	Quarter 1 Standard Item Range	Depth of Knowledge	Standards	I Can	Item Specs	Math Framewo
Jnit	Granuaru iterii Kariye	Deptit of Kilowiedge	6.C.3 Solve real-world problems with		nem specs	watii riaiiiewt
			positive fractions and decimals by using	*I can solve real-world problems that involve positive fractions using up to two operations.		
n.1 Ratios and Rates	Medium	2	one or two operations.	*I can solve real-world problems with positive decimals using up to two operations.	6.C.3	<u>6.C.3</u>
			6.NS.5 Know commonly used fractions			
			(halves, thirds, fourths, fifths, eighths,			
			tenths) and their decimal and percent equivalents. Convert between any two	*I can give examples of commonly used fractions.		
			representations (fractions, decimals,	*I can translate between commonly used fractions and their decimal and percent equivalents.		
			percents) of positive rational numbers	Team danistate between commonly used needons and their declinar and percent equivalents.		
n.2 Fractions, Decimals, and Percents	Medium	3	without the use of a calculator.	*Without using a calculator, I can convert between fractions, decimals and percents of positive rational numbers.	<u>6.NS.5</u>	<u>6.NS.5</u>
				*I can identify prime numbers.		
				*I aga idantifi, gampasita pumbasa		
			6.NS.6 Identify and explain prime and	*I can identify composite numbers.		
	Low	2	composite numbers.	*I can explain how to determine if numbers are prime or composite.	6.NS.6	<u>6.NS.6</u>
			6.NS.7 Find the greatest common factor o	of		
			two whole numbers less than or equal to			
			100 and the least common multiple of two	⁹ 1 can find the greatest common factor (GCF) between two numbers less than or equal to 100.		
			whole numbers less than or equal to 12. Use the distributive property to express a	The fields had a server with 4 CON between hearth and the server had 40		
			sum of two whole numbers from 1 to 100			
			with a common factor as a multiple of a	*I can determine whether two whole numbers from 1 to 100 have a common factor.		
			sum of two whole numbers with no			
	Low	1	common factor.	1 can use the distributive property to express a sum of two whole numbers between 1 and 100 with a common factor as a multiple of a sum of two whole numbers without a common factor.	6.NS.7	6.NS.7
				*I can interpret ratios as relative size between two quantities.		
			6.NS.8 Interpret, model, and use ratios to	*I can model and use ratios to show relative sizes of two quantities.		
			show the relative sizes of two quantities.			
			Describe how a ratio shows the	*I can describe how a ratio show the relationship between two quantities.		
	Medium	2	relationship between two quantities. Use the following notations: a/b, a to b, a:b.	*I can represent ratios using the following notations: a/b, a to b, and a:b.	6.NS.8	6.NS.8
	Wedium	2			<u>0.1NO.0</u>	0.113.0
			6.NS.9 Understand the concept of a unit rate and use terms related to rate in the	*I can demonstrate understanding of unit rates.		
	Low	2	context of a ratio relationship.	*I can use terms related to rate in the context of a ratio relationship.	6.NS.9	6.NS.9
			6.NS.10 Use reasoning involving rates and	·		
			ratios to model real-world and other	al can use reasoning to model real-world problems involving rates.		
			mathematical problems (e.g., by	Total des sees ing to meet the probability meeting leads.		
			reasoning about tables of equivalent	*I can use reasoning to model real-world problems involving ratios.		
	Medium	3	ratios, tape diagrams, double number line diagrams, or equations).	*I can represent real world and other mathematical problems with rates and ratios.	6.NS.10	6.NS.10
	Wediaiii	3	6.AF.9 Make tables of equivalent ratios	Train represent real world and other mathematical problems with rates and ratios.	<u>0.NS.10</u>	0.143.10
			relating quantities with whole-number	I are exect tables of equivalent retire with whole number measurements		
			measurements, find missing values in the	*I can create tables of equivalent ratios with whole-number measurements. I can find missing values in tables showing equivalent ratios with whole-number measurements.		
			tables, and plot the pairs of values on the	1 can interpret the values in a table as coordinates to be plotted on the coordinate plane.		
	Medium	3	coordinate plane	*I can plot the pairs of values from a table.	6.AF.9	6.AF.9
	Quarter 2					
it	Quarter 2 Standard Item Range	Depth of Knowledge	Standards	I Can	Item Specs	
nit		Depth of Knowledge	6.C.1 Divide multi-digit whole numbers	I Can	Item Specs	
	Standard Item Range		6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic			
		Depth of Knowledge	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach.	*I can use a standard algorithm to fluently divide multi-digit whole numbers.	Item Specs	6.C.1
	Standard Item Range		6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and	*I can use a standard algorithm to fluently divide multi-digit whole numbers. d *I can compute with positive fractions fluently using a standard algorithm.		6.C.1
n.3 Compute with multi-digit numbers	Standard Item Range High	1	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard.	*I can use a standard algorithm to fluently divide multi-digit whole numbers. d d d d	6.C.1	
.3 Compute with multi-digit numbers	Standard Item Range		6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach.	*I can use a standard algorithm to fluently divide multi-digit whole numbers. d d d o l' can compute with positive fractions fluently using a standard algorithm.		6.C.1 6.C.2
n.3 Compute with multi-digit numbers	Standard Item Range High	1	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with	*I can use a standard algorithm to fluently divide multi-digit whole numbers. d d d d	6.C.1	
n.3 Compute with multi-digit numbers	Standard Item Range High High	1	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using	*I can use a standard algorithm to fluently divide multi-digit whole numbers. d *I can compute with positive fractions fluently using a standard algorithm. *I can compute with positive decimals fluently using a standard algorithm. *I can solve real-world problems that involve positive fractions using up to two operations.	6.C.1 6.C.2	6.C.2
.3 Compute with multi-digit numbers .4 Multiply and Divide Fractions	Standard Item Range High	1	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations.	*I can use a standard algorithm to fluently divide multi-digit whole numbers. d *I can compute with positive fractions fluently using a standard algorithm. *I can compute with positive decimals fluently using a standard algorithm. *I can solve real-world problems that involve positive fractions using up to two operations. *I can solve real-world problems with positive decimals using up to two operations.	6.C.1	
.3 Compute with multi-digit numbers .4 Multiply and Divide Fractions	Standard Item Range High High	1	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other	*I can use a standard algorithm to fluently divide multi-digit whole numbers. d d d 'I can compute with positive fractions fluently using a standard algorithm. 'I can compute with positive decimals fluently using a standard algorithm. 'I can solve real-world problems that involve positive fractions using up to two operations. 'I can solve real-world problems with positive decimals using up to two operations.	6.C.1 6.C.2	6.C.2
.3 Compute with multi-digit numbers .4 Multiply and Divide Fractions	Standard Item Range High High	1	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by	*I can use a standard algorithm to fluently divide multi-digit whole numbers. d *I can compute with positive fractions fluently using a standard algorithm. *I can compute with positive decimals fluently using a standard algorithm. *I can solve real-world problems that involve positive fractions using up to two operations. *I can solve real-world problems with positive decimals using up to two operations.	6.C.1 6.C.2	6.C.2
.3 Compute with multi-digit numbers .4 Multiply and Divide Fractions	Standard Item Range High High	1	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent	*I can use a standard algorithm to fluently divide multi-digit whole numbers. d d d *I can compute with positive fractions fluently using a standard algorithm. *I can solve real-world problems that involve positive fractions using up to two operations. d d *I can use reasoning to model real-world problems involving rates. *I can use reasoning to model real-world problems involving ratios.	6.C.1 6.C.2	6.C.2
.3 Compute with multi-digit numbers .4 Multiply and Divide Fractions	Standard Item Range High High Medium	1 2	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line	*I can use a standard algorithm to fluently divide multi-digit whole numbers. d d d d *I can compute with positive fractions fluently using a standard algorithm. *I can compute with positive decimals fluently using a standard algorithm. *I can solve real-world problems that involve positive fractions using up to two operations. *I can solve real-world problems with positive decimals using up to two operations. d *I can use reasoning to model real-world problems involving rates. *I can use reasoning to model real-world problems involving ratios.	6.C.1 6.C.2 6.C.3	6.C.2 6.C.3
n.3 Compute with multi-digit numbers	Standard Item Range High High	1	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent	*I can use a standard algorithm to fluently divide multi-digit whole numbers. *I can compute with positive fractions fluently using a standard algorithm. *I can compute with positive decimals fluently using a standard algorithm. *I can solve real-world problems that involve positive fractions using up to two operations. *I can solve real-world problems with positive decimals using up to two operations. *I can use reasoning to model real-world problems involving rates. *I can use reasoning to model real-world problems involving ratios. *I can represent real world and other mathematical problems with rates and ratios.	6.C.1 6.C.2	6.C.2
.3 Compute with multi-digit numbers .4 Multiply and Divide Fractions	Standard Item Range High High Medium	1 2	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line	*I can use a standard algorithm to fluently divide multi-digit whole numbers. d d d d *I can compute with positive fractions fluently using a standard algorithm. *I can compute with positive decimals fluently using a standard algorithm. *I can solve real-world problems that involve positive fractions using up to two operations. *I can solve real-world problems with positive decimals using up to two operations. d *I can use reasoning to model real-world problems involving rates. *I can use reasoning to model real-world problems involving ratios.	6.C.1 6.C.2 6.C.3	6.C.2
.3 Compute with multi-digit numbers .4 Multiply and Divide Fractions	Standard Item Range High High Medium	1 2	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).	*I can use a standard algorithm to fluently divide multi-digit whole numbers. *I can compute with positive fractions fluently using a standard algorithm. *I can compute with positive decimals fluently using a standard algorithm. *I can solve real-world problems that involve positive fractions using up to two operations. *I can solve real-world problems with positive decimals using up to two operations. *I can use reasoning to model real-world problems involving rates. *I can use reasoning to model real-world problems involving ratios. *I can represent real world and other mathematical problems with rates and ratios.	6.C.1 6.C.2 6.C.3	6.C.2 6.C.3
.3 Compute with multi-digit numbers .4 Multiply and Divide Fractions	Standard Item Range High High Medium	1 2	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.4 Compute quotients of positive fractions and solve real-world problems	*I can use a standard algorithm to fluently divide multi-digit whole numbers. d d d d 1 can compute with positive fractions fluently using a standard algorithm. *I can compute with positive decimals fluently using a standard algorithm. *I can solve real-world problems that involve positive fractions using up to two operations. *I can solve real-world problems with positive decimals using up to two operations. d 4 can use reasoning to model real-world problems involving rates. *I can use reasoning to model real-world problems involving ratios. *I can represent real world and other mathematical problems with rates and ratios. *I can solve real-world problems involving division of fractions by fractions.	6.C.1 6.C.2 6.C.3	6.C.2
.3 Compute with multi-digit numbers .4 Multiply and Divide Fractions	Standard Item Range High High Medium	1 2	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.4 Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions.	*I can use a standard algorithm to fluently divide multi-digit whole numbers. 1 can compute with positive fractions fluently using a standard algorithm. 1 can compute with positive decimals fluently using a standard algorithm. 1 can solve real-world problems that involve positive fractions using up to two operations. 1 can solve real-world problems with positive decimals using up to two operations. 1 can use reasoning to model real-world problems involving rates. 1 can use reasoning to model real-world problems involving ratios. 1 can represent real world and other mathematical problems with rates and ratios. 1 can divide two positive fractions.	6.C.1 6.C.2 6.C.3	6.C.2 6.C.3
3 Compute with multi-digit numbers 4 Multiply and Divide Fractions	Standard Item Range High High Medium	1 2	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.4 Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or	*I can use a standard algorithm to fluently divide multi-digit whole numbers. d	6.C.1 6.C.2 6.C.3	6.C.2 6.C.3 6.NS.10
.3 Compute with multi-digit numbers .4 Multiply and Divide Fractions	Standard Item Range High High Medium	1 2 2 3	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.4 Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations.	*I can use a standard algorithm to fluently divide multi-digit whole numbers. d to an compute with positive fractions fluently using a standard algorithm. *I can compute with positive decimals fluently using a standard algorithm. *I can solve real-world problems that involve positive fractions using up to two operations. *I can solve real-world problems with positive decimals using up to two operations. d to use reasoning to model real-world problems involving rates. *I can use reasoning to model real-world problems involving ratios. *I can represent real world and other mathematical problems with rates and ratios. *I can solve real-world problems involving division of fractions by fractions. *I can use fraction models to represent dividing positive fractions by fractions.	6.C.1 6.C.2 6.C.3	6.C.2
.3 Compute with multi-digit numbers .4 Multiply and Divide Fractions	Standard Item Range High High Medium	1 2 2 3	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.4 Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or	*I can use a standard algorithm to fluently divide multi-digit whole numbers. d	6.C.1 6.C.2 6.C.3	6.C.2 6.C.3 6.NS.10
.3 Compute with multi-digit numbers .4 Multiply and Divide Fractions	Standard Item Range High High Medium	1 2 2 3	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.4 Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations. 6.G.M.1 Convert between measurement	*I can use a standard algorithm to fluently divide multi-digit whole numbers. 1 can compute with positive fractions fluently using a standard algorithm. 1 can compute with positive decimals fluently using a standard algorithm. 1 can solve real-world problems that involve positive fractions using up to two operations. 1 can use reasoning to model real-world problems involving rates. 1 can use reasoning to model real-world problems involving ratios. 1 can represent real world and other mathematical problems with rates and ratios. 1 can use read-world problems involving division of fractions by fractions. 1 can use fraction models to represent dividing positive fractions by fractions. 1 can use equations to divide positive fractions by fractions.	6.C.1 6.C.2 6.C.3	6.C.2 6.C.3 6.NS.10
.3 Compute with multi-digit numbers .4 Multiply and Divide Fractions	Standard Item Range High High Medium Medium	1 2 2 3 3	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.4 Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations. 6.G.M.1 Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world.	*I can use a standard algorithm to fluently divide multi-digit whole numbers. I can compute with positive fractions fluently using a standard algorithm. I can compute with positive decimals fluently using a standard algorithm. I can solve real-world problems that involve positive fractions using up to two operations. I can use reasoning to model real-world problems involving rates. I can use reasoning to model real-world problems involving ratios. I can represent real world and other mathematical problems with rates and ratios. I can solve real-world problems involving division of fractions by fractions. I can use reasoning to models to represent dividing positive fractions. I can use reasoning to models to represent dividing positive fractions by fractions. I can use quations to divide positive fractions by fractions. I can use equations to divide positive fractions by fractions.	6.C.1 6.C.2 6.C.3 6.NS.10	6.C.2 6.C.3 6.NS.10
.3 Compute with multi-digit numbers .4 Multiply and Divide Fractions	Standard Item Range High High Medium	1 2 2 3	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.4 Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions Use a visual fraction model and/or equation to represent these calculations. 6.G.M.1 Convert between measurement systems (English) on wetric and metric to English) given conversion factors, and use	*I can use a standard algorithm to fluently divide multi-digit whole numbers. 1 can compute with positive fractions fluently using a standard algorithm. 1 can compute with positive decimals fluently using a standard algorithm. 1 can solve real-world problems that involve positive fractions using up to two operations. 1 can use reasoning to model real-world problems involving rates. 1 can use reasoning to model real-world problems involving ratios. 1 can represent real world and other mathematical problems with rates and ratios. 1 can use read-world problems involving division of fractions by fractions. 1 can use fraction models to represent dividing positive fractions by fractions. 1 can use equations to divide positive fractions by fractions. 1 can use equations to divide positive fractions by fractions.	6.C.1 6.C.2 6.C.3	6.C.2 6.C.3 6.NS.10
n.3 Compute with multi-digit numbers	Standard Item Range High High Medium Medium	1 2 2 3 3	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.4 Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations. 6.GM.1 Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems. 6.NS.1 Understand that positive and	*I can use a standard algorithm to fluently divide multi-digit whole numbers. I can compute with positive fractions fluently using a standard algorithm. I can compute with positive decimals fluently using a standard algorithm. I can solve real-world problems that involve positive fractions using up to two operations. I can use reasoning to model real-world problems involving rates. I can use reasoning to model real-world problems involving ratios. I can represent real world and other mathematical problems with rates and ratios. I can solve real-world problems involving division of fractions by fractions. I can use reasoning to models to represent dividing positive fractions. I can use reasoning to models to represent dividing positive fractions by fractions. I can use quations to divide positive fractions by fractions. I can use equations to divide positive fractions by fractions.	6.C.1 6.C.2 6.C.3 6.NS.10	6.C.2 6.C.3 6.NS.10
.3 Compute with multi-digit numbers .4 Multiply and Divide Fractions	Standard Item Range High High Medium Medium	1 2 2 3 3	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.4 Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations. 6.GM.1 Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems. 6.NS.1 Understand that positive and negative numbers are used to describe	*I can use a standard algorithm to fluently divide multi-digit whole numbers. I can compute with positive fractions fluently using a standard algorithm. I can compute with positive decimals fluently using a standard algorithm. I can solve real-world problems that involve positive fractions using up to two operations. I can use reasoning to model real-world problems involving rates. I can use reasoning to model real-world problems involving ratios. I can represent real world and other mathematical problems with rates and ratios. I can solve real-world problems involving division of fractions by fractions. I can use reasoning to models to represent dividing positive fractions. I can use reasoning to models to represent dividing positive fractions by fractions. I can use quations to divide positive fractions by fractions. I can use equations to divide positive fractions by fractions.	6.C.1 6.C.2 6.C.3 6.NS.10	6.C.2 6.C.3 6.NS.10
.3 Compute with multi-digit numbers .4 Multiply and Divide Fractions	Standard Item Range High High Medium Medium	1 2 2 3 3	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.4 Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations. 6.G.M.1 Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems. 6.NS.1 Understand that positive and negative numbers are used to describe quantities having opposite directions or	*I can use a standard algorithm to fluently divide multi-digit whole numbers. I can compute with positive fractions fluently using a standard algorithm. I can compute with positive decimals fluently using a standard algorithm. I can solve real-world problems that involve positive fractions using up to two operations. I can use reasoning to model real-world problems involving rates. I can use reasoning to model real-world problems involving ratios. I can represent real world and other mathematical problems with rates and ratios. I can solve real-world problems involving division of fractions by fractions. I can use reasoning to models to represent dividing positive fractions. I can use reasoning to models to represent dividing positive fractions by fractions. I can use quations to divide positive fractions by fractions. I can use equations to divide positive fractions by fractions.	6.C.1 6.C.2 6.C.3 6.NS.10	6.C.2 6.C.3 6.NS.10
3 Compute with multi-digit numbers 4 Multiply and Divide Fractions	Standard Item Range High High Medium Medium	1 2 2 3 3	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.4 Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations. 6.G.M.1 Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems. 6.NS.1 Understand that positive and negative numbers are used to describe quantities having opposite directions or values (e.g., temperature above/Δ zero,	*I can use a standard algorithm to fluently divide multi-digit whole numbers. I can compute with positive fractions fluently using a standard algorithm. I can compute with positive decimals fluently using a standard algorithm. I can solve real-world problems that involve positive fractions using up to two operations. I can use reasoning to model real-world problems involving rates. I can use reasoning to model real-world problems involving ratios. I can represent real world and other mathematical problems with rates and ratios. I can solve real-world problems involving division of fractions by fractions. I can use reasoning to models to represent dividing positive fractions. I can use reasoning to models to represent dividing positive fractions by fractions. I can use quations to divide positive fractions by fractions. I can use equations to divide positive fractions by fractions.	6.C.1 6.C.2 6.C.3 6.NS.10	6.C.2 6.C.3 6.NS.10
3 Compute with multi-digit numbers 4 Multiply and Divide Fractions	Standard Item Range High High Medium Medium	1 2 2 3 3	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.4 Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations. 6.GM.1 Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems. 6.NS.1 Understand that positive and negative numbers are used to describe quantities having opposite directions or values (e.g., temperature above/Δ zero, elevation above/Δ sea level,	*I can use a standard algorithm to fluently divide multi-digit whole numbers. I can compute with positive fractions fluently using a standard algorithm. I can compute with positive decimals fluently using a standard algorithm. I can solve real-world problems that involve positive fractions using up to two operations. I can use reasoning to model real-world problems involving rates. I can use reasoning to model real-world problems involving ratios. I can represent real world and other mathematical problems with rates and ratios. I can solve real-world problems involving division of fractions by fractions. I can use reasoning to models to represent dividing positive fractions. I can use reasoning to models to represent dividing positive fractions by fractions. I can use quations to divide positive fractions by fractions. I can use equations to divide positive fractions by fractions.	6.C.1 6.C.2 6.C.3 6.NS.10	6.C.2 6.C.3 6.NS.10
Compute with multi-digit numbers Multiply and Divide Fractions	Standard Item Range High High Medium Medium	1 2 2 3 3	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.4 Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations. 6.G.1.1 Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems. 6.NS.1 Understand that positive and negative numbers are used to describe quantities having opposite directions or values (e.g., temperature above/∆ zero, elevation above/∆ sea level, credits/debits, positive/negative electric	1 can use a standard algorithm to fluently divide multi-digit whole numbers. 1 can compute with positive fractions fluently using a standard algorithm. 1 can solve real-world problems that involve positive fractions using up to two operations. 1 can solve real-world problems with positive decimals using up to two operations. 1 can use reasoning to model real-world problems involving rates. 1 can use reasoning to model real-world problems involving ratios. 1 can represent real world and other mathematical problems with rates and ratios. 1 can use reasoning to model real-world problems with rates and ratios. 1 can solve real-world problems involving division of fractions by fractions. 1 can use fraction models to represent dividing positive fractions by fractions. 1 can use equations to divide positive fractions by fractions. 1 can use equations to divide positive fractions by fractions. 1 can use equations to divide positive fractions by fractions. 1 can use equations to divide positive fractions by fractions. 1 can use conversion factors to convert between English and metric measurement systems. 1 can show on a number line that a negative number lies in the opposite direction as a positive number.	6.C.1 6.C.2 6.C.3 6.NS.10	6.C.2 6.C.3 6.NS.10
3 Compute with multi-digit numbers 4 Multiply and Divide Fractions	Standard Item Range High High Medium Medium	1 2 2 3 3	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.4 Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations. 6.G.M.1 Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems. 6.NS.1 Understand that positive and negative numbers are used to describe quantities having opposite directions or values (e.g., temperature above/Δ zero, elevation above/Δ sea level, credits/debits, positive/negative electric charge). Use positive and negative	*I can use a standard algorithm to fluently divide multi-digit whole numbers. d *I can compute with positive fractions fluently using a standard algorithm. d *I can compute with positive decimals fluently using a standard algorithm. d *I can solve real-world problems that involve positive fractions using up to two operations. d *I can solve real-world problems with positive decimals using up to two operations. d *I can use reasoning to model real-world problems involving rates. d *I can use reasoning to model real-world problems involving ratios. d *I can use reasoning to model real-world problems with rates and ratios. d *I can divide two positive fractions. d *I can use real-world problems involving division of fractions by fractions. d *I can use fraction models to represent dividing positive fractions by fractions. d *I can use equations to divide positive fractions by fractions. d *I can use conversion factors to convert between English and metric measurement systems. *Given conversion factors, I can convert between measurement systems to solve real-world problems.	6.C.1 6.C.2 6.C.3 6.NS.10	6.C.2 6.C.3 6.NS.10
3 Compute with multi-digit numbers 4 Multiply and Divide Fractions	Standard Item Range High High Medium Medium	1 2 2 3 3	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.4 Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations. 6.G.1.1 Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems. 6.NS.1 Understand that positive and negative numbers are used to describe quantities having opposite directions or values (e.g., temperature above/∆ zero, elevation above/∆ sea level, credits/debits, positive/negative electric	*I can use a standard algorithm to fluently divide multi-digit whole numbers. 1 can compute with positive factions fluently using a standard algorithm. 1 can solve real-world problems that involve positive factions using up to two operations. 1 can solve real-world problems with positive decimals using up to two operations. 1 can use reasoning to model real-world problems involving rates. 1 can use reasoning to model real-world problems involving ratios. 1 can represent real world and other mathematical problems with rates and ratios. 1 can use reasoning to model real-world problems involving ratios. 1 can use reasoning to model real-world problems involving ratios. 1 can use reasoning to model real-world problems involving ratios. 1 can use reasoning to model real-world problems involving ratios. 1 can use reasoning to model real-world problems involving ratios. 1 can use reasoning to model real-world problems involving ratios. 1 can use reasoning to model real-world problems involving ratios. 1 can use graction models to represent dividing positive fractions by fractions. 1 can use fraction models to represent dividing positive fractions by fractions. 1 can use equations to divide positive fractions by fractions. 1 can use equations to divide positive fractions by fractions. 1 can use conversion factors to convert between English and metric measurement systems. 2 civen conversion factors, I can convert between measurement systems to solve real-world problems. 1 can show on a number line that a negative number lies in the opposite direction as a positive number. 1 can show that positive and negative numbers have opposite values.	6.C.1 6.C.2 6.C.3 6.NS.10	6.C.2 6.C.3 6.NS.10
Compute with multi-digit numbers Multiply and Divide Fractions	Standard Item Range High High Medium Medium	1 2 2 3 3	6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach. 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.4 Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations. 6.GM.1 Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems. 6.NS.1 Understand that positive and negative numbers are used to describe quantities having opposite directions or values (e.g., temperature above/Δ zero, elevation above/Δ sea level, credits/debits, positive/negative electric charge). Use positive and compare	1 can use a standard algorithm to fluently divide multi-digit whole numbers. 1 can compute with positive fractions fluently using a standard algorithm. 1 can solve real-world problems that involve positive fractions using up to two operations. 1 can solve real-world problems with positive decimals using up to two operations. 1 can use reasoning to model real-world problems involving rates. 1 can use reasoning to model real-world problems involving ratios. 1 can represent real world and other mathematical problems with rates and ratios. 1 can use reasoning to model real-world problems with rates and ratios. 1 can solve real-world problems involving division of fractions by fractions. 1 can use fraction models to represent dividing positive fractions by fractions. 1 can use equations to divide positive fractions by fractions. 1 can use equations to divide positive fractions by fractions. 1 can use equations to divide positive fractions by fractions. 1 can use equations to divide positive fractions by fractions. 1 can use conversion factors to convert between English and metric measurement systems. 1 can show on a number line that a negative number lies in the opposite direction as a positive number.	6.C.1 6.C.2 6.C.3 6.NS.10	6.C.2 6.C.3 6.NS.10

			6.NS.2 Understand the integer number			
			system. Recognize opposite signs of numbers as indicating locations on	*I can demonstrate understanding of integers.		
			opposite sides of 0 on the number line;	*I can show that numbers with opposite signs are located on opposite sides of zero on the number line.		
			recognize that the opposite of the opposite of a number is the number itself	*I can explain that the opposite of the opposite of a number is actually the number itself.		
			(e.g., -(-3) = 3), and that 0 is its own		NOO	(NG O
	Medium	3	opposite.	*I can explain that 0 is its own opposite. *I can plot rational numbers on a number line.	<u>NS.2</u>	<u>6.NS.2</u>
			C NC 2 Compare and order rational			
			6.NS.3 Compare and order rational numbers and plot them on a number line.	*I can compare and order rational numbers.		
			Write, interpret, and explain statements of order for rational numbers in real-	*I can write statements of order for rational numbers in real-world problems.		
	Medium	3	world contexts.	*I can interpret and explain statements of order for rational numbers in real-world problems.	6.NS.3	6.NS.3
			6.NS.4 Understand that the absolute value			
			of a number is the distance from zero on a number line. Find the absolute value of			
			real numbers and know that the distance	*I can use a number line to explain that absolute value is the distance a number is away from zero.		
			between two numbers on the number line is the absolute value of their difference.	* Il can find the absolute value of real numbers.		
			Interpret absolute value as magnitude for	*I can show the distance between two numbers on the number line is the absolute value of their difference.		
	Medium	3	a positive or negative quantity in a real- world situation.	*I can relate absolute value to magnitude for a positive or negative quantity in a real-world situation.	6.NS.4	6.NS.4
	Wedum	3	6.AF.7 Understand that signs of numbers	Total Folde absolute value to hage made for a positive of hegative quantity in a feat world stitution.	<u>0.140.4</u>	0.113.1
			in ordered pairs indicate the quadrant	*I can accurately identify the four quadrants of a coordinate plane.		
			containing the point; recognize that when two ordered pairs differ only by signs, the			
			locations of the points are related by	to the control of the		
			reflections across one or both axes. Graph points with rational number coordinates	*I can identify rules or patterns in the signs as they relate to quadrants.		
	Medium	3	on a coordinate plane.	*I can graph points with rational number coordinates on a coordinate plane.	6.AF.7	<u>6.AF.7</u>
			6.AF.8 Solve real-world and other			
			mathematical problems by graphing points with rational number coordinates			
			on a coordinate plane. Include the use of coordinates and absolute value to find			
			distances between points with the same	*I can solve real-world and other problems by graphing points with rational number coordinates on a coordinate plane.		
	Medium	2	first coordinate or the same second coordinate.	*I can find the distance between points with the same first coordinate or the same second coordinate.	6.AF.8	<u>6.AF.8</u>
	Medium	3	coordinate.	I can find the distance between points with the same inst coordinate of the same second coordinate.	0.AL.0	0.Ar.o
	Quarter 3					
Unit	Quarter 3 Standard Item Range	Depth of Knowledge	Standards	I Can	Item Specs	
Unit		Depth of Knowledge	6.NS.7 Find the greatest common factor of	I Can	Item Specs	
Unit		Depth of Knowledge	6.NS.7 Find the greatest common factor of two whole numbers less than or equal to		Item Specs	
Unit		Depth of Knowledge	6.NS.7 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.	*I can find the greatest common factor (GCF) between two numbers less than or equal to 100.	Item Specs	
Unit		Depth of Knowledge	6.NS.7 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two	*I can find the greatest common factor (GCF) between two numbers less than or equal to 100. *I can find the least common multiple (LCM) between two whole numbers less than or equal to 12.	Item Specs	
Unit		Depth of Knowledge	6.NS.7 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 from 1 to 100, with a common factor as a multiple of a	*I can find the greatest common factor (GCF) between two numbers less than or equal to 100. *I can find the least common multiple (LCM) between two whole numbers less than or equal to 12.	Item Specs	
Unit Ch.6 Expressions		Depth of Knowledge	6.NS.7 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 from 1 to 100,	*I can find the greatest common factor (GCF) between two numbers less than or equal to 100. *I can find the least common multiple (LCM) between two whole numbers less than or equal to 12.	Item Specs	6.NS.7
	Standard Item Range		6.NS.7 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 from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. 6.NS.10 Use reasoning involving rates and	*I can find the greatest common factor (GCF) between two numbers less than or equal to 100. *I can find the least common multiple (LCM) between two whole numbers less than or equal to 12. *I can determine whether two whole numbers from 1 to 100 have a common factor.	·	6.NS.7
	Standard Item Range		6.NS.7 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 from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other	*I can find the greatest common factor (GCF) between two numbers less than or equal to 100. *I can find the least common multiple (LCM) between two whole numbers less than or equal to 12. *I can determine whether two whole numbers from 1 to 100 have a common factor.	·	6.NS.7
	Standard Item Range		6.NS.7 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 from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent	*I can find the greatest common factor (GCF) between two numbers less than or equal to 100. *I can find the least common multiple (LCM) between two whole numbers less than or equal to 12. *I can determine whether two whole numbers from 1 to 100 have a common factor. *I can use the distributive property to express a sum of two whole numbers between 1 and 100 with a common factor as a multiple of a sum of two whole numbers without a common factor.	·	6.NS.7
	Standard Item Range Low		6.NS.7 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 from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by	*I can find the greatest common factor (GCF) between two numbers less than or equal to 100. *I can find the least common multiple (LCM) between two whole numbers less than or equal to 12. *I can determine whether two whole numbers from 1 to 100 have a common factor. *I can use the distributive property to express a sum of two whole numbers between 1 and 100 with a common factor as a multiple of a sum of two whole numbers without a common factor. *I can use reasoning to model real-world problems involving ratios.	6.NS.7	
Ch.6 Expressions	Standard Item Range	1	6.NS.7 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 from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line	*I can find the greatest common factor (GCF) between two numbers less than or equal to 100. *I can find the least common multiple (LCM) between two whole numbers less than or equal to 12. *I can determine whether two whole numbers from 1 to 100 have a common factor. *I can use the distributive property to express a sum of two whole numbers between 1 and 100 with a common factor as a multiple of a sum of two whole numbers without a common factor. *I can use reasoning to model real-world problems involving rates. *I can use reasoning to model real-world problems involving ratios. *I can represent real world and other mathematical problems with rates and ratios.	·	6.NS.7
Ch.6 Expressions Ch.7 Equations	Standard Item Range Low Medium	1	6.NS.7 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of twe whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.2 Compute with positive fractions and positive decimals fluently using a standard	*I can find the greatest common factor (GCF) between two numbers less than or equal to 100. *I can find the least common multiple (LCM) between two whole numbers less than or equal to 12. *I can determine whether two whole numbers from 1 to 100 have a common factor. *I can use the distributive property to express a sum of two whole numbers between 1 and 100 with a common factor as a multiple of a sum of two whole numbers without a common factor. *I can use reasoning to model real-world problems involving rates. *I can use reasoning to model real-world problems involving ratios. *I can represent real world and other mathematical problems with rates and ratios. *I can compute with positive fractions fluently using a standard algorithm.	6.NS.7 6.NS.10	6.NS.10
Ch.6 Expressions	Standard Item Range Low	1	6.NS.7 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 from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach.	*I can find the greatest common factor (GCF) between two numbers less than or equal to 100. *I can find the least common multiple (LCM) between two whole numbers less than or equal to 12. *I can determine whether two whole numbers from 1 to 100 have a common factor. *I can use the distributive property to express a sum of two whole numbers between 1 and 100 with a common factor as a multiple of a sum of two whole numbers without a common factor. *I can use reasoning to model real-world problems involving rates. *I can use reasoning to model real-world problems involving ratios. *I can represent real world and other mathematical problems with rates and ratios. *I can compute with positive fractions fluently using a standard algorithm.	6.NS.7	
Ch.6 Expressions Ch.7 Equations	Standard Item Range Low Medium	1	6.NS.7 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of twe whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.2 Compute with positive fractions and positive decimals fluently using a standard	*I can find the greatest common factor (GCF) between two numbers less than or equal to 100. *I can find the least common multiple (LCM) between two whole numbers less than or equal to 12. *I can determine whether two whole numbers from 1 to 100 have a common factor. *I can use the distributive property to express a sum of two whole numbers between 1 and 100 with a common factor as a multiple of a sum of two whole numbers without a common factor. *I can use reasoning to model real-world problems involving rates. *I can use reasoning to model real-world problems involving ratios. *I can represent real world and other mathematical problems with rates and ratios. *I can compute with positive fractions fluently using a standard algorithm.	6.NS.7 6.NS.10	6.NS.10
Ch.6 Expressions Ch.7 Equations	Standard Item Range Low Medium High	3	6.NS.7 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of twe whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.5 Evaluate positive rational numbers with whole number exponents. 6.C.6 Apply the order of operations and	*I can find the greatest common factor (GCF) between two numbers less than or equal to 100. *I can find the least common multiple (LCM) between two whole numbers less than or equal to 12. *I can determine whether two whole numbers from 1 to 100 have a common factor. *I can use the distributive property to express a sum of two whole numbers between 1 and 100 with a common factor as a multiple of a sum of two whole numbers without a common factor. *I can use reasoning to model real-world problems involving rates. *I can use reasoning to model real-world problems involving ratios. *I can represent real world and other mathematical problems with rates and ratios. *I can compute with positive fractions fluently using a standard algorithm. *I can compute with positive decimals fluently using a standard algorithm.	6.NS.7 6.NS.10 6.C.2	6.NS.10 6.C.2
Ch.6 Expressions Ch.7 Equations	Standard Item Range Low Medium High	3	6.NS.7 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of twe whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.5 Evaluate positive rational numbers with whole number exponents. 6.C.6 Apply the order of operations and properties of operations (identity, inverse,	*I can find the greatest common factor (GCF) between two numbers less than or equal to 100. *I can find the least common multiple (LCM) between two whole numbers less than or equal to 12. *I can determine whether two whole numbers from 1 to 100 have a common factor. *I can use the distributive property to express a sum of two whole numbers between 1 and 100 with a common factor as a multiple of a sum of two whole numbers without a common factor. *I can use reasoning to model real-world problems involving rates. *I can use reasoning to model real-world problems involving ratios. *I can represent real world and other mathematical problems with rates and ratios. *I can compute with positive fractions fluently using a standard algorithm. *I can compute with positive decimals fluently using a standard algorithm.	6.NS.7 6.NS.10 6.C.2	6.NS.10 6.C.2
Ch.6 Expressions Ch.7 Equations	Standard Item Range Low Medium High	3	6.NS.7 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 from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.5 Evaluate positive rational numbers with whole number exponents. 6.C.6 Apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of	*I can find the greatest common factor (GCF) between two numbers less than or equal to 100. *I can find the least common multiple (LCM) between two whole numbers less than or equal to 12. *I can determine whether two whole numbers from 1 to 100 have a common factor. *I can use the distributive property to express a sum of two whole numbers between 1 and 100 with a common factor as a multiple of a sum of two whole numbers without a common factor. *I can use reasoning to model real-world problems involving rates. *I can use reasoning to model real-world problems involving ratios. *I can represent real world and other mathematical problems with rates and ratios. *I can compute with positive fractions fluently using a standard algorithm. *I can compute with positive decimals fluently using a standard algorithm.	6.NS.7 6.NS.10 6.C.2	6.NS.10 6.C.2
Ch.6 Expressions Ch.7 Equations	Standard Item Range Low Medium High	3	6.NS.7 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of twe whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.5 Evaluate positive rational numbers with whole number exponents. 6.C.6 Apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of addition and multiplication, associative properties of addition and multiplication, and	*I can find the greatest common factor (GCF) between two numbers less than or equal to 100. *I can find the least common multiple (LCM) between two whole numbers less than or equal to 12. *I can determine whether two whole numbers from 1 to 100 have a common factor. *I can use the distributive property to express a sum of two whole numbers between 1 and 100 with a common factor as a multiple of a sum of two whole numbers without a common factor. *I can use reasoning to model real-world problems involving rates. *I can use reasoning to model real-world problems involving ratios. *I can represent real world and other mathematical problems with rates and ratios. *I can compute with positive fractions fluently using a standard algorithm. *I can compute with positive decimals fluently using a standard algorithm.	6.NS.7 6.NS.10 6.C.2	6.NS.10 6.C.2
Ch.6 Expressions Ch.7 Equations	Standard Item Range Low Medium High	3	6.NS.7 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 from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.5 Evaluate positive rational numbers with whole number exponents. 6.C.6 Apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property) to evaluate numerical expressions with nonnegative	*I can find the greatest common factor (GCF) between two numbers less than or equal to 100. *I can find the least common multiple (LCM) between two whole numbers less than or equal to 12. *I can determine whether two whole numbers from 1 to 100 have a common factor. *I can use the distributive property to express a sum of two whole numbers between 1 and 100 with a common factor as a multiple of a sum of two whole numbers without a common factor. *I can use reasoning to model real-world problems involving rates. *I can use reasoning to model real-world problems involving ratios. *I can represent real world and other mathematical problems with rates and ratios. *I can compute with positive fractions fluently using a standard algorithm. *I can evaluate positive rational numbers with whole number exponents.	6.NS.7 6.NS.10 6.C.2	6.NS.10 6.C.2
Ch.6 Expressions Ch.7 Equations	Standard Item Range Low Medium High	3	6.NS.7 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 from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.5 Evaluate positive rational numbers with whole number exponents. 6.C.6 Apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of addition and distributive property) to evaluate numerical expressions with nonegative rational numbers, including those using	"I can find the greatest common factor (GCF) between two numbers less than or equal to 100. "I can find the least common multiple (LCM) between two whole numbers less than or equal to 12. "I can determine whether two whole numbers from 1 to 100 have a common factor. "I can use the distributive property to express a sum of two whole numbers between 1 and 100 with a common factor as a multiple of a sum of two whole numbers without a common factor. "I can use reasoning to model real-world problems involving rates. "I can use reasoning to model real-world problems involving ratios. "I can compute with positive fractions fluently using a standard algorithm. "I can compute with positive decimals fluently using a standard algorithm. "I can evaluate positive rational numbers with whole number exponents. "I can apply the order of operations to evaluate numerical expressions with nonnegative rational numbers. "I can use the identity and inverse properties of addition and multiplication when evaluating numerical expressions with nonnegative rational numbers.	6.NS.7 6.NS.10 6.C.2	6.NS.10 6.C.2
Ch.6 Expressions Ch.7 Equations	Low Medium High Low	1 3 1 2	6.NS.7 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 from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.5 Evaluate positive rational numbers with whole number exponents. 6.C.6 Apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of addition and multiplication, and involving whole number exponents.	1 can find the greatest common factor (GCF) between two numbers less than or equal to 100. 1 can find the least common multiple (LCM) between two whole numbers less than or equal to 12. 1 can determine whether two whole numbers from 1 to 100 have a common factor. 1 can use the distributive property to express a sum of two whole numbers between 1 and 100 with a common factor as a multiple of a sum of two whole numbers without a common factor. 1 can use reasoning to model real-world problems involving rates. 1 can use reasoning to model real-world problems involving ratios. 1 can represent real world and other mathematical problems with rates and ratios. 1 can compute with positive fractions fluently using a standard algorithm. 1 can compute with positive decimals fluently using a standard algorithm. 1 can evaluate positive rational numbers with whole number exponents. 1 can apply the order of operations to evaluate numerical expressions with nonnegative rational numbers. 1 can use the identity and inverse properties of addition and multiplication when evaluating numerical expressions with nonnegative rational numbers. 1 can use the commutative properties of addition and multiplication when evaluating expressions with nonnegative rational numbers.	6.NS.10 6.C.2 6.C.5	6.NS.10 6.C.2 6.C.5
Ch.6 Expressions Ch.7 Equations	Standard Item Range Low Medium High	3	6.NS.7 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 from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.5 Evaluate positive rational numbers with whole number exponents. 6.C.6 Apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property) to evaluate numbers, including those using grouping symbols, such as parentheses, and involving whole number exponents.	1 can find the greatest common factor (GCF) between two numbers less than or equal to 100. 1 can find the least common multiple (LCM) between two whole numbers less than or equal to 12. 1 can determine whether two whole numbers from 1 to 100 have a common factor. 1 can use the distributive property to express a sum of two whole numbers between 1 and 100 with a common factor as a multiple of a sum of two whole numbers without a common factor. 1 can use reasoning to model real-world problems involving rates. 1 can use reasoning to model real-world problems involving ratios. 1 can represent real world and other mathematical problems with rates and ratios. 1 can compute with positive fractions fluently using a standard algorithm. 1 can compute with positive factions fluently using a standard algorithm. 1 can evaluate positive rational numbers with whole number exponents. 1 can apply the order of operations to evaluate numerical expressions with nonnegative rational numbers. 1 can use the identity and inverse properties of addition and multiplication when evaluating numerical expressions with nonnegative rational numbers. 1 can use the commutative properties of addition and multiplication when evaluating expressions with nonnegative rational numbers. 1 can evaluate expressions that have grouping symbols and whole number exponents.	6.NS.7 6.NS.10 6.C.2	6.NS.10 6.C.2
Ch.6 Expressions Ch.7 Equations	Low Medium High Low	1 3 1 2	6.NS.7 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 from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.5 Evaluate positive rational numbers with whole number exponents. 6.C.6 Apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of addition and multiplication, and involving whole number exponents.	1 can find the greatest common factor (GCF) between two numbers less than or equal to 100. 1 can find the least common multiple (LCM) between two whole numbers less than or equal to 12. 1 can determine whether two whole numbers from 1 to 100 have a common factor. 1 can use the distributive property to express a sum of two whole numbers between 1 and 100 with a common factor as a multiple of a sum of two whole numbers without a common factor. 1 can use reasoning to model real-world problems involving rates. 1 can use reasoning to model real-world problems involving ratios. 1 can represent real world and other mathematical problems with rates and ratios. 1 can compute with positive fractions fluently using a standard algorithm. 1 can compute with positive decimals fluently using a standard algorithm. 1 can evaluate positive rational numbers with whole number exponents. 1 can apply the order of operations to evaluate numerical expressions with nonnegative rational numbers. 1 can use the identity and inverse properties of addition and multiplication when evaluating numerical expressions with nonnegative rational numbers. 1 can use the commutative properties of addition and multiplication when evaluating expressions with nonnegative rational numbers.	6.NS.10 6.C.2 6.C.5	6.NS.10 6.C.2 6.C.5
Ch.6 Expressions Ch.7 Equations	Low Medium High Low	1 3 1 2	6.NS.7 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 1. Use the distributive property to express a sum of two whole numbers from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.5 Evaluate positive rational numbers with whole number exponents. 6.C.6 Apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of addition and distributive property) to evaluate numerical expressions with nonnegative rational numbers, including those using grouping symbols, such as parentheses, and involving whole number exponents. Justify each step in the process. 6.A.F.1 Evaluate expressions for specific values of their variables, including expressions with whole-number	1 can find the greatest common factor (GCF) between two numbers less than or equal to 100. 1 can find the least common multiple (LCM) between two whole numbers less than or equal to 12. 1 can determine whether two whole numbers from 1 to 100 have a common factor. 1 can use the distributive property to express a sum of two whole numbers between 1 and 100 with a common factor as a multiple of a sum of two whole numbers without a common factor. 1 can use reasoning to model real-world problems involving rates. 1 can use reasoning to model real-world problems involving ratios. 1 can represent real world and other mathematical problems with rates and ratios. 1 can compute with positive fractions fluently using a standard algorithm. 1 can compute with positive factions fluently using a standard algorithm. 1 can evaluate positive rational numbers with whole number exponents. 1 can apply the order of operations to evaluate numerical expressions with nonnegative rational numbers. 1 can use the identity and inverse properties of addition and multiplication when evaluating numerical expressions with nonnegative rational numbers. 1 can use the commutative properties of addition and multiplication when evaluating expressions with nonnegative rational numbers. 1 can evaluate expressions that have grouping symbols and whole number exponents.	6.NS.10 6.C.2 6.C.5	6.NS.10 6.C.2 6.C.5
Ch.6 Expressions Ch.7 Equations	Low Medium High Low	1 3 1 2	6.NS.7 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 from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. 6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. 6.C.5 Evaluate positive rational numbers with whole number exponents. 6.C.6 Apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of addition and distributive property) to evaluate numerical expressions with nonnegative rational numbers, including those using grouping symbols, such as parentheses, and involving whole number exponents. Justify each step in the process. 6.A.F.1 Evaluate expressions for specific values of their variables, including	*I can find the greatest common factor (GCF) between two numbers less than or equal to 100. *I can find the least common multiplic (LCM) between two whole numbers less than or equal to 12. *I can determine whether two whole numbers from 1 to 100 have a common factor. *I can use the distributive property to express a sum of two whole numbers between 1 and 100 with a common factor as a multiple of a sum of two whole numbers without a common factor. *I can use reasoning to model real-world problems involving ratios. *I can use reasoning to model real-world problems involving ratios. *I can compute with positive fractions fluently using a standard algorithm. *I can compute with positive fractions fluently using a standard algorithm. *I can evaluate positive rational numbers with whole number exponents. *I can apply the order of operations to evaluate numerical expressions with nonnegative rational numbers. *I can use the identity and inverse properties of addition and multiplication when evaluating expressions with nonnegative rational numbers. *I can evaluate expressions that have grouping symbols and whole number exponents. *I can evaluate variable expressions by substituting specific values in for the variables.	6.NS.10 6.C.2 6.C.5	6.NS.10 6.C.2 6.C.5

				*I can use the properties of operations to create equivalent linear expressions.		
				*I can use the identity and inverse properties of addition and multiplication to create equivalent linear expressions.		
				*I can use the identity and inverse properties of addition and multiplication to justify whether two linear expressions are equivalent when the same number is generated regardless of which value of substituted in to it.		
				*I can use the commutative properties of addition and multiplication to create equivalent linear expressions.		
				*I can use the commutative properties of addition and multiplication to justify whether two linear expressions are equivalent when the same number is generated regardless of which value of substituted in to it.		
			6.AF.2 Apply the properties of operations (e.g., identity, inverse, commutative,			
			associative, distributive properties) to	*I can evaluate expressions that have grouping symbols and whole number exponents.		
			create equivalent linear expressions and to justify whether two linear expressions	*I can use the distributive property to create equivalent linear expressions.		
			are equivalent when the two expressions name the same number regardless of	*I can use the distributive property to justify whether two linear expressions are equivalent when the same number is generated regardless of which value of substituted in to it.		
	Medium	2	which value is substituted into them.	*I can determine whether two expressions are equivalent.	<u>6.AF.2</u>	6.AF.2
			6.AF.3 Define and use multiple variables when writing expressions to represent	*I can write expressions using multiple variables to represent real-world problems.		
			real-world and other mathematical problems, and evaluate them for given	*I can define variables within expressions given in the context of a problem.		
	High	2	values.	*I can evaluate expressions that include multiple variables in real-world problems for given values.	6.AF.3	6.AF.3
			6.AF.4 Understand that solving an equation or inequality is the process of			
			answering the following 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	*I can use substitution to determine whether a number in a set makes an equation or an inequality true.		
	Medium	2	equation or inequality true.	*I can explain what the solution to an equation or inequality represents.	<u>6.AF.4</u>	6.AF.4
			6.AF.5 Solve equations of the form $x + p =$	*I can identify the operation and its inverse operation in order to solve one step linear equations.		
			q, $x - p = q$, $px = q$, and $x/p = q$ fluently for cases in which p, q and x are all	*I can solve linear equations using one of four operations when working with nonnegative rational numbers.		
			nonnegative rational numbers. Represent real world problems using equations of	*I can represent real-world problems using one step linear equations.		
	Medium	2	these forms and solve such problems.	*I can solve real-world problems involving one step linear equations.	6.AF.5	6.AF.5
			6.AF.6 Write an inequality of the form $x > c$, $x = c$, $x < c$, or $x = c$, where c is a rational			
			number, to represent a constraint or	*I can write inequalities of the form x > c, x ≥ c, x < c, or x ≤ c to represent real-world problems.		
			condition in a real-world or other mathematical problem. Recognize	*I can write inequalities of the form x > c, x ≥ c, x < c, or x ≤ c to represent a given visual representation.		
			inequalities have infinitely many solutions and represent solutions on a number line	*I can demonstrate understanding that inequalities have infinite solutions.		
	Medium	2	diagram.	*1 can graph solutions to inequalities on a number line.	6.AF.6	6.AF.6
			6.AF.10 Use variables to represent two quantities in a proportional relationship in	*I can use variables to represent quantities in proportional relationships in real-world problems.		
			a real-world problem; write an equation to express one quantity, the dependent	*I can write an equation expressing the dependent variable in terms of the independent variable.		
			variable, in terms of the other quantity,	*I can use graphs to analyze the relationship between dependent and independent variables.		
			the independent variable. Analyze the relationship between the dependent and	*I can use tables to analyze the relationship between dependent and independent variables.		
	Medium	2	independent variables using graphs and tables, and relate these to the equation.	*I can demonstrate how graphs and tables depicting the relationship between dependent and independent variables relate to equations.	6.AF.10	6.AF.1
	Wedum	3	tables, and relate these to the equation.	Team demonstrate now graphs and tables depicting the relationship between dependent and independent variables relate to equations.	<u>0.74 . 10</u>	<u>0.Ai.1</u>
	Quarter 4					
	Standard Item Range	Depth of Knowledge	Standards 6.AF.8 Solve real-world and other	l Can	Item Specs	
			mathematical problems by graphing			
			points with rational number coordinates on a coordinate plane. Include the use of			
			coordinates and absolute value to find distances between points with the same			
			first coordinate or the same second	*I can solve real-world and other problems by graphing points with rational number coordinates on a coordinate plane.		
rea	Medium	3	coordinate.	*I can find the distance between points with the same first coordinate or the same second coordinate. *I can show that the sum of the interior angles of all triangles is 180°.	6.AF.8	6.AF.8
			6.GM.2 Know that the sum of the interior	*I can show that the sum of all interior angles of any quadrilateral is 360°.		
			sum of the interior angles of any			
			to solve real-world and mathematical	*I can solve real-world problems involving missing angles of triangles and quadrilaterals.		
/olume and Surface Area	Medium	2	problems.	*I can solve problems involving missing angles of triangles and quadrilaterals.	6.GM.2	6.GM.
			6.GM.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	*Given coordinates for their vertices, I can draw polygons in the coordinate plane.		
			coordinate or the same second			
			coordinate; apply these techniques to solve real-world and other mathematical	*I can use coordinates with the same first or second coordinate to find side lengths of polygons.		
O 114	Medium	3	problems.	*I can solve real-world problems involving missing length by using the coordinates of polygons.	6.GM.3	<u>6.GM.</u>
Statistical Measures			6 GM 4 Find the area of complex shorts			
Statistical Measures			6.GM.4 Find the area of complex shapes composed of polygons by composing or	*I can decompose or compose complex shapes composed of polygons.		
Statistical Measures				*I can find the area of shapes composed of polygons. *I can find the area of shapes composed of polygons.		

		6.GM.5 Find the volume of a right			
		rectangular prism with fractional edge			
		lengths using unit cubes of the			
		appropriate unit fraction edge lengths (e.	1 can use unit cubes (using technology or concrete materials) to find the volume of right rectangular prisms with fractional edge lengths.		
		g., using technology or concrete	The state of the s		
		materials), and show that the volume is	*I can use unit cubes (using technology or concrete materials) to show the volume of a right rectangular prism with fractional edge lengths.		
		the same as would be found by			
		multiplying the edge lengths of the prism.	*I can show that finding the volume of a right rectangular prism using unit cubes is the same as finding the volume by multiplying the edge lengths of the prism.		
		Apply the formulas v = Iwn and v = Bn to			
		find volumes of right rectangular prisms	*I can apply the volume formulas V=lwh and V=Bh to find the volume of right rectangular prisms with fractional edge lengths.		
A A confliction	2	with fractional edge lengths to solve real-	I am ask, and under a share to gradient the same of sinks and any long vitte fractional adea language	COME	/ CMF
Medium	3	world and other mathematical problems.	1 can solve real-world problems by finding the area of right rectangular prisms with fractional edge lengths.	6.GM.5	6.GM.5
		6.GM.6 Construct right rectangular prisms	*I can construct right rectangular prisms from nets.		
		from nets and use the nets to compute			
		the surface area of prisms; apply this	*I can use the net of a right rectangular prism to find the surface area.		
		technique to solve real-world and other	No control and and an income to find the control of	0.014.0	(6)4(
Medium	3	mathematical problems.	1 can solve real-world problems asking me to find the surface area of right rectangular prisms by using nets.	6.GM.6	<u>6.GM.6</u>
		6.DS.1 Recognize a statistical question as			
		one that anticipates variability in the data	I Can StatementsAcademic Vocabulary		
		related to the question and accounts for	*I can recognize that statistical questions anticipate variability in data related to the question.		
		the variability in the answers. Understand	I are avalous been statistical avastication will account for the various life, in account		
		that a set of data collected to answer a	1 can explain how statistical questions will account for the variability in responses.		
		statistical question has a distribution	1 can understand that data collected to answer statistical questions has a distribution and can describe it by its overall shape.		
		which can be described by its center,	Tear understand that data conceled to answer statistical questions has a distribution and can describe it by its overall snape.		
Medium	2	spread, and overall shape.	*I can describe a data distribution by its center and spread.	6.DS.1	6.DS.1
			1 can identify appropriate graphical representations of numerical data including line plots, histograms, and box plots.		
			Tear identity appropriate graphical representations of numerical data including line piots, instograms, and box piots.		
			*I can create and interpret line plots that represent numerical data.		
		6.DS.2 Select, create, and interpret	Team disease and interpret line piece that represent numerical date.		
		graphical representations of numerical	*I can create and interpret histograms that represent numerical data.		
		data, including line plots, histograms, and			
Medium	2	box plots.	*I can create and interpret box plots that represent numerical data.	6.DS.2	6.DS.2
			*I can create statistical questions.		
		6.DS.3 Formulate statistical questions;	*I can collect the data from a statistical question.		
		collect and organize the data (e.g., using			
		technology); display and interpret the	*I can organize (using technology) data based on statistical questions.		
		data with graphical representations (e.g.,			
Medium	3	using technology).	1 can display and interpret data collected from a statistical question with graphical representations (using technology).	6.DS.3	6.DS.3
		6.DS.4 Summarize numerical data sets in			
		relation to their context in multiple ways,			
		such as: report the number of			
		observations; describe the nature of the			
		attribute under investigation, including			
		how it was measured and its units of			
		measurement; determine quantitative	*I can report the number of observations when summarizing numerical data sets.		
		measures of center (mean and/or median)			
		and spread (range and interquartile	*I can describe the nature of the attribute under investigation, including how it was measured and the units of measurement, when summarizing data sets.		
		range), as well as describe any overall			
		pattern and any striking deviations from	*I can describe overall patterns and deviations from overall patterns with reference to the context in which data was gathered.		
		the overall pattern with reference to the			
		context in which the data were gathered; and relate the choice of measures of	*I can find the mean, median of data sets.		
		center and spread to the shape of the	I can find the range and intergraphic range of date sets		
		data distribution and the context in which	1 can find the range and interquartile range of data sets.		
Medium	3	the data were gathered.	1 can communicate my choice of measure of center and spread to the shape of the data distribution and the context in which the data were gathered.	6.DS.4	6.DS.4
Michigan	3	and data were garnered.	Town communication my division of measure of content and optical to the shape of the data distribution and the context in which the data were gathered.	<u>0.D0.T</u>	0.00.4