**MATH STANDARDS: “I CAN STATEMENTS” STUDENT SUMMARY**

**6**

A PACIFIC UNION CONFERENCE CORRELATION OF NAD AND CCSS

Student Name:       School Year:

| **“I Can Statements”…****Common Core Standards in Kid-Friendly Language** | **Go Math /****Big Ideas** | **Not Yet** | **Sort of** | **Got it!** |
| --- | --- | --- | --- | --- |
| **NUMBERS AND OPERATIONS (NAD) / RATIOS AND PROPORTIONAL RELATIONSHIPS (CCSS)** |
| I can understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.([NAD 6.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.RP.1](http://www.corestandards.org/Math/Content/6/RP/))  | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 / Section 4.1, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3 |       |       |       |
| I can understand the concept of a unit rate a/b associated with a ratio a:b (with b not equal to 0). ([NAD 6.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.RP.2](http://www.corestandards.org/Math/Content/6/RP/))  | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 / Section 4.1, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3 |       |       |       |
| I can use rate language in the context of a ratio relationship.([NAD 6.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.RP.2](http://www.corestandards.org/Math/Content/6/RP/))  | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 / Section 4.1, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3 |       |       |       |
| I can make tables of equivalent ratios relating quantities with whole-number measurements. ([NAD 6.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.RP.3a](http://www.corestandards.org/Math/Content/6/RP/))  | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 / Section 4.1, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3 |       |       |       |
| I can find missing values in the tables and use the tables to compare ratios. ([NAD 6.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.RP.3a](http://www.corestandards.org/Math/Content/6/RP/))  | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 / Section 4.1, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3 |       |       |       |
| I can plot the pairs of values on a coordinate plane.([NAD 6.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.RP.3a](http://www.corestandards.org/Math/Content/6/RP/))  | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 / Section 4.1, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3 |       |       |       |
| I can solve unit rate problems including those involving unit pricing and constant speed. ([NAD 6.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.RP.3b](http://www.corestandards.org/Math/Content/6/RP/))  | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 / Section 4.1, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3 |       |       |       |
| I can find a percent of a quantity as a rate per 100.([NAD 6.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.RP.3c](http://www.corestandards.org/Math/Content/6/RP/))  | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 / Section 4.1, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3 |       |       |       |
| I can solve problems that find the whole, when given a part and the percent. ([NAD 6.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.RP.3c](http://www.corestandards.org/Math/Content/6/RP/))  | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 / Section 4.1, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3 |       |       |       |
| I can use ratio reasoning to convert measurement units.([NAD 6.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.RP.3d](http://www.corestandards.org/Math/Content/6/RP/))  | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 / Section 4.1, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3 |       |       |       |
| I can manipulate and transform units appropriately when multiplying or dividing quantities. ([NAD 6.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.RP.3d](http://www.corestandards.org/Math/Content/6/RP/))  | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 / Section 4.1, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3 |       |       |       |
| **NUMBERS AND OPERATIONS (NAD) / THE NUMBER SYSTEM (CCSS)** |
| I can fluently divide multi-digit numbers using the standard algorithm.([NAD 6.NO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.NS.2](http://www.corestandards.org/Math/Content/6/NS/)) **\*\*\*REQUIRED FLUENCY\*\*\*** | 1.1, 1.6, 1.7, 1.8, 1.9 / Section 2.8, 3.1, 3.2, 3.3, 3.4, 3.5 |       |       |       |
| I can fluently add, subtract, multiply, and divide multi-digit decimals.([NAD 6.NO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.NS.3](http://www.corestandards.org/Math/Content/6/NS/)) **\*\*\*REQUIRED FLUENCY\*\*\*** | 1.1, 1.6, 1.7, 1.8, 1.9 / Section 2.8, 3.1, 3.2, 3.3, 3.4, 3.5 |       |       |       |
| I can find the greatest common factor of two whole numbers less than or equal to 100. ([NAD 6.NO.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.NS.4](http://www.corestandards.org/Math/Content/6/NS/))  | 1.2, 1.3, 1.4, 1.5, 2.3, 2.4, 7.1, 7.2 / Section 1.1, 1.4 |       |       |       |
| I can find the least common multiple of two whole numbers less than or equal to 12. ([NAD 6.NO.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.NS.4](http://www.corestandards.org/Math/Content/6/NS/))  | 1.2, 1.3, 1.4, 1.5, 2.3, 2.4, 7.1, 7.2 / Section 1.1, 1.4 |       |       |       |
| I can use the Distributive Property to express a sum of two whole numbers with a common factor, as a multiple of a sum of two whole numbers with no common factor.([NAD 6.NO.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.NS.4](http://www.corestandards.org/Math/Content/6/NS/))  | 1.2, 1.3, 1.4, 1.5, 2.3, 2.4, 7.1, 7.2 / Section 1.1, 1.4 |       |       |       |
| I can understand that positive and negative numbers are used together to describe quantities having opposite directions or values. ([NAD 6.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.NS.5](http://www.corestandards.org/Math/Content/6/NS/))  | 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 / Topic 1, 2, 3, 4 / Section 4.3 |       |       |       |
| I can use positive and negative numbers to represent quantities in real-world situations, explaining the meaning of 0 in each situation.([NAD 6.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.NS.5](http://www.corestandards.org/Math/Content/6/NS/))  | 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 / Topic 1, 2, 3, 4 / Section 4.3 |       |       |       |
| I can recognize opposite signs of number as indicating locations on opposite sides of 0 on the number line.([NAD 6.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.NS.6a](http://www.corestandards.org/Math/Content/6/NS/))  | 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 / Topic 1, 2, 3, 4 / Section 4.3 |       |       |       |
| I can recognize that the opposite of the opposite of the opposite of a number is the number itself. I can recognize that 0 is its own opposite. ([NAD 6.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.NS.6a](http://www.corestandards.org/Math/Content/6/NS/))  | 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 / Topic 1, 2, 3, 4 / Section 4.3 |       |       |       |
| I can understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane.([NAD 6.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.NS.6b](http://www.corestandards.org/Math/Content/6/NS/))  | 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 / Topic 1, 2, 3, 4 / Section 4.3 |       |       |       |
| I can recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. ([NAD 6.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.NS.6b](http://www.corestandards.org/Math/Content/6/NS/))  | 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 / Topic 1, 2, 3, 4 / Section 4.3 |       |       |       |
| I can find and position integers and other rational numbers on a horizontal or vertical number line diagram.([NAD 6.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.NS.6c](http://www.corestandards.org/Math/Content/6/NS/))  | 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 / Topic 1, 2, 3, 4 / Section 4.3 |       |       |       |
| I can find and position pairs of integers and other rational numbers on a coordinate plane. ([NAD 6.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.NS.6c](http://www.corestandards.org/Math/Content/6/NS/))  | 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 / Topic 1, 2, 3, 4 / Section 4.3 |       |       |       |
| I can interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.([NAD 6.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.NS.7a](http://www.corestandards.org/Math/Content/6/NS/))  | 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 / Topic 1, 2, 3, 4 / Section 4.3 |       |       |       |
| I can write, interpret, and explain statements of order for rational numbers in real-world contexts. ([NAD 6.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.NS.7b](http://www.corestandards.org/Math/Content/6/NS/))  | 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 / Topic 1, 2, 3, 4 / Section 4.3 |       |       |       |
| I can understand the absolute value of a rational number as its distance from 0 on the number line. ([NAD 6.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.NS.7c](http://www.corestandards.org/Math/Content/6/NS/))  | 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 / Topic 1, 2, 3, 4 / Section 4.3 |       |       |       |
| I can distinguish comparisons of absolute value from statements about order. ([NAD 6.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.NS.7d](http://www.corestandards.org/Math/Content/6/NS/))  | 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 / Topic 1, 2, 3, 4 / Section 4.3 |       |       |       |
| I can solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane.([NAD 6.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.NS.8](http://www.corestandards.org/Math/Content/6/NS/)) | 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 / Topic 1, 2, 3, 4 / Section 4.3 |       |       |       |
| I can interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.([NAD 6.NO.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.NS.1](http://www.corestandards.org/Math/Content/6/NS/)) | 2.5, 2.6, 2.7, 2.8, 2.9, 2.10 / Section 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 |       |       |       |
| **OPERATIONS AND ALGEBRAIC THINKING (NAD) / EXPRESSIONS AND EQUATIONS (CCSS)** |
| I can write and evaluate numerical expressions involving whole-number exponents. ([NAD 6.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf); [NAD 6.NO.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 6.EE.1](http://www.corestandards.org/Math/Content/6/EE/)) | 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 10.1, 10.3, 10.5, 10.6, 1.07, 11.3, 11.4, 11.6 / Section 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 8.1, 8.2, 8.3, 8.4 and 1.2, 1.3, 1.4, 1.5, 2.3, 2.4, 7.1, 7.2 / Section 1.1, 1.4 |       |       |       |
| I can write expressions that record operations with numbers and letters that stand for numbers. ([NAD 6.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 6.EE.2a](http://www.corestandards.org/Math/Content/6/EE/)) | 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 10.1, 10.3, 10.5, 10.6, 1.07, 11.3, 11.4, 11.6 / Section 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 8.1, 8.2, 8.3, 8.4 |       |       |       |
| I can perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order.([NAD 6.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 6.EE.3](http://www.corestandards.org/Math/Content/6/EE/)) | 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 10.1, 10.3, 10.5, 10.6, 1.07, 11.3, 11.4, 11.6 / Section 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 8.1, 8.2, 8.3, 8.4 |       |       |       |
| I can apply the properties operations to generate equivalent expressions. ([NAD 6.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 6.EE.3](http://www.corestandards.org/Math/Content/6/EE/)) | 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 10.1, 10.3, 10.5, 10.6, 1.07, 11.3, 11.4, 11.6 / Section 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 8.1, 8.2, 8.3, 8.4 |       |       |       |
| I can identify when two expressions are equivalent.([NAD 6.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 6.EE.4](http://www.corestandards.org/Math/Content/6/EE/)) | 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 10.1, 10.3, 10.5, 10.6, 1.07, 11.3, 11.4, 11.6 / Section 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 8.1, 8.2, 8.3, 8.4 |       |       |       |
| I can use substitution to determine whether a given number in a specified set makes an equation or inequality true.([NAD 6.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 6.EE.5](http://www.corestandards.org/Math/Content/6/EE/)) | 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 10.1, 10.3, 10.5, 10.6, 1.07, 11.3, 11.4, 11.6 / Section 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 8.1, 8.2, 8.3, 8.4 |       |       |       |
| I can use variables to represent numbers and write expressions when solving a real-world or mathematical problem.([NAD 6.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 6.EE.6](http://www.corestandards.org/Math/Content/6/EE/)) | 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 10.1, 10.3, 10.5, 10.6, 1.07, 11.3, 11.4, 11.6 / Section 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 8.1, 8.2, 8.3, 8.4 |       |       |       |
| I can understand that a variable can represent an unknown number, or any number in a specified set. ([NAD 6.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 6.EE.6](http://www.corestandards.org/Math/Content/6/EE/))  | 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 10.1, 10.3, 10.5, 10.6, 1.07, 11.3, 11.4, 11.6 / Section 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 8.1, 8.2, 8.3, 8.4 |       |       |       |
| I can solve math problems using equations like x + p = q and px = q, when the letters are nonnegative rational numbers.([NAD 6.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 6.EE.7](http://www.corestandards.org/Math/Content/6/EE/))  | 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 10.1, 10.3, 10.5, 10.6, 1.07, 11.3, 11.4, 11.6 / Section 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 8.1, 8.2, 8.3, 8.4 |       |       |       |
| I can write an inequality in the form of x > c or x < c to represent a mathematical or real-life problem. ([NAD 6.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 6.EE.8](http://www.corestandards.org/Math/Content/6/EE/))  | 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 10.1, 10.3, 10.5, 10.6, 1.07, 11.3, 11.4, 11.6 / Section 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 8.1, 8.2, 8.3, 8.4 |       |       |       |
| I can recognize that inequalities, like x > c or x < c can have an infinite number of solutions and these solutions can be represented on a number line. ([NAD 6.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 6.EE.8](http://www.corestandards.org/Math/Content/6/EE/))  | 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 10.1, 10.3, 10.5, 10.6, 1.07, 11.3, 11.4, 11.6 / Section 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 8.1, 8.2, 8.3, 8.4 |       |       |       |
| I can use variables to represent two quantities that change in relationship to one another. I can write an equation that can represent one quantity as the dependent variable and the other as the independent variable. ([NAD 6.OAT.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 6.EE.9](http://www.corestandards.org/Math/Content/6/EE/)) | 9.1, 9.2, 9.3, 9.4, 9.5 / Section 9.1, 9.2, 9.3, 9.4, 9.5 |       |       |       |
| **MEASUREMENT (NAD)** |
| I can find out how much time has elapsed from a specific starting and ending point. I can interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. ([NAD 6.M.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) |  |       |       |       |
| **GEOMETRY (NAD / CCSS)** |
| I can find the area of right triangles, other triangles, special quadrilaterals and polygons by constructing or deconstructing objects into rectangles, triangles and other shapes.([NAD 6.GEO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 6.G.1](http://www.corestandards.org/Math/Content/6/G/))  | 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7 / Section 6.4, 7.5, 7.6, 7.6b / Topic 4 |       |       |       |
| I can find the volume of a right rectangular prism by using unit cubes and/or applying the formulas V = lwh and V = bh to solve real-world and mathematical problems. ([NAD 6.GEO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 6.G.2](http://www.corestandards.org/Math/Content/6/G/))  | 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7 / Section 6.4, 7.5, 7.6, 7.6b / Topic 4 |       |       |       |
| I can draw polygons in the coordinate plane given the coordinates of the vertices. ([NAD 6.GEO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 6.G.3](http://www.corestandards.org/Math/Content/6/G/))  | 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7 / Section 6.4, 7.5, 7.6, 7.6b / Topic 4 |       |       |       |
| I can use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.([NAD 6.GEO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 6.G.3](http://www.corestandards.org/Math/Content/6/G/))  | 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7 / Section 6.4, 7.5, 7.6, 7.6b / Topic 4 |       |       |       |
| I can represent three-dimensional figures using nets made up of rectangles and triangles. ([NAD 6.GEO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 6.G.4](http://www.corestandards.org/Math/Content/6/G/))  | 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7 / Section 6.4, 7.5, 7.6, 7.6b / Topic 4 |       |       |       |
| I can use nets of 3-D figures to find the surface area of these figures. I can apply these techniques in solving problems.([NAD 6.GEO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 6.G.4](http://www.corestandards.org/Math/Content/6/G/))  | 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7 / Section 6.4, 7.5, 7.6, 7.6b / Topic 4 |       |       |       |
| **DATA ANALYSIS, STATISTICS, AND PROBABILITY (NAD) / STATISTICS AND PROBABILITY (CCSS)** |
| I can recognize a statistical question, as a question that expects and accounts for variability in data. ([NAD 6.DSP.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 6.SP.1](http://www.corestandards.org/Math/Content/6/SP/))  | 12.1, 12.6, 13.1, 13.4, 13.6, 13.7, 13.8 / Section 5.4, 5.5, 5.6, 5.6b |       |       |       |
| I can understand that a set of data collected to answer a statistical question has a distribution. ([NAD 6.DSP.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 6.SP.2](http://www.corestandards.org/Math/Content/6/SP/))  | 12.1, 12.6, 13.1, 13.4, 13.6, 13.7, 13.8 / Section 5.4, 5.5, 5.6, 5.6b |       |       |       |
| I can recognize that a distribution can be described by its center, spread, and overall shape. ([NAD 6.DSP.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 6.SP.2](http://www.corestandards.org/Math/Content/6/SP/))  | 12.1, 12.6, 13.1, 13.4, 13.6, 13.7, 13.8 / Section 5.4, 5.5, 5.6, 5.6b |       |       |       |
| I can recognize that a measure of center for a data set summarizes all of its values with a single number. ([NAD 6.DSP.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 6.SP.3](http://www.corestandards.org/Math/Content/6/SP/))  | 12.1, 12.6, 13.1, 13.4, 13.6, 13.7, 13.8 / Section 5.4, 5.5, 5.6, 5.6b |       |       |       |
| I can recognize that a measure of variation describes how its values vary from the center with a single number.([NAD 6.DSP.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 6.SP.3](http://www.corestandards.org/Math/Content/6/SP/))  | 12.1, 12.6, 13.1, 13.4, 13.6, 13.7, 13.8 / Section 5.4, 5.5, 5.6, 5.6b |       |       |       |
| I can display numerical data in various ways including number lines, dot plots, histograms, and box plots. ([NAD 6.DSP.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 6.SP.4](http://www.corestandards.org/Math/Content/6/SP/))  | 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 13.1, 13.2, 13.3, 13.4, 13.5 / Section 5.4, 5.5, 5.6, 5.6b |       |       |       |
| I can summarize numerical data sets in relation to their context by reporting on the number of observations.([NAD 6.DSP.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 6.SP.5a](http://www.corestandards.org/Math/Content/6/SP/))  | 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 13.1, 13.2, 13.3, 13.4, 13.5 / Section 5.4, 5.5, 5.6, 5.6b |       |       |       |
| I can summarize numerical data sets by describing the nature of the attribute including how it was measured and its units of measurement. ([NAD 6.DSP.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 6.SP.5b](http://www.corestandards.org/Math/Content/6/SP/))  | 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 13.1, 13.2, 13.3, 13.4, 13.5 / Section 5.4, 5.5, 5.6, 5.6b |       |       |       |
| I can summarize numerical data sets by giving a numerical measurement of center and variability. I can describe any overall pattern or striking deviations from that pattern in reference to what was being measured. ([NAD 6.DSP.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 6.SP.5c](http://www.corestandards.org/Math/Content/6/SP/))  | 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 13.1, 13.2, 13.3, 13.4, 13.5 / Section 5.4, 5.5, 5.6, 5.6b |       |       |       |
| I can summarize numerical data sets by choosing a measure of center and variability which best represents the context in which the data were gathered. ([NAD 6.DSP.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 6.SP.5d](http://www.corestandards.org/Math/Content/6/SP/))  | 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 13.1, 13.2, 13.3, 13.4, 13.5 / Section 5.4, 5.5, 5.6, 5.6b |       |       |       |