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| enVision Florida ©2020 Grade 6 | Florida Mathematics Standards' Strands/Topics | SuccessMaker Item Description | Item ID |
|--|--|---|---------------|
| | MAFS.6.EE Expressions and Equations | | |
| | MAFS.6.EE.1 Apply and extend previous understandings of arithmetic to algebraic expressions. | | |
| Lesson 3-1 Lesson 3-3 | MAFS.6.EE.1.1 Write and evaluate numerical expressions involving whole-number exponents. | Give the value of a number (1 to 10) raised to a power (1 to 5). | SMMA_LO_01098 |
| Lesson 3-4 Lesson 7-6 Lesson 7-7 Lesson 7-8 | MAFS.6.EE.1.2.a Write expressions that record operations with numbers and with letters standing for numbers. Example: For example, express the calculation "Subtract y from 5" as $5 - y$. | Identify the expression that is a translation of the written phrase. | SMMA_LO_01759 |
| | | Write an expression to represent a real-world problem, using variables to represent numbers. | SMMA_LO_02062 |
| | | Write expressions that record operations with numbers and variables. | SMMA_LO_02056 |
| Lesson 3-4 | MAFS.6.EE.1.2.b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. Example: 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. | Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient). | SMMA_LO_02057 |
| Lesson 3-5 Lesson 7-1 Lesson 7-2 Lesson 7-3 Lesson 7-4 Lesson 7-6 Lesson 7-7 Lesson 7-8 | MAFS.6.EE.1.2.c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). Example: 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 $s = 1/2$. | Match expressions with repeated factors to numbers in exponential form to create equations. | SMMA_LO_01100 |
| | | Evaluate an expression within a context (multiplication). | SMMA_LO_01740 |
| | | Evaluate an expression with variables using substitution and a value chart (addition, sums to 18). | SMMA_LO_01685 |
| | | Evaluate an expression using the order of operations. | SMMA_LO_01091 |
| | | Given the value for the variable, evaluate an addition expression (sums 4 to 12). | SMMA_LO_01683 |
| | | Evaluate the expression $mx + c$ or $mx - c$. | SMMA_LO_01739 |
| Lesson 3-3 Lesson 3-6 Lesson 3-7 | MAFS.6.EE.1.3 Apply the properties of operations to generate equivalent expressions. Example: 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 $3y$. | Apply the properties of operations to generate equivalent expressions. | SMMA_LO_02059 |
| Lesson 3-6 Lesson 3-7 Lesson 4-2 | MAFS.6.EE.1.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). Example: For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for. | Choose all expressions that are equivalent to a given expression. | SMMA_LO_02060 |
| | MAFS.6.EE.2 Reason about and solve one-variable equations and inequalities. | | |
| Lesson 4-1 Lesson 4-6 Lesson 4-7 | MAFS.6.EE.2.5 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. | Use substitution to determine whether a given number in a specified set makes an equation or inequality true. | SMMA_LO_02061 |

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|--|---|---|---------------|
| Lesson 4-2 Lesson 4-3 Lesson 4-4 Lesson 4-5 | MAFS.6.EE.2.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. | Solve for a in $a/b = c$. | SMMA_LO_01798 |
| | | Solve for a or b in $a + b = c$ (combinations $2 + 10$ to $5 + 12$). | SMMA_LO_00359 |
| | | Solve for a or b in $a + b = c$ (combinations $6 + 10$ to $9 + 12$). | SMMA_LO_00361 |
| | | Solve a one-step equation in context (addition, two-digit whole numbers). | SMMA_LO_01743 |
| | | Solve for a or b in $a \times b = x$ (products 2×10 to 12×12). | SMMA_LO_00363 |
| | | Solve for a or b in $a + b = c$ (combinations $6 + 20$ to $9 + 90$, multiples of 10). | SMMA_LO_00365 |
| | | Solve for a or b in $a \times b = c$ (products from 0.02×0.13 to 0.09×0.19). | SMMA_LO_00376 |
| | | Solve a one-step equation in context (subtraction, two-digit whole numbers). | SMMA_LO_01744 |
| | | Solve for a or b in $a \times b = x$ (products 2×20 to 12×90 , multiples of 10). | SMMA_LO_00366 |
| | | Solve for a or b in $a + b = c$ (decimals to tenths, no regrouping). | SMMA_LO_00367 |
| | | Solve one-step equations (addition and subtraction, fractions). | SMMA_LO_01796 |
| | | Solve for x in $ax = c$ in steps (products 4×4 to 9×10). | SMMA_LO_00380 |
| | | Complete the steps to solve for a in $a + b = c$ (combinations 4×4 to 9×10). | SMMA_LO_00381 |
| | | Solve a one-step equation (subtraction). | SMMA_LO_01688 |
| | | Solve for a or b in $a + b = c$ (combinations $0.6 + 0.6$ to $0.9 + 0.9$). | SMMA_LO_00370 |
| | | Solve for a or b in $a \times b = c$ (products from 0.2×0.6 to 0.9×0.9). | SMMA_LO_00369 |
| | | Solve for a or b in $a - b = c$ (decimals to tenths, regrouping). | SMMA_LO_00368 |
| | | Identify the one-step equation that is a translation of the written phrase within a context. | SMMA_LO_01813 |
| | | Solve a one-step equation in context (division, two-digit whole numbers). | SMMA_LO_01747 |
| | | Solve a one-step equation (division). | SMMA_LO_01692 |
| | | Solve for a in $a + b = c$ or $a - b = c$ in steps (whole number sums and differences 2 to 20). | SMMA_LO_00379 |
| | | Solve a one-step equation in context (division, two-digit whole numbers). | SMMA_LO_01745 |
| | | Solve for a or b in $a \times b = c$ (products 6×2 to 9×12). | SMMA_LO_00357 |
| | | Solve a one-step equation (multiplication). | SMMA_LO_01690 |
| Lesson 4-6 Lesson 4-7 | MAFS.6.EE.2.8 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. | Write an inequality of the form $x > c$ or $x < c$ to represent a constraint in a real-world problem. Then represent the solution on a number line. | SMMA_LO_02065 |
| | | Write an inequality of the form $x > c$ or $x < c$ to represent a constraint in a real-world problem. | SMMA_LO_02064 |
| | MAFS.6.G Geometry | | |
| | MAFS.6.G.1 Solve real-world and mathematical problems involving area, surface area, and volume. | | |

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|--|---|--|---------------|
| Lesson 7-8 | MAFS.6.G.1.2 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. | Find the volume of a rectangular solid by counting cubes. | SMMA_LO_00829 |
| | | Find the volume of a rectangular solid by counting cubes. | SMMA_LO_00833 |
| Lesson 7-5 Lesson 7-6 Lesson 7-7 | MAFS.6.G.1.4 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. | Identify the net that forms a three-dimensional solid. | SMMA_LO_01772 |
| | MAFS.6.RP Ratios and Proportional Relationships | | |
| | MAFS.6.RP.1 Understand ratio concepts and use ratio reasoning to solve problems. | | |
| Lesson 5-1 Lesson 5-2 Lesson 5-3 Lesson 5-4 Lesson 5-5 Lesson 5-6 | MAFS.6.RP.1.3.a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. | Complete a comparison statement based on the ratios in two tables. | SMMA_LO_02116 |
| Lesson 5-5 Lesson 5-6 Lesson 5-7 | MAFS.6.RP.1.3.b Solve unit rate problems including those involving unit pricing and constant speed. Example: For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? | Find the number of hours worked given the hourly rate and total earned. | SMMA_LO_01625 |
| Lesson 6-1 Lesson 6-2 Lesson 6-3 Lesson 6-4 Lesson 6-5 Lesson 6-6 | MAFS.6.RP.1.3.c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. | Determine the percent (100 total items). | SMMA_LO_01713 |
| | MAFS.6.SP Statistics and Probability | | |
| | MAFS.6.SP.2 Summarize and describe distributions. | | |
| Lesson 8-1 Lesson 8-3 Lesson 8-4 Lesson 8-5 Lesson 8-7 | MAFS.6.SP.2.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots. | Identify data sets that match the data represented in a given box-and-whiskers plot. | SMMA_LO_01202 |
| | | Identify box-and whiskers plot that matches a given set of data. | SMMA_LO_01201 |
| | | Measure the amount of rainfall for the week; then complete the chart and determine the total amount of rainfall for the month. | SMMA_LO_01327 |
| | | Find the five values (upper and lower extremes, median, and upper and lower quartiles) from a set of data that are needed to create a box-and-whiskers plot. | SMMA_LO_01199 |
| | MAFS.6.SP.2.5 Summarize numerical data sets in relation to their context, such as by: | | |
| Lesson 8-2 Lesson 8-5 Lesson 8-6 Lesson 8-7 | MAFS.6.SP.2.5.c Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. | Determine a student's grade point average based on five grades. | SMMA_LO_00179 |

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|--|--|--|---------------|
| | | Identify the median of a data set with an even number of items and the two middle values are equal. | SMMA_LO_01169 |
| | | Determine the median of a data set. | SMMA_LO_01726 |
| | | Find the five values (upper and lower extremes, median, and upper and lower quartiles) from a set of data that are needed to create a box-and-whiskers plot. | SMMA_LO_01199 |
| | | Find the average (mean) of 3 numbers. | SMMA_LO_00151 |
| | | Determine the median of a set of data. | SMMA_LO_01768 |
| | | Determine the mean of a data set. | SMMA_LO_01727 |
| | | Determine the range of a set of data. | SMMA_LO_01766 |
| | | Find the range of a set of data. | SMMA_LO_01166 |
| | | Determine the average (mean), median, mode, and range. | SMMA_LO_01210 |
| | | Identify the median of a data set with an odd number of items. | SMMA_LO_01168 |
| | | Identify the median of a data set with an even number of items and the two middle values are not equal. | SMMA_LO_01170 |
| | | Determine the range of a set of data represented in a line graph. | SMMA_LO_01176 |
| | MAFS.6.NS The Number System | | |
| | MAFS.6.NS.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions. | | |
| Lesson 1-4 Lesson 1-5 Lesson 1-6 Lesson 1-7 Lesson 1-3 | MAFS.6.NS.1.1 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. Example: 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? | Divide a mixed number by a fraction; simplify if necessary. | SMMA_LO_01789 |
| | | Divide a fraction by a fraction; simplify if necessary. | SMMA_LO_01788 |
| | MAFS.6.NS.2 Compute fluently with multi-digit numbers and find common factors and multiples. | | |
| Lesson 1-2 | MAFS.6.NS.2.2 Fluently divide multi-digit numbers using the standard algorithm. | Move the decimal point in the divisor and dividend in a long division problem. | SMMA_LO_00247 |
| | | Divide using the long division algorithm (one-digit divisor, remainder). | SMMA_LO_00295 |
| | | Practice division using basic facts; dividend, divisor less than or equal to 20. | SMMA_SG_00620 |
| | | Divide using the long division algorithm (three-digit dividend, one-digit divisor, remainder). | SMMA_LO_00298 |
| | | Divide using the long division algorithm (three-digit dividend, one-digit divisor, remainder). | SMMA_LO_00297 |
| | | Divide using the long division algorithm (four-digit dividend, one-digit divisor, remainder). | SMMA_LO_00300 |
| | | Practice division using basic facts; dividend, divisor less than or equal to 20. | SMMA_SG_00670 |
| | | Divide using the long division algorithm (three-digit dividend, one-digit divisor, no remainder). | SMMA_LO_00296 |

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|--|--|---|---------------|
| | | Move the decimal point in the divisor and dividend in a long division problem; then find the quotient. | SMMA_LO_00249 |
| | | Divide using the long division algorithm (three-digit number, two-digit divisor, remainder). | SMMA_LO_00304 |
| | | Practice division using basic facts; dividend, divisor less than or equal to 20. | SMMA_SG_00600 |
| Lesson 1-1 Lesson 1-2 | MAFS.6.NS.2.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. | Divide decimals (0.3 x 0.3 to 0.9 x 0.09). | SMMA_LO_00245 |
| | | Move the decimal point in the divisor and dividend in a long division problem. | SMMA_LO_00247 |
| | | Align the decimal numbers for a vertical subtraction problem; then solve (to thousandths). | SMMA_LO_00228 |
| | | Subtract decimals with regrouping (to ten-thousandths). | SMMA_LO_00243 |
| | | Multiply decimals (to ten-thousandths x ten-thousandths). | SMMA_LO_00244 |
| | | Multiply decimals (to thousandths x hundredths). | SMMA_LO_00234 |
| | | Divide decimals (0 x 2 to 2 x 5). | SMMA_LO_00251 |
| | | Subtract the decimal numbers provided on a data table. | SMMA_LO_01786 |
| | | Move the decimal point in the divisor and dividend in a long division problem; then find the quotient. | SMMA_LO_00249 |
| | | Add the decimal numbers provided on a data table. | SMMA_LO_01785 |
| | | Align the decimal numbers in a vertical subtraction problem; then solve (decimals to thousandths). | SMMA_LO_00233 |
| | | Multiply a whole number or a decimal by 0.1, 0.01, or 0.001. | SMMA_LO_00252 |
| | | Align the decimal numbers for a vertical addition problem; then solve (to thousandths). | SMMA_LO_00226 |
| | MAFS.6.NS.3 Apply and extend previous understandings of numbers to the system of rational numbers. | | |
| Lesson 2-1 | MAFS.6.NS.3.5 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. | Use positive and negative numbers together to represent quantities having opposite directions or values. | SMMA_LO_02066 |
| Lesson 2-4 | MAFS.6.NS.3.6.b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. | Given two points, describe how the points are related: reflected across the x-axis, reflected across the y-axis, or reflected across both axes. | SMMA_LO_02108 |
| Lesson 2-1 Lesson 2-2 Lesson 2-4 Lesson 7-4 | MAFS.6.NS.3.6.c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. | Locate the missing integer on a number line (-3 to -12). | SMMA_LO_00101 |
| | | Graph points on a coordinate plane based on a real-world context. | SMMA_LO_02112 |

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|--|--|---|---------------|
| Lesson 2-2 | MAFS.6.NS.3.7.b Write, interpret, and explain statements of order for rational numbers in real-world contexts. Example: For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C . | Compare rational numbers in real-world contexts. | SMMA_LO_02109 |
| | | Determine the least or greatest integer (-10 to 10). | SMMA_LO_01102 |
| | | Complete statements of order for rational numbers in real-world contexts. | SMMA_LO_02110 |
| Lesson 2-5 Lesson 2-6 Lesson 7-4 | MAFS.6.NS.3.8 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. | Graph points on a coordinate plane based on a real-world context. | SMMA_LO_02112 |