

## Pacing Guides for Acuity Readiness Form C Grade 6 - Math

Grade	Domain	Cluster	Cluster	Standard	DOK
Grade 06	6.EE Expressions and Equations	Apply and extend previous understandings of arithmetic to algebraic expressions	Apply and extend previous understandings of arithmetic to algebraic expressions	6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.	Level 1 - Recognizing and Recalling
Grade 06	6.EE Expressions and Equations	Apply and extend previous understandings of arithmetic to algebraic expressions	Apply and extend previous understandings of arithmetic to algebraic expressions	6.EE.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 $3y$ .	Level 2 - Using Fundamental Concepts and Procedures
Grade 06	6.EE Expressions and Equations	Reason about and solve one-variable equations and inequalities	Reason about and solve one-variable equations and inequalities	6.EE.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.	Level 2 - Using Fundamental Concepts and Procedures
Grade 06	6.EE Expressions and Equations	Reason about and solve one-variable equations and inequalities	Reason about and solve one-variable equations and inequalities	6.EE.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.	Level 2 - Using Fundamental Concepts and Procedures
Grade 06	6.G Geometry	Solve real-world and mathematical problems involving area, surface area, and volume	Solve real-world and mathematical problems involving area, surface area, and volume	6.G.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.	Level 1 - Recall
Grade 06	6.G Geometry	Solve real-world and mathematical problems involving area, surface area, and volume	Solve real-world and mathematical problems involving area, surface area, and volume	6.G.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.	Level 2 - Using Fundamental Concepts and Procedures

Grade 06	6.NS The Number System	Compute fluently with multi-digit numbers and find common factors and multiples	Compute fluently with multi-digit numbers and find common factors and multiples	6.NS.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 $4(9 + 2)$ .	Level 1 - Recall
Grade 06	6.NS The Number System	Apply and extend previous understandings of numbers to the system of rational numbers	6.NS.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.	6.NS.6.b 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.	Level 1 - Recall
Grade 06	6.NS The Number System	Apply and extend previous understandings of numbers to the system of rational numbers	6.NS.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.	6.NS.6.c 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.	Level 1 - Recognizing and Recalling
Grade 06	6.NS The Number System	Apply and extend previous understandings of numbers to the system of rational numbers	6.NS.7 Understand ordering and absolute value of rational numbers.	6.NS.7.b Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3$ degrees C $>$ $-7$ degrees C to express the fact that $-3$ degrees C is warmer than $-7$ degrees C.	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.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.	Level 2 - Using Fundamental Concepts and Procedures
Grade 06	6.RP Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems	Understand ratio concepts and use ratio reasoning to solve problems	6.RP.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.	Level 1 - Recognizing and Recalling
Grade 06	6.RP Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems	6.RP.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.	6.RP.3.a 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.	Level 1 - Recall

Grade 06	6.RP Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems	6.RP.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.	6.RP.3.a 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.	Level 2 - Using Fundamental Concepts and Procedures
Grade 06	6.RP Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems	6.RP.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.	6.RP.3.c 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.	Level 2 - Using Fundamental Concepts and Procedures
Grade 06	6.SP Statistics and Probability	Develop understanding of statistical variability	Develop understanding of statistical variability	6.SP.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.	Level 1 - Recall
Grade 06	6.SP Statistics and Probability	Develop understanding of statistical variability	Develop understanding of statistical variability	6.SP.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.	Level 2 - Using Fundamental Concepts and Procedures
Grade 06	6.SP Statistics and Probability	Summarize and describe distributions	6.SP.5 Summarize numerical data sets in relation to their context, such as by:	6.SP.5.b Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	Level 1 - Recall
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Grade 06	6.SP Statistics and Probability	Summarize and describe distributions	6.SP.5 Summarize numerical data sets in relation to their context, such as by:	6.SP.5.c Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), 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.	Level 1 - Recall
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