




Correlations for *ScienceFusion*

This table shows correlations of *ScienceFusion* Module A to grade 6 *Common Core State Standards for English Language Arts* and to grade 6 *Common Core State Standards for Mathematics*.

 **Go online at thinkcentral.com** for correlations of all *ScienceFusion* Modules to *Common Core State Standards for English Language Arts* and to *Common Core State Standards for Mathematics*.

ENGLISH LANGUAGE ARTS

Grade 6 Standard Code	Citations for Module A “Cells and Heredity”
READING STANDARDS FOR INFORMATIONAL TEXT	
Key Ideas and Details	
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<i>Student Edition</i> pp. 12, 13, 22, 23, 33, 37, 48, 49, 60, 61, 76, 77, 80, 85, 86, 88, 89, 98, 99, 108, 109, 117, 120, 121, 131, 132, 133, 142, 144, 145, 156, 157, 168, 169, 172, 177 <i>Teacher Edition</i> pp. 3, 23, 27, 37, 40, 50, 54, 56, 67, 70, 81, 86, 99, 102, 103, 135, 138, 149, 153, 165, 169, 179, 184, 195, 199, 209, 212, 213, 225, 229
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<i>Student Edition</i> pp. 12, 13, 19, 22, 23, 37, 48, 49, 54, 60, 61, 73, 74, 76, 77, 80, 85, 86, 98, 99, 105, 106, 108, 109, 120, 121, 132, 133, 144, 145, 156, 157, 168, 169, 172, 177 <i>Teacher Edition</i> pp. 41, 54, 101, 178, 224 Also use “Synthesizing Key Topics” items in the Extend Science Concepts sections of the <i>Teacher Edition</i> .
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<i>Student Edition</i> pp. 36–37 <i>Teacher Edition</i> pp. 156, 157
Craft and Structure	
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<i>Student Edition</i> pp. 6, 10, 11, 16, 17, 18, 19, 20, 27, 28, 29, 30, 31, 32, 34, 35, 40, 41, 42, 43, 44, 52, 54, 55, 56, 57, 58, 70, 71, 72, 93, 94, 95, 102, 103, 116, 124, 126, 127, 130, 138, 140, 142, 148, 152, 153, 154, 155, 162, 163 <i>Teacher Edition</i> pp. 21, 35, 49, 65, 79, 97, 133, 147, 163, 177, 185, 193, 207, 223 Also use “Previewing Vocabulary” and “Reinforcing Vocabulary” items in the Explain Science Concepts sections of the <i>Teacher Edition</i> .

Grade 6 Standard Code	Citations for Module A “Cells and Heredity”
Craft and Structure (continued)	
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	
RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	
Integration of Knowledge and Ideas	
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<i>Student Edition</i> pp. 6, 10, 11, 17, 20, 21, 27, 29, 31, 32, 34, 42, 43, 46, 47, 53, 55, 56, 57, 58, 63, 70–71, 72–73, 74, 77, 80, 92, 93, 94–95, 96–97, 99, 102, 103, 104–105, 106, 124–125, 126, 131, 134–135, 139, 142, 150–151, 152, 153, 154–155, 158–159 <i>Teacher Edition</i> Use the “Graphic Organizer” items in the <i>Teacher Edition</i> .
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<i>Student Edition</i> pp. 36–37
RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	
Range of Reading and Level of Text Complexity	
RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>Teacher Edition</i> p. 156
WRITING STANDARDS	
Text Types and Purposes	
W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	
W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly.	
W.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	

Grade 6 Standard Code	Citations for Module A “Cells and Heredity”
Text Types and Purposes (continued)	
W.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	
W.6.1.d Establish and maintain a formal style.	
W.6.1.e Provide a concluding statement or section that follows from the argument presented.	
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
W.6.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<i>Student Edition</i> pp. 9, 75, 107, 162, R20–R23, R34 <i>Teacher Edition</i> pp. 22, 32, 46, 79, 98, 144, 156, 163, 178, 194, 207, 224
W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<i>Student Edition</i> pp. 9, 75, 107, 162, R34 <i>Teacher Edition</i> pp. 22, 32, 98, 163, 178, 207, 224
W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.	
W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.	<i>Student Edition</i> pp. 9, 75, 107, 162, R34 <i>Teacher Edition</i> pp. 22, 32, 98, 163, 178, 207, 224
W.6.2.e Establish and maintain a formal style.	
W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented.	<i>Student Edition</i> pp. 9, 75, 107, 162, R34 <i>Teacher Edition</i> pp. 98, 163, 178, 207, 224
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
W.6.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<i>Student Edition</i> pp. 73, 97, 127, 142, 162 <i>Teacher Edition</i> pp. 80, 98, 134, 144
W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<i>Student Edition</i> pp. 73, 97, 127, 143, 162 <i>Teacher Edition</i> pp. 80, 98, 134, 144
W.6.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<i>Student Edition</i> pp. 73, 97, 127, 143, 162

Grade 6 Standard Code	Citations for Module A “Cells and Heredity”
Text Types and Purposes (continued)	
W.6.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<i>Student Edition</i> pp. 73, 97, 127, 143, 162 <i>Teacher Edition</i> pp. 80, 98, 134, 144
W.6.3.e Provide a conclusion that follows from the narrated experiences or events.	<i>Student Edition</i> pp. 73, 97, 127, 143, 162 <i>Teacher Edition</i> pp. 80, 98, 134, 144
Production and Distribution of Writing	
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<i>Student Edition</i> pp. 9, 73, 75, 97, 107, 127, 143, 162, 164, 165 <i>Teacher Edition</i> pp. 22, 32, 40, 49, 66, 79, 80, 91, 94, 98, 133, 163, 164, 178, 186, 207, 216, 220, 224
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	
W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	
Research to Build and Present Knowledge	
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<i>Student Edition</i> pp. 3, 31, 43, 52, 75, 107, 110, 114, 117, 131, 142, 143, 149, 162 <i>Teacher Edition</i> pp. 18, 21, 22, 32, 35, 36, 49, 50, 62, 65, 66, 91, 97, 130, 148, 163, 174, 178, 194, 207, 208, 220, 224
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<i>Student Edition</i> p. R34
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.6.9.a Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	

Grade 6 Standard Code	Citations for Module A “Cells and Heredity”
Research to Build and Present Knowledge (continued)	
W.6.9.b Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	
Range of Writing	
W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<i>Student Edition</i> pp. 9, 73, 75, 97, 107, 127, 143, 162 <i>Teacher Edition</i> pp. PD14, 22, 32, 40, 49, 66, 79, 80, 91, 94, 98, 133, 163, 164, 178, 186, 207, 216, 220, 224
SPEAKING AND LISTENING STANDARDS	
Comprehension and Collaboration	
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	
SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<i>Student Edition</i> pp. 37, 166 <i>Teacher Edition</i> pp. 18, 22, 32, 36, 46, 62, 76, 91, 94, 98, 130, 134, 144, 160, 174, 190, 204, 220
SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<i>Student Edition</i> pp. 21, 37, 166 <i>Teacher Edition</i> pp. 14, 18, 19, 26, 27, 32, 33, 39–41, 46, 47, 53–56, 58, 62, 63, 69–72, 76, 77, 82–86, 94, 95, 100–104, 126, 130, 131, 137–139, 144, 145, 147, 151–153, 156, 157, 160, 161, 167–169, 174, 175, 181–184, 186, 190, 191, 197, 199, 204, 205, 211–214, 216, 220, 221, 227–229
SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<i>Student Edition</i> pp. 37, 51, 114, 166 <i>Teacher Edition</i> pp. 3, 23, 27, 37, 40, 50, 54, 56, 67, 70, 81, 86, 99, 102, 103, 135, 138, 149, 153, 165, 169, 179, 184, 195, 199, 209, 212, 213, 225, 229
SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<i>Student Edition</i> pp. 21, 114, 166

Grade 6 Standard Code	Citations for Module A “Cells and Heredity”
Comprehension and Collaboration (continued)	
SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<i>Student Edition</i> p. 166
Presentation of Knowledge and Ideas	
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<i>Student Edition</i> pp. 3, 107, 110, 135, 149, 159, 172 <i>Teacher Edition</i> pp. 18, 36, 49, 130, 164, 208, 220
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<i>Student Edition</i> pp. 21, 107, 110, 135, 149, 159, 172 <i>Teacher Edition</i> pp. 22, 32, 164, 194, 224
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	<i>Student Edition</i> pp. 3, 97, 107, 110, 135, 149, 159, 172 <i>Teacher Edition</i> pp. 18, 36, 49, 130, 164, 208, 220
LANGUAGE STANDARDS	
Vocabulary Acquisition and Use	
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	
L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	<i>Student Edition</i> pp. 13, 23, 35, 39, 49, 77, 81, 99, 109, 121, 123, 137, 145, 157, 161, 173 <i>Teacher Edition</i> p. 72
L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).	<i>Student Edition</i> pp. 5, 15, 25, 51, 67, 91, 101, 113, 147 <i>Teacher Edition</i> pp. 21, 35, 49, 65, 79, 97, 133, 147, 163, 174
L.6.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<i>Student Edition</i> pp. R49–R52
L.6.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	

Grade 6 Standard Code	Citations for Module A “Cells and Heredity”
Vocabulary Acquisition and Use (continued)	
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.6.5.a Interpret figures of speech (e.g., personification) in context.	
L.6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<p><i>Student Edition</i> p. 39</p> <p><i>Teacher Edition</i> Use “Reinforcing Vocabulary” items in the Explain Science Concepts sections of the <i>Teacher Edition</i>.</p>
L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	
L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p><i>Student Edition</i> pp. 5, 13, 15, 23, 25, 35, 39, 49, 51, 61, 67, 77, 81, 91, 99, 101, 109, 113, 121, 123, 137, 145, 157, 161, 169, 173, R24–R25</p> <p><i>Teacher Edition</i> pp. 21, 35, 49, 65, 79, 97, 133, 147, 163, 177, 185, 193, 207, 223</p> <p>Also use “Previewing Vocabulary” and “Reinforcing Vocabulary” items in the Explain Science Concepts sections of the <i>Teacher Edition</i>.</p>

Grades 6–8 Standard Code

Citations for Module A
“Cells and Heredity”

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

Key Ideas and Details

RST.6–8.1 Cite specific textual evidence to support analysis of science and technical texts.

Student Edition pp. 12, 13, 22, 23, 33, 34, 35, 37, 48, 49, 60, 61, 76, 77, 80, 85, 86, 88, 89, 98, 99, 117, 120, 121, 131, 132, 133, 142, 144, 145, 156, 157, 168, 169, 172, 177

Teacher Edition pp. 3, 23, 27, 37, 40, 50, 54, 56, 67, 70, 81, 86, 99, 102, 103, 135, 138, 149, 153, 165, 169, 179, 184, 195, 199, 209, 212, 213, 225, 229

RST.6–8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Student Edition pp. 12, 13, 19, 22, 23, 34, 35, 37, 48, 49, 54, 60, 61, 73, 74, 76, 77, 80, 85, 86, 98, 99, 105, 106, 120, 121, 132, 133, 144, 145, 156, 157, 168, 169, 172, 177

Teacher Edition pp. 41, 54, 101, 178, 224

Also use “Synthesizing Key Topics” items in the Extend Science Concepts sections of the *Teacher Edition*.

RST.6–8.3 Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.

Student Edition pp. 64–65, 158–159, R28–R34

Teacher Edition pp. 18, 19, 32, 33, 46, 47, 62, 63, 76, 77, 79, 94, 95, 130, 131, 144, 145, 160, 161, 174, 175, 190, 191, 204, 205, 216, 220, 221

Other Use the Lab Manual, Project-Based Assessments, Video-Based Projects, and the Virtual Labs.

Craft and Structure

RST.6–8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.

Student Edition pp. 6, 10, 11, 16, 17, 18, 19, 20, 27, 28, 29, 30, 31, 32, 40, 41, 42, 43, 44, 52, 54, 55, 56, 57, 58, 70, 71, 72, 93, 94, 95, 102, 103, 108, 109, 116, 124, 126, 127, 130, 138, 140, 142, 148, 152, 153, 154, 155, 162, 163, 164, 165

Teacher Edition pp. 21, 35, 49, 65, 79, 97, 133, 147, 163, 177, 185, 193, 207, 223

Also use “Previewing Vocabulary” and “Reinforcing Vocabulary” items in the Explain Science Concepts sections of the *Teacher Edition*.

RST.6–8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6–8.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Grades 6–8 Standard Code	Citations for Module A “Cells and Heredity”
Integration of Knowledge and Ideas	
RST.6–8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	<p><i>Student Edition</i> pp. 34, 58, 64–65, 77, 80, 92, 94–95, 99, 131, 134–135, 139, 142, 158–159</p> <p><i>Teacher Edition</i> pp. 21, 35, 133, 134, 144, 147, 148, 156, 163, 174, 177, 186, 193, 208, 216, 220, 223. Also use the “Graphic Organizer” items in the <i>Teacher Edition</i>.</p> <p><i>Other</i> Use the lessons in the Digital Path.</p>
RST.6–8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	<i>Student Edition</i> pp. 36–37, 64–65, 158–159
RST.6–8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	<p><i>Student Edition</i> pp. 64–65</p> <p><i>Other</i> Use the Lab Manual, Project-Based Assessments, Video-Based Projects, and the lessons in the Digital Path.</p>
Range of Reading and Level of Text Complexity	
RST.6–8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	<p><i>Student Edition</i> pp. 37, 107. Also use all lessons in the <i>Student Edition</i>.</p> <p><i>Teacher Edition</i> p. 156</p>

MATHEMATICS

Grade 6 Standard Code	Citations for Module A “Cells and Heredity”
MATHEMATICS STANDARDS: 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.	<i>Student Edition</i> pp. 7, 13, 140–141, 145, R42 <i>Teacher Edition</i> pp. 25, 198
6.RP.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.	<i>Student Edition</i> pp. 7, 13, 140–141, 145, R42
6.RP.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.	<i>Teacher Edition</i> p. 25
6.RP.3.a Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	
6.RP.3.b Solve unit rate problems including those involving unit pricing and constant speed.	<i>Student Edition</i> p. R42
6.RP.3.c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.	<i>Student Edition</i> pp. 63, 140–141, R43
6.RP.3.d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	<i>Student Edition</i> pp. 7, 13, 140–141, R42
MATHEMATICS STANDARDS: 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 represent the problem.	<i>Student Edition</i> p. R45

Grade 6 Standard Code	Citations for Module A “Cells and Heredity”
Compute fluently with multi-digit numbers and find common factors and multiples.	
6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.	
6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	<i>Student Edition</i> p. R43
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.	
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 in each situation.	
6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	
6.NS.6.a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.	
6.NS.6.b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	
6.NS.6.c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	
6.NS.7 Understand ordering and absolute value of rational numbers.	

Grade 6 Standard Code	Citations for Module A “Cells and Heredity”
Apply and extend previous understandings of numbers to the system of rational number. (continued)	
6.NS.7.a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.	
6.NS.7.b Write, interpret, and explain statements of order for rational numbers in real-world contexts.	
6.NS.7.c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.	
6.NS.7.d Distinguish comparisons of absolute value from statements about order.	
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.	
MATHEMATICS STANDARDS: 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.	<i>Student Edition</i> p. R45 <i>Teacher Edition</i> p. 134
6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.	
6.EE.2.a Write expressions that record operations with numbers and with letters standing for numbers.	<i>Student Edition</i> pp. R16–R17
6.EE.2.b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.	
6.EE.2.c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	

Grade 6 Standard Code	Citations for Module A “Cells and Heredity”
Apply and extend previous understandings of arithmetic to algebraic expressions. (continued)	
6.EE.3 Apply the properties of operations to generate equivalent expressions.	
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).	
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.	
6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	
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.	
6.EE.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	
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 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.	<i>Student Edition</i> pp. 158–159, R47

Grade 6 Standard Code	Citations for Module A “Cells and Heredity”
MATHEMATICS STANDARDS: GEOMETRY	
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.	
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 $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	<i>Student Edition</i> pp. 7, 13 <i>Teacher Edition</i> p. 25
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.	
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.	<i>Student Edition</i> pp. 7, 13 <i>Teacher Edition</i> p. 25
MATHEMATICS STANDARDS: 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.	<i>Student Edition</i> pp. 134–135
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.	
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.	

Grade 6 Standard Code	Citations for Module A “Cells and Heredity”
Summarize and describe distributions.	
6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	
6.SP.5 Summarize numerical data sets in relation to their context, such as by:	
6.SP.5.a Reporting the number of observations.	<i>Student Edition</i> p. 159
6.SP.5.b Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	<i>Student Edition</i> pp. 134–135, 159
6.SP.5.c Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	<i>Student Edition</i> pp. 159, R41
6.SP.5.d Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	<i>Student Edition</i> p. 159