

The Common Core State Standards set ambitious goals for the development of middle school students' statistical thinking. In the present study, we contribute to the knowledge base about how these goals can be met. Specifically, we aimed to learn how students organize quantitative data, perceive aggregates, and discern typical values; we also sought to design an instructional sequence to help these statistical thinking processes develop. The study included four students entering sixth grade, two male and two female. We conducted pre-interviews to assess students' learning needs, taught seven weekly lessons, and administered a post-interview comprised of the same problems used in the pre-interview.