Louisiana Guide to Implementing Eureka Math Squared
Grade 6

To assist teachers with the implementation of the Eureka Math Squared curriculum for Grade 6, this document provides multiple layers of guidance regarding how Eureka Math Squared lessons correlate with the Louisiana Student Standards for Mathematics (LSSM). Eureka Math Squared is a focused, coherent math curriculum that provides ample instructional guidance for teachers. This Louisiana Guide to Implementing Eureka Math Squared goes a step further to point out places in which teachers may need to make strategic decisions considering student needs and time availability by offering a suggested pacing calendar, highlighting the prerequisite standards and grade level standards by unit, detailing standards by lesson, and showcasing the alignment to the Louisiana Student Standards for Mathematics.

Unlike the implementation guides for the original Eureka Math, we are not suggesting the prioritization of lessons. Instead, it is recommended that the lessons be taught in the intended order, especially in the early years of implementing this new curriculum.

The guidance document is considered a “living” document. We believe that educators will find ways to make improvements to the guidance document as they use it. Please send feedback to STEM@la.gov.

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Grade 6 Suggested Implementation Calendar

Grade 6	Module	Approximate Number of Days	Number of Lessons
Weeks 1-6	Module 1: Ratios, Rates, and Percents	26 Days	26 Lessons
Weeks 7-11	Module 2: Operations with Fractions and Multi-Digit Numbers	24 Days	24 Lessons
Weeks 12-14	Module 3: Rational Numbers	17 Days	17 Lessons
Weeks 15-19	Module 4: Expressions and One-Step Equations	25 Days	25 Lessons
Weeks 20-23	Module 5: Area, Surface Area, and Volume	19 Days	19 Lessons
Weeks 24-28	Module 6: Statistics	22 Days	22 Lessons

Alignment to Louisiana Student Standards for Mathematics

Focus in the Standards

Not all content at given grades is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of 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 Practices. 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 on the grade (■). Supporting work (◘) and, where appropriate, additional work (○) can engage students in the major work of the grade.

Grade 6: Standards by Module					
Module 1	**Module 2**	**Module 3**	**Module 4**	**Module 5**	**Module 6**
6.RP.A.1 6.RP.A.2 6.RP.A.3 6.RP.A.3a-d	6.NS.A.1 6.NS.B.2 6.NS.B.3 6.NS.B.4	6.NS.C.5 6.NS.C.6 6.NS.C.6a-c 6.NS.C.7 6.NS.C.7a-d 6.NS.C.8	6.RP.A.3 6.EE.A.1 6.EE.A.3 6.EE.A.4 6.EE.B.5 6.EE.B.6 6.EE.B.7 6.EE.B.8 6.EE.C.9 6.NS.B.4	6.RP.A.3 6.NS.C.8 6.EE.A.2 6.EE.A.3 6.EE.A.4 6.EE.A.7 6.G.A.1 6.G.A.2 6.G.A.3 6.G.A.4	6.SP.A.1 6.SP.A.2 6.SP.A.3 6.SP.B.4 6.SP.B.5 6.SP.B.5a-d
Prerequisite Standards: 4.OA.A.2 5.NF.B.3 5.NF.B.6 5.NF.B.7 5.OA.B.3 5.G.A.2	Prerequisite Standards: 5.NF.B.4 5.NF.B.7 5.NF.B.7a-b 4.OA.B.4	Prerequisite Standards: 3.NF.A.2b 4.NF.A.2 5.NBT.A 5.NBT.A.3	Prerequisite Standards: 4.NBT.B.6 5.OA.A.1 5.OA.A.2	Prerequisite Standards: 3.NF.A.2b 4.NF.A.2 5.NBT.A 5.NBT.A.3 5.G.A.2	Prerequisite Standards: 4.NBT.B.4 6.RP.A.3c 3.MD.B.3 5.MD.B.2 6.NS.B.2

Standards by Lesson

Grade 6: Standards by Lesson	
Module 1 Lessons	**Standards**
1	6.RP.A.3
2	6.RP.A.1
3	6.RP.A.1, 6.RP.A.3
4	6.RP.A.1, 6.RP.A.3
5	6.RP.A.1, 6.RP.A.3
6	6.RP.A.3, 6.RP.A.3a
7	6.RP.A.3a
8	6.RP.A.1, 6.RP.A.3, 6.RP.A.3a
9	6.RP.A.3, 6.RP.A.3a
10	6.RP.A.3, 6.RP.A.3a
11	6.RP.A.1, 6.RP.A.3, 6.RP.A.3a
12	6.RP.A.3a
13	6.RP.A.3a
14	6.RP.A.3a
15	6.RP.A.2, 6.RP.A.3a
16	6.RP.A.2, 6.RP.A.3a, 6.RP.A.3b
17	6.RP.A.2, 6.RP.A.3b
18	6.RP.A.2, 6.RP.A.3a, 6.RP.A.3b
19	6.RP.A.2, 6.RP.A.3b, 6.RP.A.3d
20	6.RP.A.2, 6.RP.A.3b, 6.RP.A.3d
21	6.RP.A.3b, 6.RP.A.3d
22	6.RP.A.3c
23	6.RP.A.3c
24	6.RP.A.3c
25	6.RP.A.3c
26	6.RP.A.3c
Module 2 Lessons	**Standards**
1	6.NS.B.4
2	6.NS.B.4
3	6.NS.B.4
4	6.NS.B.4
5	6.NS.B.4
6	6.NS.A.1
7	6.NS.A.1
8	6.NS.A.1
9	6.NS.A.1
10	6.NS.A.1
11	6.NS.A.1
12	6.NS.A.1
13	6.NS.A.1, 6.NS.B.3

14	6.NS.B.3
15	6.NS 6.NS.B.3
16	6.NS
17	6.NS.B.2
18	6.NS.B.2
19	6.NS.B.2
20	6.NS
21	6.NS.B.3
22	6.NS.B.3
23	6.NS.B.3
24	6.NS.B.3

Module 3 Lessons	Standards
1	6.NS.C.5, 6.NS.C.6
2	6.NS.C.6a, 6.NS.C.6
3	6.NS.C.6, 6.NS.C.6a, 6.NS.C.6c
4	6.NS.C.5, 6.NS.C.6a
5	6.NS.C.6, 6.NS.C.7, 6.NS.C.7a, 6.NS.C.7b
6	6.NS.C.6, 6.NS.C.7, 6.NS.C.7a, 6.NS.C.7b
7	6.NS.C.6, 6.NS.C.7c
8	6.NS.C.6, 6.NS.C.7, 6.NS.C.7d
9	6.NS.C.6, 6.NS.C.7d
10	6.NS.C.6, 6.NS.C.7b
11	6.NS.C.7b, 6.NS.C.7c
12	6.NS.C.6b, 6.NS.C.6c
13	6.NS.C.6b, 6.NS.C.6c
14	6.NS.C.8
15	6.NS.C.6c, 6.NS.C.8
16	6.NS.C.6c, 6.NS.C.8
17	6.NS.C.6c, 6.NS.C.8

Module 4 Lessons	Standards
1	6.EE.A.1
2	6.EE.A.1
3	6.EE.A.1
4	6.EE.A.1
5	6.EE.A.1
6	6.EE.A.1
7	6.EE.A.2, 6.EE.A.2a, 6.EE.A.2b
8	6.EE.A.2, 6.EE.A.2a, 6.EE.A.2b, 6.EE.A.2c
9	6.EE.A.2, 6.EE.A.2a, 6.EE.A.2b, 6.EE.B.6
10	6.EE.A.2, 6.EE.B.6
11	6.EE.A.2, 6.EE.A.2b, 6.EE.A.2c, 6.EE.B.6
12	6.EE.A.2, 6.EE.A.3, 6.EE.A.4

13	6.EE.A.2, 6.EE.A.3, 6.EE.A.4, 6.NS.B.4
14	6.EE.A.2, 6.EE.A.3, 6.EE.A.4, 6.NS.B.4
15	6.EE.A.2, 6.EE.A.3, 6.EE.A.4
16	6.EE.A.2, 6.EE.A.3, 6.EE.A.4, 6.EE.B.6
17	6.EE.A.2, 6.EE.A.2c, 6.EE.B.5, 6.EE.B.7
18	6.EE.A.2, 6.EE.B.5, 6.EE.B.8
19	6.EE.A.2, 6.EE.B.5, 6.EE.B.7
20	6.EE.A.2, 6.EE.B.5, 6.EE.B.7
21	6.EE.A.2, 6.EE.B.7 Modification- Use new digital Lesson 21,1, Understanding Inequalities and Their Solutions (6.EE.B.7), after lesson 21. Lesson 21.1 is available in the digital platform:
	https://digital.greatminds.org/planning/teacher/guidance/5669. Use the lesson 21.1 resources found in this guide. Use the lesson 21.2, Using Equations to Solve Inequalities (6.EE.B.7), after lesson 21.1.
22	6.EE.A.2, 6.RP.A.3
23	6.EE.A.2, 6.RP.A.3, 6.EE.C.9
24	6.EE.A.2, 6.EE.C.9
25	6.EE.A.2, 6.EE.C.9

Module 5 Lessons	Standards
1	6.EE.A.2c, 6.G.A.1
2	6.EE.B.7, 6.G.A.1
3	6.EE.A.2c, 6.G.A.1
4	6.EE.A.3, 6.G.A.1
5	6.NS.C.8, 6.G.A.1, 6.G.A.3
6	6.EE.A.3, 6.G.A.1, 6.G.A.3
7	6.EE.A.3, 6.EE.A.4, 6.G.A.1
8	6.RP.A.3b, 6.G.A.1
9	6.G.A.4
10	6.G.A.4
11	6.G.A.4
12	6.EE.A.2c, 6.EE.A.4, 6.G.A.4
13	6.RP.A.3b, 6.EE.A.2c, 6.G.A.4
14	6.EE.A.2c, 6.G.A.4
15	6.G.A.2
16	6.EE.A.2c, 6.G.A.2
17	6.EE.A.4, 6.G.A.2
18	6.G.A.2
19	6.G.A.2, 6.G.A.4

Module 6 Lessons	Standards
1	6.SP.A.1, 6.SP.B.5b
2	6.SP.A.2, 6.SP.B.5a
3	6.SP.A.2, 6.SP.B.4
4	6.SP.A.2, 6.SP.B.4
5	6.SP.B.4, 6.SP.B.5b
6	6.SP.A.1, 6.SP.B.4
7	6.SP.A.3, 6.SP.B.5c
8	6.SP.A.3, 6.SP.B.5c
9	6.SP.A.2, 6.SP.A.3
10	6.SP.A.3, 6.SP.B.5c Modification- Omit this lesson.
11	6.SP.A.3, 6.SP.B.5c Modification- Omit this lesson.
12	6.SP.A.3, 6.SP.B.5c
13	6.SP.A.3, 6.SP.B.5c Modification- Replace Lesson 13 with new lesson 13.1, Using the Interquartile Range to Describe Variability (6.SP.A.3 and 6.SP.B.5).
14	6.SP.A.2, 6.SP.B.4
15	6.SP.A.3, 6.SP.B.4
16	6.SP.A.3, 6.SP.B.4
17	6.SP.B.1, 6.SP.B.5b Modification- Omit the term *mean absolute deviation* from the Language Support box. Replace the term *mean absolute deviation* with *range* in the second student response in problem 8. Replace Lesson 17 Recap with the new lesson 17 Recap (6.SP.B.5).
18	6.SP.A.2, 6.SP.B.5c Modification- Replace lesson 18 with new lesson 18.1, Connecting Graphical Representations and Summary Measures (6.SP.B.5).
19	6.SP.A.3, 6.SP.B.4 Modification- Omit the single instance of the term *mean absolute deviation.*
20	6.SP.B.5d Modification- Omit problem 5.
21	6.SP.B.5c Modification- Omit this lesson.
22	6.SP.A.3, 6.SP.B.4 Modification- In the *Basketball Players' Heights* student sample poster, replace the term *mean absolute deviation* with *range.* In Land, remove the two references to *mean absolute deviation* from the student responses. Omit *mean absolute deviation* from the sample solution to problem 2 in the Practice. Replace the term *mean absolute deviation* with *range* in the sample student response to problem 2 in the Exit Ticket.

Louisiana Alignment		
Standard Code	Standard Language	Aligned Lessons
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *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."*	Module 1: Lessons 2, 3, 4, 5, 8, 11
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. *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."*	Module 1: Lessons 15, 16, 17, 18, 19, 20
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.	Module 1: Lessons 1, 3, 4, 5, 6, 8, 9, 10, 11
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.	Module 1: Lessons 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18
6.RP.A.3b	Solve unit rate problems including those involving unit pricing and constant speed. *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?*	Module 1: Lessons 16, 17, 18, 19, 20, 21 Module 5, Lessons 8, 13
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.	Module 1: Lessons 22, 23, 24, 25, 26
6.RP.A.3d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	Module 1: Lessons 19, 20, 21

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. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (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?*.	Module 2: Lesson 6, 7, 8, 9, 10, 11, 12, 13
6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm.	Module 2: Lessons 17, 18, 19
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Module 2: Lessons 13, 14, 15, 21, 22, 23, 24
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).*	Module 2: Lessons 1, 2, 3, 4, 5 Module 4: Lessons 13, 14
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.	Module 3: Lessons 1, 4
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.	Module 3: Lessons 1, 2, 3, 5, 6, 7, 8, 9, 10
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.	Module 3: Lessons 2, 3, 4

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.	Module 3: Lessons 12, 13
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.	Module 3: Lessons 3, 12, 13, 15, 16, 17
6.NS.C.7	Understand ordering and absolute value of rational numbers.	Module 3: Lessons 5, 6, 7, 8
6.NS.C.7a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *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*.	Module 3: Lessons 5, 6
6.NS.C.7b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write -3 °C > -7 °C to express the fact that -3 °C is warmer than -7 °C*.	Module 3: Lessons 5, 6, 10, 11
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. *For example, for an account balance of -30 dollars, write |-30| = 30 to describe the size of the debt in dollars*.	Module 3: Lessons 7, 11
6.NS.C.7d	Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars*.	Module 3: Lessons 8, 9
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.	Module 3: Lessons 14, 15, 16, 17 Module 5: Lesson 5

6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.	Module 4: Lessons 1, 2, 3, 4, 5, 6
6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers.	Module 4: Lessons 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25
6.EE.A.2a	Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 - y*.	Module 4: Lessons 7, 8, 9
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. *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*.	Module 4: Lessons 7, 8, 9, 11
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). *For example, use the formulas* $V = s^3$ *and* $A = 6\ s^2$ *to find the volume and surface area of a cube with sides of length* $s = 1/2$.	Module 4: Lessons 8, 11, 17 Module 5: Lessons 1, 3, 12, 13, 14, 16
6.EE.A.3	Apply the properties of operations to generate equivalent expressions. *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*.	Module 4: Lessons 13, 14, 15, 16 Module 5: Lessons 4, 6, 7
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). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*	Module 4: Lessons 13, 14, 15, 16 Module 5: Lessons 7, 12, 17

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.	Module 4: Lessons 17, 18, 19, 20
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.	Module 4: Lessons 9, 10, 11, 16
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 <, >, ≤, and ≥.	Module 4: Lessons 17, 19, 20, 21 Module 5: Lessons 2
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.	Module 4: Lesson 18
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. *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.*	Module 4: Lessons 23, 24, 25
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.	Module 5: Lessons 1, 2, 3, 4, 5, 6, 7, 8

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 $V = l\ w\ h$ 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.	Module 5: Lessons 15, 16, 17, 18, 19
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.	Module 5: Lessons 5, 6
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.	Module 5: Lessons 9, 10, 11, 12, 13, 14, 19
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. *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*.	Module 6: Lessons 1, 6
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.	Module 6: Lessons 2, 3, 4, 9, 14, 18
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.	Module 6: Lessons 7, 8, 9, 10, 11, 12, 13, 15, 16, 19, 22
6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Module 6: Lessons 3, 4, 5, 6, 14, 15, 16, 19, 22
6.SP.B.5	Summarize numerical data sets in relation to their context.	Module 6: Lessons 17, 18
6.SP.B.5a	Reporting the number of observations.	Module 6: Lesson 2

6.SP.B.5b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	Module 6: Lessons 1, 5, 17
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.	Module 6: Lessons 7, 8, 10, 11, 12, 13, 18, 21
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.	Module 6: Lesson 20

Acceleration in Mathematics within the context of Eureka Math Squared Equip

Diagnose:
To begin, use the Pre-Module Assessment to diagnose students' proficiency with essential foundational knowledge. Then use the data from that assessment to do the following:

- Identify possible unfinished student learning.
- Select supporting activities from this guide that best meet the needs of your students.

Plan:
Plan when you might provide student support to accelerate learning by reviewing the Pre-Module Assessment overview which includes at-a-glance information about the material associated with each assessment item and when the foundation content is needed in the current module.

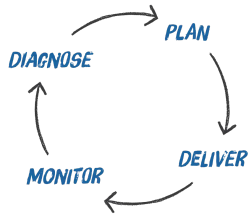
Map out when the supporting activities will be provided to students, individually, in small groups, or with the entire class.

Deliver:
Deliver the supporting activities. Depending on students' needs, select any combination of the supporting activities to teach. Supporting activities are designed to be flexible. Most can be used with a single student, a small group, or even a whole class.

Monitor:
Monitor student progress by analyzing their performance on the Exit ticket from the "Needed By" module lesson, topic quizzes, or end of Module assessments.

Useful Resources:
Eureka Math Squared Equip User Guide

For more information visit the Equip Section in the platform.
*Please log in for the link to work.



Family Resources for Eureka Math Squared

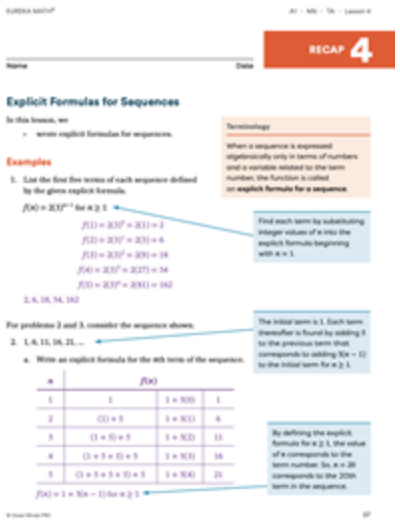
Parents "How can I Help"

Practice Support

- Use the thinking of the "partner" who is solving problems like those in the Practice.

Ask Questions

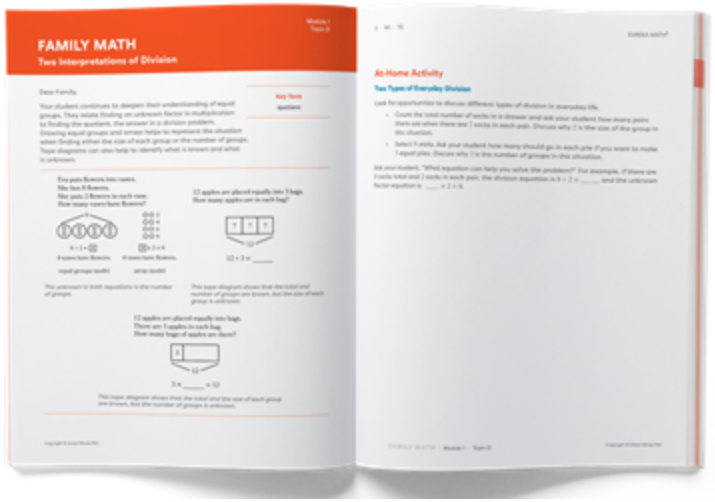
- What do you notice about how they solve the problem?
- How have you solved a problem like this before?
- How can you start the problem?
- What tool can you use?



Lesson Recap for grades 6-9 in the Apply Book

Family Math (K-5) in the Apply Book

- Describes and shows key math concepts.
- Highlights new math vocabulary.
- Provides activities for student and family to do together at home.



Visit the Greatminds Family Math Page:
https://greatminds.org/eureka-math-squared-family-resources