





|  Module 1 Fraction and Decimal Operations | | | | | Problem Solving | Worked Examples | Classification Tools | Animations | Explore Tools |
|--|--------------------|---|--|----------|-----------------|-----------------|----------------------|------------|---------------|
| Strand | Software Unit | Software Workspace | Overview | CCSSM | | | | | |
| Number and Operations | Fraction Division | Workspace 1: Representing Fraction Division | Students watch an animation and answer questions about modeling fraction division. | 6.NS.A.1 | | | | ● | |
| | | Workspace 2: Interpreting Remainders Using Models | Students solve real-world fraction division problems using models and relate fraction division to fraction multiplication number sentences. | 6.NS.A.1 | ● | | | | |
| | | Workspace 3: Developing the Fraction Division Algorithm | Students develop an understanding of the algorithm for fraction division through worked examples and the completion of partial worked examples. | 6.NS.A.1 | | ● | | | |
| | | Workspace 4: Multiplying and Dividing Rational Numbers | Students calculate products and quotients of fractions, including mixed numbers and improper fractions. | 6.NS.A.1 | ● | | | | |
| | Decimal Operations | Workspace 1: Converting Fractions to Decimals | Students write decimal equivalents to fractional values. | 6.NS.B.3 | ● | | | | |
| | | Workspace 2: Adding and Subtracting Decimals | Students review adding and subtracting multi-digit decimals by examining worked examples, completing partially-completed worked examples, and solving problems. | 6.NS.B.3 | | ● | | | |
| | | Workspace 3: Decimal Sums and Differences | Students choose the operation and solve decimal addition and subtraction problems. | 6.NS.B.3 | ● | | | | |
| | | Workspace 4: Exploring Decimal Facts | Students use an interactive grid to explore multiplying and dividing with decimals less than 1 to the tenths place. | 6.NS.B.3 | | | | | ● |
| | | Workspace 5: Multiplying and Dividing Decimals | Students investigate multiplying and dividing multi-digit decimals by following worked examples, completing partially-completed worked examples, and solving problems. | 6.NS.B.3 | | ● | | | |
| | | Workspace 6: Decimal Products and Quotients | Students choose the operation and solve decimal multiplication and division problems. | 6.NS.B.3 | ● | | | | |

|  Module 2 Ratios, Rates, and Percents | | | | | Problem Solving | Worked Examples | Classification Tools | Animations | Explore Tools |
|---|--|---|--|------------|-----------------|-----------------|----------------------|------------|---------------|
| Strand | Software Unit | Software Workspace | Overview | CCSSM | | | | | |
| Ratios and Proportional Reasoning | Ratio and Rate Reasoning | Workspace 1: Understanding Ratio Relationships | Students develop conceptual understanding of ratio, the multiplicative nature of ratios, the different notation used for ratio, and part-to-part versus part-to-whole ratios. | 6.RP.A.1 | | ● | ● | | |
| | | Workspace 2: Equivalent Ratios | Students use a double number line to determine equivalent ratios. Then, they move to tables and scaling up and down to determine equivalent ratios. | 6.RP.A.3.a | | ● | | | |
| | | Workspace 3: Multiple Representations of Ratios | Students add to their list of strategies for determining equivalent ratios by examining equivalent ratios on a coordinate grid. A key understanding in this section is that either quantity can be graphed in either axis; neither quantity is dependent on the other. | 6.RP.A.3.a | | ● | | ● | ● |
| | | Workspace 4: Fractional Rates | Students consider three different scenarios in which rates that use decimals are misinterpreted. | 6.RP.A.3.b | ● | ● | | | |
| | | Workspace 5: Comparing Rates | Students develop fluency in determining and comparing unit rates. | 6.RP.A.3.b | ● | | | | |
| | Problem Solving using Ratio and Rate Reasoning | Workspace 1: Problem Solving with Equivalent Ratios and Rates using Tables | Students use a table to solve problems involving equivalent ratios and rates. | 6.RP.A.3.a | ● | | | | |
| | | Workspace 2: Problem Solving with Equivalent Ratios and Rates using Double Number Lines | Students use a double number line to solve problems involving equivalent ratios and rates. | 6.RP.A.3.a | ● | | | | |
| | | Workspace 3: Problem Solving with Equivalent Ratios and Rates using Graphs | Students use a graph to solve problems involving equivalent ratios and rates. | 6.RP.A.3.a | ● | | | | |
| | Introduction to Percent | Workspace 1: Percent Models | Students watch animations and answer questions about percent models. Students write fractional and decimal equivalents of percent models. | 6.RP.A.3.c | | | | ● | |
| | | Workspace 2: Fraction, Decimal, Percent Conversions | Students convert between fractions, decimals, and percents. | 6.RP.A.3.c | ● | | | | |
| | | Workspace 3: Determining a Part Given a Percent and a Whole | Students solve real-world percent problems by using bar models, using equivalent fractions, and determining a fraction of a quantity. The problems involve determining a part given the whole and a percent. | 6.RP.A.3.c | | ● | | | |
| | | Workspace 4: Determining a Whole Given a Percent and a Part | Students solve real-world ratio problems using equivalent fractions and models. The problems involve determining the whole given a part and a percent. | 6.RP.A.3.c | | ● | | | |

|  Module 3 Numeric and Algebraic Expressions | | | | | Problem Solving | Worked Examples | Classification Tools | Animations | Explore Tools |
|---|----------------------------------|---|---|----------------------|-----------------|-----------------|----------------------|------------|---------------|
| Strand | Software Unit | Software Workspace | Overview | CCSSM | | | | | |
| Expressions and Equations | Number Properties | Workspace 1: Commutative and Associative Properties | Students follow worked examples to rewrite expressions using the commutative and associative properties of addition and multiplication. | 6.EE.A.3 | | ● | | | |
| | | Workspace 2: Order of Operations | Students learn about the precedence of different operations through manipulating spacing within expressions. | 6.EE.A.3 | | | | | ● |
| | | Workspace 3: Simplifying Numeric Expressions | Students practice rewriting expressions using the order of operations. Students sort the steps of simplifying expressions. | 6.EE.A.3 | | | ● | | |
| | | Workspace 4: Exploring the Distributive Property with Numeric Expressions | Students explore modeling the distributive property of multiplication over addition with numeric expressions using an interactive grid. | 6.EE.A.3 | | | | | ● |
| | | Workspace 5: Using the Distributive Property with Numeric Expressions | Students practice applying different distributive properties (multiplication over addition, division over addition) to rewrite numeric expressions and calculate efficiently. | 6.EE.A.3 | ● | | | | |
| | Algebraic Expressions | Workspace 1: Evaluating Multi-Step Expressions | Students determine relevant information from scenarios and use this information to evaluate algebraic expressions with one or more than one operation. | 6.EE.A.2.c | ● | | | | |
| | | Workspace 2: Evaluating Expressions with Multiple Variables | Students determine relevant information from scenarios and use this information to evaluate algebraic expressions with multiple variables. | 6.EE.A.2.c | ● | | | | |
| | Equivalent Algebraic Expressions | Workspace 1: Modeling Equivalent Algebraic Expressions | Students use an explore tool to model algebraic expressions. They use the interactive tool to create and identify equivalent expressions. | 6.EE.A.4 | | | | | ● |
| | | Workspace 2: Exploring the Distributive Property with Algebraic Expressions | Students use an interactive tool to explore the Distributive Property with algebraic expressions. They apply the properties of operations to generate equivalent expressions. | 6.EE.A.3 | | | | | ● |
| | | Workspace 3: Simplifying Algebraic Expressions (No Type In) | Students simplify variable expressions by combining like terms, by using number properties, and by using the order of operations. | 6.EE.A.3 6.EE.A.4 | ● | | | | |
| | | Workspace 4: Simplifying Algebraic Expressions (Type In) | Students simplify variable expressions by combining like terms, by using number properties, and by using the order of operations. | 6.EE.A.3 6.EE.A.4 | ● | | | | |

|  Module 4 One-Step Equations and Inequalities | | | | | Problem Solving | Worked Examples | Classification Tools | Animations | Explore Tools |
|--|--|---|---|----------------------|-----------------|-----------------|----------------------|------------|---------------|
| Strand | Software Unit | Software Workspace | Overview | CCSSM | | | | | |
| Expressions and Equations | Reasoning with Expressions and Equations | Workspace 1: Using Picture Algebra with Addition, Subtraction, and Multiplication | Students use pictures to represent relationships between two quantities. The relationships may involve addition, subtraction, or multiplication. | 6.EE.B.7 | ● | | | | |
| | | Workspace 2: Using Picture Algebra with Multiplication, Total Given | Students use pictures to represent multiplicative relationships between two quantities. | 6.EE.B.7 | ● | | | | |
| | | Workspace 3: Using Picture Algebra with Addition and Subtraction, Total Given | Students use pictures to represent additive relationships between two quantities. | 6.EE.B.7 | ● | | | | |
| | | Workspace 4: Patterns and One-Step Expressions | Students make tables of values by determining outputs from given inputs. They will use the tables to determine algebraic expressions for the relationships between two quantities. | 6.EE.B.6 6.EE.C.9 | ● | | | | |
| | Solving One-Step Equations | Workspace 1: Solving One-Step Equations with a Balance | Students use an interactive balance to explore representing and solving one-step addition and multiplication equations. Students are encouraged to determine solutions using the interactive model. | 6.EE.B.7 | | | | | ● |
| | | Workspace 2: Representing One-Step Equations | Students examine worked examples and answer questions about using inverse operations to solve one-step addition and multiplication equations. | 6.EE.B.7 | | ● | | | |
| | | Workspace 3: Using Substitution to Identify Solutions to Equations | Students determine which given values for a variable are solutions to an equation. | 6.EE.B.5 | ● | | | | |
| | | Workspace 4: Solving with Addition and Subtraction (No Type In) | Students use an equation solver to solve one-step equations involving addition and subtraction | 6.EE.B.7 | ● | | | | |
| | | Workspace 5: Solving with Multiplication and Division (No Type In) | Students use an equation solver and inverse operations to solve one-step equations involving multiplication and division. | 6.EE.B.7 | ● | | | | |
| | | Workspace 6: Solving One-Step Equations (Type In) | Students use an equation solver and inverse operations to solve a variety of one-step equations. | 6.EE.B.7 | ● | | | | |
| | Solving One-Step Inequalities | Workspace 1: Graphing Inequalities with Positive Rational Numbers | Given simple verbal inequality statements, students represent the inequalities in symbols and on number lines. They will determine if given values are solutions to the inequalities. | 6.EE.B.8 | ● | | | | |
| | | Workspace 2: Solving One-Step Linear Inequalities | Students solve one-step inequalities algebraically. The inequalities include all four operations but are restricted to positive integers. | 6.EE.B.5 | ● | | | | |
| | Problem Solving with One-Step Equations | Workspace 1: Patterns and One-Step Equations | Students make tables of values by determining inputs and outputs from given values. They use the tables to determine algebraic expressions for the relationships between two quantities. | 6.EE.B.6 6.EE.B.7 | ● | | | | |
| | | Workspace 2: Problem Solving using Multiple Representations in the First Quadrant | Students create tables of values, write and use algebraic expressions with one operation, and create graphs to represent problem scenarios. | 6.EE.B.6 6.EE.B.7 | ● | | | | |
| | | Workspace 3: Problem Solving with Decimals | Students create tables of values, write and use algebraic expressions with decimals, and create graphs to represent problem scenarios. | 6.EE.B.6 6.EE.B.7 | ● | | | | |

|  Module 5 Negative Numbers and the Four Quadrants | | | | | Problem Solving | Worked Examples | Classification Tools | Animations | Explore Tools |
|--|--------------------------|--|---|------------|-----------------|-----------------|----------------------|------------|---------------|
| Strand | Software Unit | Software Workspace | Overview | CCSSM | | | | | |
| Number and Operations | Integers | Workspace 1: Introduction to Negative Numbers | Students learn about numbers and their opposites by watching an animation and answering questions. | 6.NS.C.6 | | | ● | ● | |
| | | Workspace 2: Representing Integers on Number Lines | Students explore integer opposites and inequality statements and relationships involving integers through an interactive tool. | 6.NS.C.6.a | | | ● | | ● |
| | | Workspace 3: Using Absolute Value | Students develop an understanding of absolute value as the distance of a number from 0 by watching an animation and answering questions. Students explore this concept in mathematical and real-world situations. | 6.EE.B.8 | | | | ● | ● |
| | | Workspace 4: Graphing Inequalities with Rational Numbers | Students graph simple inequalities involving rational numbers on a number line. | 6.NS.C.7.c | ● | | | | |
| | The Coordinate Plane | Workspace 1: Exploring Symmetry on the Coordinate Plane | Students reflect points across the x-axis, across the y-axis, and across both axes using an interactive grapher and consider the impact on the ordered pairs. | 6.NS.C.6.c | | | | | ● |
| | | Workspace 2: Identifying and Interpreting Ordered Pairs | Students analyze worked examples and answer questions about points on the coordinate plane in mathematical and real-world contexts. | 6.NS.C.6.c | | ● | | | |
| | | Workspace 3: Plotting Points | Students identify the coordinates of plotted points and sort the points according to their quadrant location. | 6.NS.C.6.c | ● | | | | |
| Expressions and Equations | Multiple Representations | Workspace 1: Solving One-Step Equations using Multiple Representations in Four Quadrants | Students will create tables of values, write algebraic expressions with one operation, and create graphs to represent and answer questions about problem scenarios. | 6.EE.C.9 | ● | | | | |

| Module 6 Geometric Measurement | | | | | Problem Solving | Worked Examples | Classification Tools | Animations | Explore Tools |
|-----------------------------------|----------------------------------|---|---|--------------------|-----------------|-----------------|----------------------|------------|---------------|
| Strand | Software Unit | Software Workspace | Overview | CCSSM | | | | | |
| Ratios and Proportional Reasoning | Ratio Reasoning to Convert Units | Workspace 1: Converting Within Systems | Students use ratios and dimensional analysis to perform one-step measurement conversions within the Customary and Metric measurement systems. | 6.RP.A.3.d | ● | | | | |
| | | Workspace 2: Converting Between Systems | Students use ratios and dimensional analysis to perform one-step and multi-step measurement conversions. Students convert between Customary and Metric units. | 6.RP.A.3.d | ● | | | | |
| Geometry | Area | Workspace 1: Developing Area Formulas | Students watch animations and answer questions to derive the formulas used to calculate the areas of parallelograms, trapezoids, and triangles. | 6.G.A.1 | | | ● | ● | |
| | | Workspace 2: Calculating Area of Various Figures | Students practice calculating the areas of parallelograms, trapezoids, and triangles in mathematical and real-world situations. | 6.G.A.1 | ● | | | | |
| | | Workspace 3: Solving Area Problems | Students reason with the formulas for the areas of parallelograms, triangles, and trapezoids to determine the areas of figures in mathematical and real-world situations. | 6.G.A.1 7.G.B.6 | ● | | | | |
| | | Workspace 4: Calculating Area of Composite Figures | Students practice calculating the area of various mathematical and real-world composite figures. | 6.G.A.1 7.G.B.6 | ● | | | | |
| | Volume and Surface Area | Workspace 1: Calculating Volume of Right Prisms | Students determine the volume of right prisms. | 6.G.A.2 | ● | | | | |
| | | Workspace 2: Using Volume of Right Prisms | Students use the volume of right prisms to solve for unknown values. | 6.G.A.2 | ● | | | | |
| | | Workspace 3: Calculating Surface Area of Right Prisms | Students determine the surface area of right prisms by determining the areas of the faces of the prisms. | 6.G.A.4 | ● | | | | |



Module 7
Measures of Central Tendency and Data Displays

| Strand | Software Unit | Software Workspace | Overview | CCSSM | Problem Solving | Worked Examples | Classification Tools | Animations | Explore Tools |
|----------------------------|------------------------------|--|--|--------------------------------------|-----------------|-----------------|----------------------|------------|---------------|
| Statistics and Probability | Measures of Central Tendency | Workspace 1: Calculating Mean, Median, Mode, and Range | Students calculate the mean, median, mode, and range from data sets. | 6.SP.B.5.c | ● | | | | |
| | | Workspace 2: Determining Appropriate Measures | Students use their understanding of mean, median, and mode to determine which was used as the measure of central tendency. | 6.SP.B.5.d | ● | | | | |
| | | Workspace 3: Measuring the Effects of Changing Data Sets | Students calculate mean and median, with and without an additional data value, and compare the original and adjusted measures. | 6.SP.B.5.c | ● | | | | |
| | Displays of Numerical Data | Workspace 1: Creating and Interpreting Stem Plots | Students interpret, create, and analyze stem-and-leaf plots as they learn about the features of the plot type. Students summarize and describe the displays according to shape and numerical summaries. | 6.SP.B.4 6.SP.B.5.a 6.SP.B.5.b | | | | | ● |
| | | Workspace 2: Creating and Interpreting Dot Plots | Students interpret, create, and analyze dot plots as they learn about the features of the plot type. Students summarize and describe the displays according to shape and numerical summaries. | 6.SP.B.4 6.SP.B.5.a 6.SP.B.5.b | | | ● | | ● |
| | | Workspace 3: Creating and Interpreting Histograms | Students watch an animation as they learn how to create a histogram. They also engage with an explore tool to determine the effect of changing the bin size of a histogram. Students summarize and describe the displays according to shape. | 6.SP.B.4 6.SP.B.5.a 6.SP.B.5.b | | | | ● | ● |
| | Mean Absolute Deviation | Workspace 1: Calculating Mean Absolute Deviation | Students develop an understanding of mean absolute deviation and practice calculating with small data sets. | 6.SPA.3 6.SP.B.5.c | | | ● | | |
| | | Workspace 2: Using Mean Absolute Deviation | Students compare the mean absolute deviations and spread of similar data sets. | 6.SPA.3 6.SP.B.5.c | | ● | | | |
| | Box Plots | Workspace 1: Constructing Box Plots | Students examine how to construct box-and-whisker plots and connect the plot to the give-number summary. They use an explore tool to construct their own box-and-whisker plots and answer questions about the plots. | 6.SP.B.4 6.SP.B.5 | | | | | ● |
| | | Workspace 2: Interpreting Box Plots | Students analyze vertical and horizontal box-and-whisker plots to understand the relationship between the shape of the display and the spread of the data set. | 6.SP.B.4 6.SP.B.5 | ● | | | | |