

Prentice Hall Mathematics, Course 1 © 2008  
Correlated to:  
Washington Mathematics Standards for Grade 6

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<b>Grade 6</b>	
<b>6.1. Core Content:</b> <i>Multiplication and division of fractions and decimals (Numbers, Operations, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
6.1.A Compare and order non-negative fractions, decimals, and integers using the number line, lists, and the symbols $<$ , $>$ , or $=$ .	<b>SE/TE: 23, 26-30, 53, 192-195, 196-197, 199-201, 243, 516-518, 520-522</b>
6.1.B Represent multiplication and division of non-negative fractions and decimals using area models and the number line, and connect each representation to the related equation.	<b>SE/TE: 37, 38, 45-46, 260-262, 264, 271-272</b>
6.1.C Estimate products and quotients of fractions and decimals.	<b>SE/TE: 266-267, 269, 276-279, 298, 300</b>
6.1.D Fluently and accurately multiply and divide non-negative fractions and explain the inverse relationship between multiplication and division with fractions.	<b>SE/TE: 260-264, 267, 274-275, 276, 281-285, 298-299</b>
6.1.E Multiply and divide whole numbers and decimals by 1000, 100, 10, 1, 0.1, 0.01, and 0.001.	<b>SE/TE: 42-43, 641</b>
6.1.F Fluently and accurately multiply and divide non-negative decimals.	<b>SE/TE: 39-41, 44-47, 53</b>
6.1.G Describe the effect of multiplying or dividing a number by one, by zero, by a number between zero and one, and by a number greater than one.	
6.1.H Solve single- and multi-step word problems involving operations with fractions and decimals and verify the solutions.	<b>SE/TE: 33-35, 40-41, 46-50, 264, 269-270, 274-275, 278-279</b>
<b>6.2. Core Content:</b> <i>Mathematical expressions and equations (Operations, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
6.2.A Write a mathematical expression or equation with variables to represent information in a table or given situation.	<b>SE/TE: 113-115, 117-123</b>
6.2.B Draw a first-quadrant graph in the coordinate plane to represent information in a table or given situation.	<b>SE/TE: 548-551, 553-562</b>
6.2.C Evaluate mathematical expressions when the value for each variable is given.	<b>SE/TE: 112-116, 150</b>
6.2.D Apply the commutative, associative, and distributive properties, and use the order of operations to evaluate mathematical expressions.	<b>SE/TE: 12-13, 16-17, 126, 144-147, 148, 151, 163</b>
6.2.E Solve one-step equations and verify solutions.	<b>SE/TE: 124-127, 129-141, 151, 543-546</b>

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6.2.F Solve word problems using mathematical expressions and equations and verify solutions.	<b>SE/TE: 115-116, 121-122, 127, 132-133, 136, 141-143</b>
<b>6.3. Core Content: Ratios, rates, and percents (Numbers, Operations, Geometry/Measurement, Algebra, Data/Statistics/Probability)</b>	
Performance Expectations	
<i>Students are expected to:</i>	
6.3.A Identify and write ratios as comparisons of part-to-part and part-to-whole relationships.	<b>SE/TE: 306-310</b>
6.3.B Write ratios to represent a variety of rates.	<b>SE/TE: 312-315, 354, 494-497</b>
6.3.C Represent percents visually and numerically, and convert between the fractional, decimal, and percent representations of a number.	<b>SE/TE: 330-334, 336-339, 341-344, 348-352, 355</b>
6.3.D Solve single- and multi-step word problems involving ratios, rates, and percents, and verify the solutions.	<b>SE/TE: 308-309, 313-315, 338-339, 350-351</b>
6.3.E Identify the ratio of the circumference to the diameter of a circle as the constant $\pi$ and recognize $22/7$ and 3.14 as common approximations of $\pi$ .	<b>SE/TE: 437-441</b>
6.3.F Determine the experimental probability of a simple event using data collected in an experiment.	<b>SE/TE: 488-492, 509</b>
6.3.G Determine the theoretical probability of an event and its complement and represent the probability as a fraction or decimal from 0 to 1 or as a percent from 0 to 100.	<b>SE/TE: 482-486, 492, 508</b>
<b>6.4. Core Content: Two- and three-dimensional figures (Geometry/Measurement, Algebra)</b>	
Performance Expectations	
<i>Students are expected to:</i>	
6.4.A Determine the circumference and area of circles.	<b>SE/TE: 437-441, 444-447, 469-470</b>
6.4.B Determine the perimeter and area of a composite figure that can be divided into triangles, rectangles, and parts of circles.	<b>SE/TE: 433-436, 447</b>
6.4.C Solve single- and multi-step word problems involving the relationships among radius, diameter, circumference, and area of circles, and verify the solutions.	<b>SE/TE: 437, 441, 446-447</b>
6.4.D Recognize and draw two-dimensional representations of three-dimensional figures.	<b>SE/TE: 448, 452-455</b>
6.4.E Determine the surface area and volume of rectangular prisms using appropriate formulas and explain why the formulas work.	<b>SE/TE: 453-460</b>
6.4.F Determine the surface area of a pyramid.	<b>See Prentice Hall Mathematics Course 3 SE/TE: 373-378</b>

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6.4.G Describe and sort polyhedra by their attributes: parallel faces, types of faces, number of faces, edges, and vertices.	SE/TE: 449-452
<b>6.5. Additional Key Content</b> ( <i>Numbers, Operations</i> )	
Performance Expectations	
<i>Students are expected to:</i>	
6.5.A Use strategies for mental computations with non-negative whole numbers, fractions, and decimals.	<b>This standard is addressed throughout the text. Sample citations follow: SE/TE: 13-15, 20, 28, 42-43, 52, 54, 144-146, 158-161, 230, 523</b>
6.5.B Locate positive and negative integers on the number line and use integers to represent quantities in various contexts.	SE/TE: 516-519
6.5.C Compare and order positive and negative integers using the number line, lists, and the symbols $<$ , $>$ , or $=$ .	SE/TE: 520-522, 564
<b>6.6. Core Processes:</b> <i>Reasoning, problem solving, and communication</i>	
Performance Expectations	
<i>Students are expected to:</i>	
6.6.A Analyze a problem situation to determine the question(s) to be answered.	<b>This standard is strongly addressed through the Guided Instruction in the following citations: SE/TE: 49-50, 91-92, 142-143, 196-197, 244-245, 286-287, 346-347, 396-397, 442-443, 505-506, 538-539, 595-596</b> <b>This standard is also embedded throughout the text. Sample citations follow: SE/TE: 99, 149, 251, 284</b>
6.6.B Identify relevant, missing, and extraneous information related to the solution to a problem.	<b>This standard is strongly addressed through the Guided Instruction in the following citations: SE/TE: 49-50, 91-92, 142-143, 196-197, 244-245, 286-287, 346-347, 396-397, 442-443, 505-506, 538-539, 595-596</b> <b>This standard is also embedded throughout the text. Sample citations follow: SE/TE: 251, 284</b>
6.6.C Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem.	<b>This standard is strongly addressed through the following citations: SE/TE: xxxii-xLi</b> <b>This standard is also embedded throughout the text. Sample citations follow: SE/TE: 253, 263, 353, 407</b>

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6.6.D Represent a problem situation, describe the process used to solve the problem, and verify the reasonableness of the solution.	<b>This standard is strongly addressed through the following citations:</b> <b>SE/TE: xxxii-xLi</b> <b>This standard is also embedded throughout the text. Sample citations follow:</b> <b>SE/TE: 168, 532</b>
6.6.E Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.	<b>This standard is strongly addressed through the Guided Instruction in the following citations:</b> <b>SE/TE: 49-50, 91-92, 142-143, 196-197, 244-245, 286-287, 346-347, 396-397, 442-443, 505-506, 538-539, 595-596</b> <b>This standard is also embedded throughout the text. Sample citations follow:</b> <b>SE/TE: 203, 230, 263, 323, 407</b>
6.6.F Apply a previously used problem-solving strategy in a new context.	<b>This standard is strongly addressed through the Guided Instruction in the following citations:</b> <b>SE/TE: 49-50, 91-92, 142-143, 196-197, 244-245, 286-287, 346-347, 396-397, 442-443, 505-506, 538-539, 595-596</b>
6.6.G Extract and organize mathematical information from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.	<b>SE/TE: 174, 208-209, 236, 260-261</b>
6.6.H Make and test conjectures based on data (or information) collected from explorations and experiments.	<b>SE/TE: 108, 195, 208, 216, 379, 385, 430, 437, 446, 457, 537, 547, 603</b>