

Louisiana Believes

Louisiana Guide to Implementing Eureka Math: Grade 6

To assist teachers with the implementation of the 6th Grade Eureka Math curriculum, this document provides multiple layers of guidance regarding how Eureka Math lessons correlate with Louisiana Student Standards for Mathematics (LSSM). Eureka Math is a focused, coherent math curriculum which provides ample instructional guidance for teachers. This Louisiana Guide for Implementing Eureka Math goes a step further to point out places in which teachers may need to make strategic decisions considering student needs and time availability.

This guidance document is considered a “living” document as we believe that teachers and other educators will find ways to improve the document as they use it. Please send feedback to LouisianaStandards@la.gov so that we may use your input when updating this guide.

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Sample Year-Long Schedule for Math Instruction 6th Grade

The following sample schedule integrates the Eureka curriculum, Eureka Remediation Tools, LEAP 360 Interim Assessments and flex days to allow teachers to move at a pace that best supports student learning. Flex days could be used for remediation, enrichment lessons, assessment, or other instructional activities. This sample should be used to guide instructional timing but should not dictate exactly what lesson a teacher should be on during a given day. The guidance has been broken into 9 weeks, as this is the calendar that most Louisiana schools systems follow.

- Coding: 1.1-A represents Module 1.Lesson 1.Topic A
- Lessons marked as “optional for remediation” in the [Louisiana Guide to Implementing Eureka](#), have been marked by *.
Teachers should determine best use of these lessons based on their students.
- Lessons marked as “optional for enrichment” in the [Louisiana Guide to Implementing Eureka](#) have not been included in this calendar. Teachers may determine to use these during “flex” days.
- Even though only one day on this calendar has been marked for the LEAP Interim assessments, teachers may determine to split these over 2-3 days.

Eureka Remediation Tools are available for the following 6th grade Topics. These tools should be used in the days and weeks leading up to the Topic, either during the regular math class or during time set aside for remediation (RTI). An additional “flex” day has been allotted prior to the Topic.

Module 1, Topics A, B, C
 Module 2, Topics A, B, C, D
 Module 4, Topics A, D, G

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	FLEX	FLEX	LEAP 360 Diagnostic Assessment	FLEX	1.1-A
Week 2	1.2-A	1.3-A	1.4-A	1.5-A	1.6-A
Week 3	1.7-A	1.8-A	FLEX	1.9-B	1.10-B
Week 4	1.11-B	1.12-B	1.13-B	1.14-B	1.15-B
Week 5	FLEX	1.16-C	1.17-C	1.18-C	1.19-C
Week 6	1.20-C	1.21-C	1.22-C	1.23-C	1.24-D
Week 7	1.25-D	1.26-D	1.27-D	1.28-D	1.29-D
Week 8	FLEX	FLEX	FLEX	FLEX	*2.1-A
Week 9	*2.2-A	2.3-A	2.4-A	2.7-A	2.8-A
Week 10	FLEX	2.9-B	2.10-B	2.11-B	FLEX
Week 11	2.12-C	2.13-C	2.14-C	FLEX	2.18-D
Week 12	FLEX	FLEX	FLEX	3.1-A	3.2-A

Week 13	3.3-A	3.4-A	3.5-A	3.6-A	3.7-B
Week 14	3.8-B	3.9-B	3.10-B	3.11-B	3.12-B
Week 15	3.13-B	3.14-C	3.15-C	3.16-C	3.17-C
Week 16	3.18-C	3.19-C	FLEX	FLEX	FLEX
Week 17	Gr. 6 LEAP 360 Interim Form 1B	FLEX	4.3-A	4.5-B	4.6-B
Week 18	4.7-C	4.8-C	FLEX	4.9-D	4.10-D
Week 19	4.11-D	4.12-D	4.13-D	4.14-D	4.15-E
Week 20	4.16-E	4.17-E	4.18-F	4.19-F	4.20-F
Week 21	4.22-F	FLEX	4.23-G	4.24-G	4.25-G
Week 22	4.26-G	4.27-G	4.28-G	4.29-G	4.30-H
Week 23	4.31-H	4.32-H	4.33-H	4.34-H	FLEX
Week 24	FLEX	FLEX	FLEX	5.1-A	5.2-A
Week 25	5.3-A	5.4-A	5.5-A	5.6-A	5.7-B
Week 26	5.8-B	5.9-B	5.10-B	5.11-C	5.12-C
Week 27	5.13-D	5.14-D	5.15-D	5.16-D	5.17-D
Week 28	5.19-D	FLEX	FLEX	FLEX	FLEX
Week 29	Gr. 6 LEAP 360 Interim Form 2B	6.1-A	6.2-A	6.3-A	6.4-A
Week 30	6.6-B	*6.7-B	6.8-B	6.12-C	6.13-C
Week 31	6.14-C	6.15-C	6.16-C	FLEX	6.17-D
Week 32	6.18-D	6.20-D	6.21-D	6.22-D	FLEX
Week 33	Reserved for state testing (dates will vary)				
Week 34	To best prepare your students for success in Grade 7, use this time to continue pursuing mastery of grade-level fluencies: 6.NS.B.2 and 6.NS.B.3. If grade-level fluencies have been mastered, enrichment lessons 2.15-C, 4.1-A, 4.2-A, and 4.4-A may prove advantageous for preparing students for future success.				
Week 35					
Week 36					

Alternative Sequence

Due to the nature of the standards for Grade 6, there exist many logical, coherent sequences to teach the standards. The sequence Eureka has provided is a viable sequence; however, beginning the year with a study of the 6.RP standards has proven to be quite challenging for many students and teachers. Thus, an alternative sequence has been provided.

Note, for more information/rationale around the lessons identified as “optional,” see the Notes/Rationale for Action column found in the Overview of Lessons portion in this document.

1. Module 2, Topic A (Lessons 1-2 optional for remediation, Lessons 5-6 optional for enrichment)
2. Module 2, Topic B (all Lessons)
3. Module 2, Topic C (Lesson 15 optional for enrichment)
4. Module 2, Topic D (Lesson 16-17 and 19 optional for enrichment)
5. Module 4, Topic A (Lessons 1-2, 4 optional for enrichment)
6. Module 4, Topic B (all Lessons)
7. Module 4, Topic C (all Lessons)
8. Module 4, Topic D (all Lessons)
9. Module 4, Topic E (all Lessons)
10. Module 4, Topic F (Lesson 21 optional for enrichment)
11. Module 4, Topic G (all Lessons)
12. Module 4, Topic H (all Lessons)
13. Module 1, Topic A (all Lessons)
14. Module 1, Topic B (all Lessons)
15. Module 1, Topic C (all Lessons)
16. Module 1, Topic D (all Lessons)
17. Module 3, Topic A (all Lessons)
18. Module 3, Topic B (all Lessons)
19. Module 3, Topic C (all Lessons)
20. Module 5, Topic A (all Lessons)
21. Module 5, Topic B (all Lessons)
22. Module 5, Topic C (all Lessons)
23. Module 5, Topic D (Lessons 18 and 19a optional for enrichment)
24. Module 6, Topic A (Lesson 5 optional for enrichment)
25. Module 6, Topic B (Lesson 7 optional for remediation, Lessons 9-11 optional for enrichment)
26. Module 6, Topic C (all Lessons)
27. Module 6, Topic D (Lesson 19 optional for enrichment)

Sample Year-Long Schedule for Math Instruction - Alternative Sequence 6th Grade

The following sample schedule integrates the Eureka curriculum, Eureka Remediation Tools, LEAP 360 Interim Assessments and flex days to allow teachers to move at a pace that best supports student learning. Flex days could be used for remediation, enrichment lessons, assessment, or other instructional activities. This sample should be used to guide instructional timing but should not dictate exactly what lesson a teacher should be on during a given day. The guidance has been broken into 9 weeks, as this is the calendar that most Louisiana schools systems follow.

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Eureka Remediation Tools are available for the following 6th grade Topics. These tools should be used in the days and weeks leading up to the Topic, either during the regular math class or during time set aside for remediation (RTI). An additional “flex” day has been allotted prior to the Topic.

Module 1, Topics A, B, C
Module 2, Topics A, B, C, D
Module 4, Topics A, D, G

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	FLEX	FLEX	LEAP 360 Diagnostic Assessment	FLEX	*2.1-A
Week 2	*2.2-A	2.3-A	2.4-A	2.7-A	2.8-A
Week 3	FLEX	2.9-B	2.10-B	2.11-B	FLEX
Week 4	2.12-C	2.13-C	2.14-C	FLEX	2.18-D
Week 5	FLEX	FLEX	FLEX	FLEX	4.3-A
Week 6	4.5-B	4.6-B	4.7-C	4.8-C	FLEX
Week 7	4.9-D	4.10-D	4.11-D	4.12-D	4.13-D
Week 8	4.14-D	4.15-E	4.16-E	4.17-E	4.18-F
Week 9	4.19-F	4.20-F	4.22-F	FLEX	FLEX
Week 10	4.23-G	4.24-G	4.25-G	4.26-G	4.27-G
Week 11	4.28-G	4.29-G	4.30-H	4.31-H	4.32-H
Week 12	4.33-H	4.34-H	FLEX	FLEX	FLEX

Week 13	FLEX	FLEX	1.1-A	1.2-A	1.3-A
Week 14	1.4-A	1.5-A	1.6-A	1.7-A	1.8-A
Week 15	FLEX	1.9-B	1.10-B	1.11-B	1.12-B
Week 16	1.13-B	1.14-B	1.15-B	FLEX	1.16-C
Week 17	1.17-C	1.18-C	1.19-C	1.20-C	1.21-C
Week 18	1.22-C	1.23-C	1.24-D	1.25-D	1.26-D
Week 19	1.27-D	1.28-D	1.29-D	FLEX	FLEX
Week 20	FLEX	Gr. 6 LEAP 360 Interim Form 1A	3.1-A	3.2-A	3.3-A
Week 21	3.4-A	3.5-A	3.6-A	3.7-B	3.8-B
Week 22	3.9-B	3.10-B	3.11-B	3.12-B	3.13-B
Week 23	3.14-C	3.15-C	3.16-C	3.17-C	3.18-C
Week 24	3.19-C	FLEX	FLEX	FLEX	FLEX
Week 25	5.1-A	5.2-A	5.3-A	5.4-A	5.5-A
Week 26	5.6-A	5.7-B	5.8-B	5.9-B	5.10-B
Week 27	5.11-C	5.12-C	5.13-D	5.14-D	5.15-D
Week 28	5.16-D	5.17-D	5.19-D	FLEX	FLEX
Week 29	FLEX	Gr. 6 LEAP 360 Interim Form 2A	6.1-A	6.2-A	6.3-A
Week 30	6.4-A	6.6-B	*6.7-B	6.8-B	6.12-C
Week 31	6.13-C	6.14-C	6.15-C	6.16-C	6.17-C
Week 32	6.18-D	6.20-D	6.21-D	6.22-D	FLEX
Week 33	Reserved for state testing (dates will vary)				
Week 34	To best prepare your students for success in Grade 7, use this time to continue pursuing mastery of grade-level fluencies: 6.NS.B.2 and 6.NS.B.3. If grade-level fluencies have been mastered, enrichment lessons 2.15-C, 4.1-A, 4.2-A, and 4.4-A may prove advantageous for preparing students for future success.				
Week 35					
Week 36					

Focus in the Standards

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Louisiana Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade (■). Supporting work (■) and, where appropriate, additional work (■) can engage students in the major work of the grade.

Overview of Lessons

Eureka Math modules are separated into topics (divided by black lines) and lessons. This section is devoted to helping teachers identify the standards on which each lesson is focused, whether on grade level or not. The grade level standards are color-coded to denote their focus. Again, this alignment does not explicitly align to the alignment guidance provided in Eureka Math. Furthermore, not every lesson is entirely focused on grade level standards, and, as such, many lessons can be used for either remediation or enrichment. In this section you will also find notes on specific lessons that can be used for differentiation, along with details/rationale for the recommended action. An asterisk is used to denote a standard that is not addressed in its entirety in that single lesson. The part(s) of the standard that are addressed are directly quoted from the LSSM standard and are shown in purple.

Module 1: Ratios and Rates

Lesson		Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
1.1-A		6.RP.A.1		O	
1.2-A		6.RP.A.1		O	
1.3-A		6.RP.A.1, 6.RP.A.3		O	
1.4-A		6.RP.A.1, 6.RP.A.3		O	
1.5-A		6.RP.A.1, 6.RP.A.3		O	
1.6-A		6.RP.A.1, 6.RP.A.3		O	
1.7-A		6.RP.A.1, 6.RP.A.3		O	
1.8-A		6.RP.A.1, 6.RP.A.3		O	
1.9-B		6.RP.A.1, 6.RP.A.3, 6.RP.A.3a*		O	<ul style="list-style-type: none"> These Lessons focus on making tables of equivalent ratios relating quantities with whole-number measurements which will lead to mastery of 6.RP.A.3a.
1.10-B		6.RP.A.1, 6.RP.A.3, 6.RP.A.3a*		O	
1.11-B		6.RP.A.1, 6.RP.A.3, 6.RP.A.3a*		O	<ul style="list-style-type: none"> This Lesson focuses on making tables of equivalent ratios relating quantities with whole-number measurements and using tables to compare ratios which will lead to mastery of 6.RP.A.3a.
1.12-B		6.RP.A.1, 6.RP.A.3, 6.RP.A.3a*		O	<ul style="list-style-type: none"> These Lessons include making tables of equivalent ratios relating quantities with whole-number measurements and finding missing values in the tables which will lead to mastery of 6.RP.A.3a.
1.13-B		6.RP.A.1, 6.RP.A.3, 6.RP.A.3a*		O	
1.14-B		6.RP.A.1, 6.RP.A.3, 6.RP.A.3a		O	

Lesson		Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
1.15-B		6.RP.A.1, 6.RP.A.3, 6.RP.A.3a		O	
1.16-C		6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.RP.A.3b		O	
1.17-C		6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.RP.A.3b		O	
1.18-C		6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.RP.A.3b, 6.RP.A.3d		O	
1.19-C		6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.RP.A.3a, 6.RP.A.3b		O	
1.20-C		6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.RP.A.3a, 6.RP.A.3b		O	
1.21-C		6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.RP.A.3b, 6.RP.A.3d		O	
1.22-C		6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.RP.A.3b, 6.RP.A.3d		O	

Lesson		Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
1.23-C		6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.RP.A.3b, 6.RP.A.3d		O	
1.24-D		6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.RP.A.3c*		O	<ul style="list-style-type: none"> These Lessons focus on finding a percent of a quantity as a rate per 100 which will lead to mastery of 6.RP.A.3c.
1.25-D		6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.RP.A.3c*		O	
1.26-D		6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.RP.A.3c		O	
1.27-D		6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.RP.A.3c		O	
1.28-D		6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.RP.A.3c		O	
1.29-D		6.RP.A.1, 6.RP.A.2, 6.RP.A.3, 6.RP.A.3c		O	

Module 2: Arithmetic Operations Including Division of Fractions

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
2.1-A		3.OA.B.6, 5.NF.B.7a, 5.NF.B.7c	R	<ul style="list-style-type: none"> Reserve these Lessons to be used with students who need a review of previous grade level concepts prior to engaging with Grade 6 concepts.
2.2-A		3.OA.B.6, 5.NF.B.7b, 5.NF.B.7c	R	
2.3-A	6.NS.A.1		O	
2.4-A	6.NS.A.1		O	
2.5-A	6.NS.A.1		E	<ul style="list-style-type: none"> These Lessons focus on creating story contexts for problems involving division of fractions which extends beyond the explicit expectation of 6.NS.A.1. Although the focus of the Lesson is on creating story contexts, the Problem Sets include more problems than not aligned to the explicit expectations of 6.NS.A.1 and the decision to use these Lessons should be made at the teacher level.
2.6-A	6.NS.A.1		E	
2.7-A	6.NS.A.1		O	
2.8-A	6.NS.A.1		O	
2.9-B	6.NS.B.3*		O	<ul style="list-style-type: none"> This Lesson focuses on fluently adding and subtracting multi-digit decimals using the standard algorithm for each operation which will lead to mastery of 6.NS.B.3.
2.10-B	6.NS.B.3*		O	<ul style="list-style-type: none"> These Lessons include fluently multiplying multi-digit decimals using the standard algorithm which will lead to mastery of 6.NS.B.3.
2.11-B	6.NS.B.3*		O	
2.12-C	6.NS.B.2		O	<ul style="list-style-type: none"> It should be noted that these Lessons assume students know the standard algorithm for division which may not be the case if teachers taught within the boundaries of the Standards as the standard algorithm for division is not the expectation until Grade 6, 6.NBT.B.2.
2.13-C	6.NS.B.2		O	
2.14-C	6.NS.B.2, 6.NS.B.3*		O	

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
2.15-C	6.NS.B.2, 6.NS.B.3		E	<ul style="list-style-type: none"> It should be noted that this Lesson assumes students know the standard algorithm for division which may not be the case if teachers taught within the boundaries of the Standards as the standard algorithm for division is not the expectation until Grade 6, 6.NBT.B.2. This Lesson focuses on developing and using mental math strategies for division. Although this is not an explicit expectation of any Grade 6 standard, it may prove to be advantageous for students long term. The decision to use this Lesson should be made at the teacher level.
2.16-D			E	<ul style="list-style-type: none"> This Lesson focuses on generalizing rules for adding and multiplying even and odd numbers which is not an explicit expectation of any Grade 6 standard.
2.17-D			E	<ul style="list-style-type: none"> This Lesson focuses on developing divisibility rules for 3 and 9 which is not an explicit expectation of any Grade 6 standard.
2.18-D	6.NS.B.4		O	
2.19-D	6.NS.B.4		E	<ul style="list-style-type: none"> This Lesson focuses on understanding and applying Euclid's algorithm to find the greatest common factor (GCF) of two whole numbers which is not an explicit expectation of 6.NS.B.4. Additionally, this Lesson goes beyond the explicit limitations of the target standard, 6.NS.B.4, by asking students to find the GCF of two whole numbers greater than 100.

Module 3: Rational Numbers

Lesson	Course Level Content Standards	Action	Notes/Rationale for Action
3.1-A	6.NS.C.6*, 6.NS.C.6a, 6.NS.C.6c*	O	<ul style="list-style-type: none"> This Lesson focuses on understanding a rational number as a point on the number line extend number line diagrams familiar from previous grades to represent points on the line with negative number coordinates which will lead to mastery of 6.NS.C.6. This Lesson includes finding and positioning integers and other rational numbers on a horizontal or vertical number line diagram which will lead to mastery of 6.NS.C.6c.
3.2-A	6.NS.C.5, 6.NS.C.6c*	O	<ul style="list-style-type: none"> These Lessons include finding and positioning integers on a horizontal or vertical number line diagram which will lead to mastery of 6.NS.C.6c.
3.3-A	6.NS.C.5, 6.NS.C.6c*	O	
3.4-A	6.NS.C.5, 6.NS.C.6a, 6.NS.C.6c*	O	
3.5-A	6.NS.C.5, 6.NS.C.6a, 6.NS.C.6c*	O	
3.6-A	6.NS.C.5, 6.NS.C.6a, 6.NS.C.6c*	O	
3.7-B	6.NS.C.6c*, 6.NS.C.7b*	O	<ul style="list-style-type: none"> These Lessons include finding and positioning integers and other rational numbers on a horizontal or vertical number line diagram which will lead to mastery of 6.NS.C.6c. These Lessons include explaining statements of order for rational numbers in real-world contexts which will lead to mastery of 6.NS.C.6c. It should be noted that, although these Lessons do not include any inequalities, they do develop the understanding called for in 6.NS.C.7a and, as a result, should prove to be advantageous for students in their pursuit to master 7.NS.C.7.
3.8-B	6.NS.C.6c*, 6.NS.C.7b*	O	
3.9-B	6.NS.C.6c*, 6.NS.C.7b*	O	
3.10-B	6.NS.C.7a, 6.NS.C.7b	O	
3.11-B	6.NS.C.7c, 6.NS.C.7d	O	
3.12-B	6.NS.C.7a, 6.NS.C.7c	O	
3.13-B	6.NS.C.7b, 6.NS.C.7c, 6.NS.C.7d	O	

Lesson	Course Level Content Standards	Action	Notes/Rationale for Action
3.14-C	6.NS.C.6c*	O	<ul style="list-style-type: none"> This Lesson includes finding and positioning pairs of integers on a coordinate plane which will lead to mastery of 6.NS.C.6c.
3.15-C	6.NS.C.6b*, 6.NS.C.6c*	O	<ul style="list-style-type: none"> This Lesson includes understanding signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane which will lead to mastery of 6.NS.C.6b. This Lesson includes finding and positioning pairs of integers on a coordinate plane which will lead to mastery of 6.NS.C.6c.
3.16-C	6.NS.C.6b, 6.NS.C.6c*	O	<ul style="list-style-type: none"> This Lesson includes finding and positioning pairs of integers on a coordinate plane which will lead to mastery of 6.NS.C.6c.
3.17-C	6.NS.C.6b, 6.NS.C.6c*	O	<ul style="list-style-type: none"> This Lesson focuses on finding and positioning pairs of integers and other rational numbers on a coordinate plane which will lead to mastery of 6.NS.C.6c.
3.18-C	6.NS.C.8*	O	<ul style="list-style-type: none"> This Lesson focuses on using coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate which will lead to mastery of 6.NS.C.8.
3.19-C	6.NS.C.8*	O	<ul style="list-style-type: none"> This Lesson focuses on solving mathematical problems by graphing points in all four quadrants of the coordinate plane which will lead to mastery of 6.NS.C.8.

Module 4: Expressions and Equations

Lesson		Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
4.1-A				E	<ul style="list-style-type: none"> These Lessons focus on establishing relationships between operations (e.g., the relationship between multiplication and division) which are not the explicit expectation of the 6.EE standards; however, the identities established may prove to be advantageous for students long term when they begin solving one-variable equations.
4.2-A				E	
4.3-A		6.EE.A.3		O	
4.4-A				E	<ul style="list-style-type: none"> This Lesson focuses on establishing relationships between operations (e.g., the relationship between multiplication and division) which is not the explicit expectation of the 6.EE standards; however, it may prove to be advantageous for students long term as it introduces them to solving one-variable equations (though not by name).
4.5-B		6.EE.A.1		O	
4.6-B		6.EE.A.1		O	
4.7-C		6.EE.A.2c		O	
4.8-C		6.EE.A.4		O	
4.9-D		6.EE.A.2a, 6.EE.A.3		O	
4.10-D		6.EE.A.2b, 6.EE.A.3		O	
4.11-D		6.EE.A.2c, 6.EE.A.3		O	
4.12-D		6.EE.A.3, 6.EE.A.4		O	
4.13-D		6.EE.A.2a		O	

Lesson		Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
4.14-D		6.EE.A.2a, 6.EE.A.2b		O	
4.15-E		6.EE.A.2b		O	
4.16-E		6.EE.A.2a		O	
4.17-E		6.EE.A.2a		O	
4.18-F		6.EE.A.2c, 6.EE.B.6		O	<ul style="list-style-type: none"> It should be noted that these Lessons include a heavy emphasis on analyzing relationships between two values in a table which will aid students' mastery of 6.EE.C.9.
4.19-F		6.EE.A.2c, 6.EE.B.6	O		
4.20-F		6.EE.A.2c, 6.EE.B.6	O		
4.21-F		6.EE.A.2c	7.EE.B.4a	E	<ul style="list-style-type: none"> It should be noted that this Lesson includes a heavy emphasis on analyzing relationships between two values in a table which will aid students' mastery of 6.EE.C.9. This Lesson focuses on writing and evaluating expressions from real-world contexts; however, the expressions created are two-step expressions extending beyond the expectation of 6.EE.B and toward the expectation of 7.EE.B.
4.22-F		6.EE.A.1, 6.EE.A.2c, 6.EE.B.6		O	<ul style="list-style-type: none"> It should be noted that this Lesson includes a heavy emphasis on analyzing relationships between two values in a table which will aid students' mastery of 6.EE.C.9.
4.23-G		6.EE.B.5*		O	<ul style="list-style-type: none"> These Lessons focus on understanding solving an equation as a process of answering a question and using substitution to determine whether a given number in a specified set makes an equation true which will lead to mastery of 6.EE.B.5.
4.24-G		6.EE.B.5*	O		
4.25-G		6.EE.B.5*	O		
4.26-G		6.EE.B.7*		O	<ul style="list-style-type: none"> These Lessons focus on solving equations which will lead to mastery of 6.EE.B.7.
4.27-G		6.EE.B.7*	O		

Lesson		Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
4.28-G		6.EE.B.7*		O	<ul style="list-style-type: none"> These Lessons focus on solving real-world and mathematical problems by writing and solving equations which will lead to mastery of 6.EE.B.7.
4.29-G		6.EE.A.3, 6.EE.B.7*		O	
4.30-H		6.EE.B.7*		O	<ul style="list-style-type: none"> This Lesson focuses on solving real-world and mathematical problems by writing and solving equations which will lead to mastery of 6.EE.B.7.
4.31-H		6.EE.C.9		O	<ul style="list-style-type: none"> It should be noted that this Lesson assumes students understand independent and dependent variables which may not be the case if teachers taught within the boundaries of the Standards as understanding independent and dependent variables is not the expectation until Grade 6, 6.EE.C.9.
4.32-H		6.EE.C.9		O	<ul style="list-style-type: none"> It should be noted that this Lesson assumes students understand independent and dependent variables which may not be the case if teachers taught within the boundaries of the Standards as understanding independent and dependent variables is not the expectation until Grade 6, 6.EE.C.9.
4.33-H		6.EE.B.5*		O	<ul style="list-style-type: none"> This Lesson focuses on understanding solving an inequality as a process of answering a question and using substitution to determine whether a given number in a specified set makes an inequality true which will lead to mastery of 6.EE.B.5.
4.34-H		6.EE.B.7, 6.EE.B.8		O	<ul style="list-style-type: none"> This Lesson includes solving real-world and mathematical problems by writing and solving inequalities which will lead to mastery of 6.EE.B.7.

Module 5: Area, Surface Area, and Volume Problems

Lesson	Course Level Content Standards	Action	Notes/Rationale for Action
5.1-A	6.G.A.1*	O	<ul style="list-style-type: none"> This Lesson focuses on finding the area special quadrilaterals by composing into rectangles and applying these techniques in the context of solving mathematical problems which will lead to mastery of 6.G.A.1.
5.2-A	6.G.A.1*	O	<ul style="list-style-type: none"> This Lesson focuses on finding the area of right triangles by composing into rectangles and applying these techniques in the context of solving real-world and mathematical problems which will lead to mastery of 6.G.A.1.
5.3-A	6.G.A.1*	O	<ul style="list-style-type: none"> These Lessons focus on finding the area of other triangles by composing into rectangles or decomposing into triangles and other shapes and applying these techniques in the context of solving real-world and mathematical problems which will lead to mastery of 6.G.A.1.
5.4-A	6.G.A.1*	O	
5.5-A	6.G.A.1*	O	<ul style="list-style-type: none"> This Lesson focuses on finding the area of special quadrilaterals and polygons by composing into rectangles or decomposing into triangles and other shapes and applying these techniques in the context of solving real-world and mathematical problems which will lead to mastery of 6.G.A.1.
5.6-A	6.G.A.1	O	
5.7-B	6.G.A.3*	O	<ul style="list-style-type: none"> This Lesson focuses on using coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate which will lead to mastery of 6.G.A.3.
5.8-B	6.G.A.1, 6.G.A.3*	O	<ul style="list-style-type: none"> These Lessons focus on drawing polygons in the coordinate plane given coordinates for the vertices; using coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate and applying these techniques in the context of solving mathematical problems which will lead to mastery of 6.G.A.3.
5.9-B	6.G.A.1, 6.G.A.3*	O	
5.10-B	6.G.A.1, 6.G.A.3	O	
5.11-C	6.G.A.2	O	
5.12-C	6.G.A.2*	O	<ul style="list-style-type: none"> These Lessons focus on applying the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving mathematical problems which will lead to mastery of 6.G.A.2.
5.13-C	6.G.A.2*	O	

Lesson	Course Level Content Standards	Action	Notes/Rationale for Action
5.14-C	6.G.A.2*	O	<ul style="list-style-type: none"> This Lesson focuses on applying the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems which will lead to mastery of 6.G.A.2.
5.15-D	6.G.A.4*	O	<ul style="list-style-type: none"> These Lessons focus on representing three-dimensional figures using nets made up of rectangles and triangles which will lead to mastery of 6.G.A.4.
5.16-D	6.G.A.4*	O	
5.17-D	6.G.A.4*	O	<ul style="list-style-type: none"> This Lesson focuses on using the nets to find the surface area of these figures which will lead to mastery of 6.G.A.4.
5.18-D		E	<ul style="list-style-type: none"> This Lesson focuses on establishing the formulas for calculating the surface area of a rectangular prism and a cube which are beyond the explicit expectation of 6.G.A.4.
5.19-D	6.G.A.2*, 6.G.A.4*	O	<ul style="list-style-type: none"> This Lesson includes applying the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems which will lead to mastery of 6.G.A.2. This Lesson includes applying these techniques in the context of solving real-world and mathematical problems which will lead to mastery of 6.G.A.4.
5.19a-D	6.G.A.4*	E	<ul style="list-style-type: none"> This Lesson is focused on the modeling cycle and is identified as an addendum for this course.

Module 6: Statistics

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
6.1-A	6.SP.A.1		O	
6.2-A	6.SP.A.2, 6.SP.B.4*		O	<ul style="list-style-type: none"> These Lessons include displaying numerical data in plots on a number line, including dot plots which will lead to mastery of 6.SP.B.4.
6.3-A	6.SP.A.2, 6.SP.B.4*		O	
6.4-A	6.SP.A.2, 6.SP.B.4*		O	<ul style="list-style-type: none"> This Lesson includes displaying numerical data in plots on a number line, including histograms which will lead to mastery of 6.SP.B.4.
6.5-A	6.SP.A.2, 6.SP.B.4*, 6.SP.B.5a		E	<ul style="list-style-type: none"> This Lesson includes displaying numerical data in plots on a number line, including histograms which will lead to mastery of 6.SP.B.4. This Lesson focuses is on understanding and creating relative frequency histograms which is beyond the explicit expectations of 6.SP.B.4.
6.6-B	6.SP.A.2, 6.SP.A.3*, 6.SP.B.4*		O	<ul style="list-style-type: none"> This Lesson focuses on recognizing that a measure of center for a numerical data set summarizes all of its values with a single number which will lead to mastery of 6.SP.A.3. This Lesson includes displaying numerical data in plots on a number line, including dot plots which will lead to mastery of 6.SP.B.4.
6.7-B	6.SP.A.2, 6.SP.A.3*, 6.SP.B.4*		R	<ul style="list-style-type: none"> This Lesson focuses on recognizing that a measure of center for a numerical data set summarizes all of its values with a single number which will lead to mastery of 6.SP.A.3. This Lesson includes displaying numerical data in plots on a number line, including dot plots which will lead to mastery of 6.SP.B.4. Reserve this Lesson to be used with students who need an alternative, hands on exploration of mean.
6.8-B	6.SP.A.2, 6.SP.A.3*, 6.SP.B.4*		O	<ul style="list-style-type: none"> This Lesson focuses on recognizing that a measure of center for a numerical data set summarizes all of its values with a single number which will lead to mastery of 6.SP.A.3. This Lesson includes displaying numerical data in plots on a number line, including dot plots which will lead to mastery of 6.SP.B.4.
6.9-B	6.SP.A.2, 6.SP.A.3		E	<ul style="list-style-type: none"> This Lesson focuses on mean absolute deviation (MAD) which is beyond the explicit expectations of the 6.SP standards.

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
6.10-B	6.SP.A.2, 6.SP.A.3, 6.SP.B.4*, 6.SP.B.5c		E	<ul style="list-style-type: none"> These Lessons include displaying numerical data in plots on a number line, including dot plots which will lead to mastery of 6.SP.B.4.
6.11-B	6.SP.A.2, 6.SP.A.3, 6.SP.B.4*, 6.SP.B.5c		E	<ul style="list-style-type: none"> Although these Lessons do align with some of the 6.SP standards, they rely heavily on students understanding and use of the MAD of a data distribution which is beyond the explicit expectation of the 6.SP standards.
6.12-C	6.SP.A.2, 6.SP.A.3*, 6.SP.B.5a, 6.SP.B.5c*		O	<ul style="list-style-type: none"> This Lesson focuses on recognizing that a measure of center for a numerical data set summarizes all of its values with a single number which will lead to mastery of 6.SP.A.3. This Lesson includes giving quantitative measures of center which will lead to mastery of 6.SP.B.5c.
6.13-C	6.SP.A.2, 6.SP.A.3, 6.SP.B.5a, 6.SP.B.5b, 6.SP.B.5c		O	
6.14-C	6.SP.A.2, 6.SP.A.3, 6.SP.B.4*, 6.SP.B.5c		O	<ul style="list-style-type: none"> These Lessons include displaying numerical data in plots on a number line, including box plots which will lead to mastery of 6.SP.B.4.
6.15-C	6.SP.A.2, 6.SP.A.3, 6.SP.B.4*, 6.SP.B.5c		O	
6.16-C	6.SP.A.2, 6.SP.A.3, 6.SP.B.5a, 6.SP.B.5c		O	
6.17-D	6.SP.A.1, 6.SP.A.2		O	
6.18-D	6.SP.A.2, 6.SP.B.4*		O	<ul style="list-style-type: none"> These Lessons include displaying numerical data in plots on a number line, including dot plots and histograms which will lead to mastery of 6.SP.B.4.
6.19-D	6.SP.A.2	7.SP.B.3	E	<ul style="list-style-type: none"> This Lesson focuses on comparing two data distributions which is beyond the explicit expectations of the 6.SP standards.
6.20-D	6.SP.A.1, 6.SP.A.2, 6.SP.B.4, 6.SP.B.5a, 6.SP.B.5b, 6.SP.B.5c, 6.SP.B.5d		O	<ul style="list-style-type: none"> It should be noted that these Lessons include MAD which is beyond the explicit expectations of the 6.SP standards. The decision to include this concept in these Lessons should be made at the teacher level.

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
6.21-D	6.SP.A.1, 6.SP.A.2, 6.SP.B.4, 6.SP.B.5a, 6.SP.B.5b, 6.SP.B.5c, 6.SP.B.5d		O	
6.22-D	6.SP.A.1, 6.SP.A.2, 6.SP.B.4, 6.SP.B.5a, 6.SP.B.5b, 6.SP.B.5c, 6.SP.B.5d		O	

Standards by Course

This section aims to further inform teachers on the alignment between Eureka Math and the LSSM. Standards, or parts thereof, highlighted in orange are addressed in Eureka Math but with limited exposure. It is recommended that teachers pay careful attention to these places to ensure students have mastered the standards, or parts thereof, using only Eureka Math. If not, teachers should supplement to ensure mastery for all students. Standards, or parts thereof, highlighted in red are not included in the Eureka Math curriculum thus necessitating the need to supplement to ensure mastery for all students.

Code	Standard
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i>
6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i>
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
6.RP.A.3a	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
6.RP.A.3b	Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what unit rate were lawns being mowed?</i>
6.RP.A.3c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.
6.RP.A.3d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

Code	Standard
6.NS.A.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?.</i>
6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm.
6.NS.B.3	Fluently add, subtract , multiply, and divide multi-digit decimals using the standard algorithm for each operation.
6.NS.B.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.
6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
6.NS.C.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
6.NS.C.6a	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
6.NS.C.6b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
6.NS.C.6c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
6.NS.C.7	Understand ordering and absolute value of rational numbers.
6.NS.C.7a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i>
6.NS.C.7b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i>

Code	Standard
6.NS.C.7c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i>
6.NS.C.7d	Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i>
6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.
6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers.
6.EE.A.2a	Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from 5" as $5 - y$.</i>
6.EE.A.2b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity . <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i>
6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</i>
6.EE.A.3	Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i>
6.EE.A.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i>
6.EE.B.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

Code	Standard
6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations and inequalities of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers. Inequalities will include $<$, $>$, \leq , and \geq .
6.EE.B.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i>
6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
6.G.A.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
6.G.A.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
6.SP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>
6.SP.A.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

Code	Standard
6.SP.A.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
6.SP.B.5	Summarize numerical data sets in relation to their context, such as by:
6.SP.B.5a	Reporting the number of observations.
6.SP.B.5b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
6.SP.B.5c	Giving quantitative measures of center (median and/or mean) and variability (interquartile range), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
6.SP.B.5d	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Standards by Module

Using the alignment guidance provided in Eureka Math, each module is presented visually, outlining the topics and the standards taught within each topic. The standards are color-coded to denote their focus.

Module 1: Ratios and Unit Rates			
Topic A	Topic B	Topic C	Topic D
Representing and Reasoning About Ratios	Collections of Equivalent Ratios	Unit Rates	Percent
6.RP.A.1	6.RP.A.3a	6.RP.A.2	6.RP.A.3c
6.RP.A.3a		6.RP.A.3b	
		6.RP.A.3d	

Module 2: Arithmetic Operations Including Division of Fractions			
Topic A	Topic B	Topic C	Topic D
Dividing Fractions by Fractions	Multi-Digit Decimal Operations— Adding, Subtracting, and Multiplying	Dividing Whole Numbers and Decimals	Number Theory—Thinking Logically About Multiplicative Arithmetic
6.NS.A.1	6.NS.B.3	6.NS.B.2	6.NS.B.4
		6.NS.B.3	

Module 3: Rational Numbers		
Topic A	Topic B	Topic C
Understanding Positive and Negative Numbers on the Number Line	Order and Absolute Value	Rational Numbers and the Coordinate Plane
6.NS.C.5	6.NS.C.6c	6.NS.C.6b
6.NS.C.6a	6.NS.C.7	6.NS.C.6c
6.NS.C.6c		6.NS.C.8

Module 4: Expressions and Equations							
Topic A	Topic B	Topic C	Topic D	Topic E	Topic F	Topic G	Topic H
Relationships of the Operations	Special Notations of Operations	Replacing Letters and Numbers	Expanding, Factoring, and Distributing Expressions	Expressing Operations in Algebraic Form	Writing and Evaluating Expressions and Formulas	Solving Equations	Applications of Equations
6.EE.A.3	6.EE.A.1	6.EE.A.2c	6.EE.A.2a	6.EE.A.2b	6.EE.A.2	6.EE.B.5	6.EE.B.5
	6.EE.A.2c	6.EE.A.4	6.EE.A.2b		6.EE.A.2c	6.EE.B.6	6.EE.B.6
			6.EE.A.3		6.EE.B.6	6.EE.B.7	6.EE.B.7
			6.EE.A.4				6.EE.B.8
							6.EE.C.9

Module 5: Area, Surface Area, and Volume Problems			
Topic A	Topic B	Topic C	Topic D
Area of Triangles, Quadrilaterals, and Polygons	Polygons on the Coordinate Plane	Volume of Right Rectangular Prisms	Nets and Surface Area
6.G.A.1	6.G.A.3	6.G.A.2	6.G.A.2
			6.G.A.4

Module 6: Statistics			
Topic A	Topic B	Topic C	Topic D
Understanding Distributions	Summarizing a Distribution that is Approximately Symmetric Using the Mean and Mean Absolute Deviation	Summarizing a Distribution that is Skewed Using the Median and the Interquartile Range	Summarizing and Describing Distributions
6.SP.A.1	6.SP.A.2	6.SP.A.2	6.SP.B.4
6.SP.A.2	6.SP.A.3	6.SP.A.3	6.SP.B.5
6.SP.B.4	6.SP.B.4	6.SP.B.4	
6.SP.B.5b	6.SP.B.5	6.SP.B.5	

Standards by Lesson

Eureka Math does not provide a lesson-level alignment to the Louisiana Student Standards for Mathematics (LSSM). Although this work was influenced by the alignment guidance provided in Eureka Math, it does not always align perfectly with the alignment guidance provided in Eureka Math.

The numbers listed denote the Module and Lesson in which a particular standard is addressed. For example, Module 1, Lesson 1 (1.1) helps move students towards mastery of 6.RP.A.1.

Major Work	
6.RP.A.1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29
6.RP.A.2	1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29
6.RP.A.3	1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29
6.RP.A.3a	1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.19, 1.20
6.RP.A.3b	1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23
6.RP.A.3c	1.24, 1.25, 1.26, 1.27, 1.28, 1.29
6.RP.A.3d	1.18, 1.21, 1.22, 1.23
6.NS.A.1	2.3, 2.4, 2.5 (E), 2.6 (E), 2.7, 2.8
6.NS.C.5	3.2, 3.3, 3.4, 3.5, 3.6
6.NS.C.6	3.1
6.NS.C.6a	3.1, 3.4, 3.5, 3.6
6.NS.C.6b	3.15, 3.16, 3.17

R = optional for remediation; E = optional for enrichment

Major Work	
6.NS.C.6c	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.14, 3.15, 3.16, 3.17
6.NS.C.7	See alignment for 6.NS.C.7a, 6.NS.C.7b, 6.NS.C.7c, and 6.NS.C.7d
6.NS.C.7a	3.10, 3.12
6.NS.C.7b	3.7, 3.8, 3.9, 3.10
6.NS.C.7c	3.11, 3.12, 3.13
6.NS.C.7d	3.11, 3.13
6.NS.C.8	3.18, 3.19
6.EE.A.1	4.5, 4.6, 4.22
6.EE.A.2	See alignment for 6.EE.A.2a, 6.EE.A.2b, and 6.EE.A.2c
6.EE.A.2a	4.9, 4.13, 4.14, 4.16, 4.17
6.EE.A.2b	4.10, 4.14, 4.15
6.EE.A.2c	4.7, 4.11, 4.18, 4.19, 4.20, 4.21 (E), 4.22
6.EE.A.3	4.3, 4.9, 4.10, 4.11, 4.12, 4.29
6.EE.A.4	4.8, 4.12
6.EE.B.5	4.23, 4.24, 4.25, 4.33
6.EE.B.6	4.18, 4.19, 4.20, 4.22
6.EE.B.7	4.26, 4.27, 4.28, 4.29, 4.30, 4.34
6.EE.B.8	4.34
6.EE.C.9	4.31, 4.32

R = optional for remediation; E = optional for enrichment

Supporting Work	
6.G.A.1	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10
6.G.A.2	5.11, 5.12, 5.13, 5.14, 5.19
6.G.A.3	5.7, 5.8, 5.9, 5.10
6.G.A.4	5.15, 5.16, 5.17, 5.19, 5.19a (E)

Additional Work	
6.NS.B.2	2.12, 2.13, 2.14, 2.15 (E)
6.NS.B.3	2.9, 2.10, 2.11, 2.14, 2.15 (E)
6.NS.B.4	2.18, 2.19 (E)
6.SP.A.1	6.1, 6.17, 6.20, 6.21, 6.22
6.SP.A.2	6.2, 6.3, 6.4, 6.5 (E), 6.6, 6.7 (R), 6.8, 6.9 (E), 6.10 (E), 6.11 (E), 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19 (E), 6.20, 6.21, 6.22
6.SP.A.3	6.6, 6.7 (R), 6.8, 6.9 (E), 6.10 (E), 6.11 (E), 6.12, 6.13, 6.14, 6.15, 6.16
6.SP.B.4	6.2, 6.3, 6.4, 6.5, 6.6, 6.7 (R), 6.8, 6.10 (E), 6.11 (E), 6.14, 6.15, 6.18, 6.20, 6.21, 6.22
6.SP.B.5	See alignment for 6.SP.B.5a, 6.SP.B.5b, 6.SP.B.5c, and 6.SP.B.5d
6.SP.B.5a	6.5 (E), 6.12, 6.13, 6.16, 6.20, 6.21, 6.22
6.SP.B.5b	6.13, 6.20, 6.21, 6.22
6.SP.B.5c	6.10 (E), 6.11 (E), 6.12, 6.13, 6.14, 6.15, 6.16, 6.20, 6.21, 6.22
6.SP.B.5d	6.20, 6.21, 6.22

R = optional for remediation; E = optional for enrichment