, 93–94, 95–96, 97–98, 105, 107–110, 111–112,				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		117–118, 119–120, 123–124, 125–128, 147, 157–158, 171, 175–176, 177–178, 185–186, 187–188, 189–190, 193–194, 195–196, 197–198, 203, 213–214, 215–216, 237, 243–244, 249–250, 261, 271–274, 297, 299–300, 301–302, 307–308, 331, 333–334, 337–338, 351–352, 371, 373–376,				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		379–382, 401, 413–414, 419, 421–424, 425–426, 427–428, 431–432, 433–434, 449, 453–454, 469–470, 473–474, 483–484				
MP 7.	Look for and make use of structure.	*Mathematical practices are integrated throughout the program. Some examples are:* SE: 12, 16, 18, 23, 24, 38, 40, 55, 56, 57–58, 60, 62, 63, 84, 87–88, 90, 96, 97–98, 108–	--			

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		109, 110, 118, 124, 130, 154, 160, 163, 164, 166, 167, 174, 178, 179–182, 185, 190, 198, 209, 212, 216, 218–221, 224, 244, 250, 255, 256, 265–266, 268, 270, 276, 281, 284, 303, 311, 313, 320, 337, 338, 345, 351, 352, 357, 358, 378, 384, 389, 390, 408, 432, 436, 455, 456, 463, 464, 469,				

		Publisher Citations		Meets Standard		For Reviewer Use Only
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		470, 473, 476, 477, 478, 483 TE: 11–12, 15–16, 17–18, 23–24, 37–38, 39–40, 55–56, 57–58, 59–60, 61–62, 63–64, 83–84, 87–88, 89–90, 95–96, 97–98, 107–110, 117–118, 123–124, 129–130, 153–154, 159–160, 163–164, 165–166, 167, 173–174, 177–178, 179–182, 185–186, 189–190, 197–198, 209–				

		Publisher Citations		Meets Standard		For Reviewer Use Only
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		210, 211–212, 215–216, 217–222, 223–224, 243–244, 249–250, 255–256, 265–266, 267–268, 269–270, 275–276, 281–282, 283–284, 303–304, 311–312, 313–314, 319–320, 337–338, 345–346, 351–352, 357–358, 377–378, 383–384, 389–390, 407–408, 431–432, 435–436, 455–456, 463–				

		Publisher Citations		Meets Standard		For Reviewer Use Only
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		464, 469–470, 473–474, 475–476, 477–478, 483–484				
MP 8.	Look for and express regularity in repeated reasoning.	*Mathematical practices are integrated throughout the program. Some examples are:* SE: 9, 18, 19, 24, 27, 31, 34, 39, 52, 58, 64, 81–82, 83, 90, 95, 124, 125, 130, 132, 149, 153–154, 160, 165, 173, 178, 184, 185–186, 190, 198, 210, 217, 224,	--			

		Publisher Citations		Meets Standard		For Reviewer Use Only
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		239–242, 243, 244, 250, 256, 275, 312, 313, 320, 338, 339, 346, 347, 351, 357–358, 380, 408, 464 TE: 9–10, 17–18, 19–20, 23–24, 27, 31–32, 33–34, 39–40, 51–52, 57–58, 63–64, 81–82, 83–84, 89–90, 95–96, 123–124, 125–126, 129–130, 131–132, 149–150, 153–154, 159–160, 165–166, 173–174,				

		Publisher Citations		Meets Standard		For Reviewer Use Only
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		177–178, 183–184, 185–186, 189–190, 197–198, 209–210, 217–218, 223–224, 239–242, 243–244, 249–250, 255–256, 275–276, 311–312, 313–314, 319–320, 337–338, 339–340, 345–346, 347–348, 351–352, 357–358, 379–380, 407–408, 412, 463–464				
Appendix						

Publisher: Houghton Mifflin Harcourt
Program Title: Houghton Mifflin Harcourt California GO Math ©2015
Components: Grade 6 Student Edition and Teacher Edition

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes

California Department of Education, Posted February 2013