

Pacing Guide for Acuity Readiness Form A Grade 6 - Math (Performance)

Grade	Domain	Cluster	Cluster	Standard Skills	DOK
Grade 05	5.G Geometry	Graph points on the coordinate plane to solve real-world and mathematical problems	Graph points on the coordinate plane to solve real-world and mathematical problems	5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	Level 2 - Using Fundamental Concepts and Procedures
Grade 05	5.NF Number and Operations - Fractions	Apply and extend previous understandings of multiplication and division to multiply and divide fractions	Apply and extend previous understandings of multiplication and division to multiply and divide fractions	5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	Level 3 - Concluding and Explaining/ Level 2 - Using Fundamental Concepts and Procedures
Grade 05	5.NF Number and Operations - Fractions	Apply and extend previous understandings of multiplication and division to multiply and divide fractions	5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	5.NF.4.a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)	Level 3 - Concluding and Explaining
Grade 05	5.NF Number and Operations - Fractions	Apply and extend previous understandings of multiplication and division to multiply and divide fractions	5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	5.NF.4.b Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	Level 3 - Concluding and Explaining
Grade 05	5.OA Operations and Algebraic Thinking	Write and interpret numerical expressions	Write and interpret numerical expressions	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation add 8 and 7, then multiply by 2 as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.	Level 2 - Using Fundamental Concepts and Procedures
Grade 06	6.NS The Number System	Apply and extend previous understandings of numbers to the system of rational numbers	Apply and extend previous understandings of numbers to the system of rational numbers	6.NS.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.	Level 1 - Recognizing and Recalling