

Grade 6

PA Common Core Standard	PA Eligible Content	Common Core State Standard
<p>2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems.</p>	<p>M06.A-R.1.1.1 Use ratio language and notation (such as 3 to 4, 3:4, 3/4) to describe a ratio relationship between two quantities. <i>Example 1: “The ratio of girls to boys in a math class is 2:3, because for every 2 girls there are 3 boys.” Example 2: “For every five votes candidate A received, candidate B received four votes.”</i></p>	<p>6.RP.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>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.”</i></p>
	<p>M06.A-R.1.1.2 Find the 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. <i>Example 1: “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.” Example 2: “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”</i></p>	<p>6.RP.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. <i>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.”</i></p>
	<p>M06.A-R.1.1.3 Construct tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and/or plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p>	<p>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. 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.</p>
	<p>M06.A-R.1.1.4 Solve unit rate problems including those involving unit pricing and constant speed. <i>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 rate were lawns being mowed?</i></p>	<p>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. b. Solve unit rate problems including those involving unit pricing and constant speed. <i>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 rate were lawns being mowed?</i></p>

Grade 6		
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	<p>M06.A-R.1.1.5 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.</p>	<p>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. 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.</p>
	<p>NO MATCH</p>	<p>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. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>
<p>2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p>	<p>M06.A-N.1.1.1 Interpret and compute quotients of fractions (including mixed numbers), and solve word problems involving division of fractions by fractions. <i>Example 1: Given a story context for $(2/3) \div (3/4)$, explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = (a/b) \times (d/c) = ad/bc$.)</i> <i>Example 2: How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</i> <i>Example 3: How many $2\ 1/4$-foot pieces can be cut from a $15\ 1/2$-foot board?</i></p>	<p>6.NS.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. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.)</i> <i>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?</i></p>
<p>2.1.6.E.2 Identify and choose appropriate processes to compute fluently with multi-digit numbers.</p>	<p>M06.A-N.2.1.1 Solve problems involving operations (+, −, ×, ÷) with whole numbers, decimals (through thousandths), straight computation or word problems.</p>	<p>6.NS.2. Fluently divide multi-digit numbers using the standard algorithm.</p> <p>6.NS.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>

Grade 6		
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<p>2.1.6.E.3 Develop and/or apply number theory concepts to find common factors and multiples.</p>	<p>M06.A-N.2.2.1 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.</p>	<p>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. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i></p>
	<p>M06.A-N.2.2.2 Apply the distributive property to express a sum of two whole numbers, 1 through 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>Example: Express $36 + 8$ as $4(9 + 2)$.</i></p>	
<p>2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.</p>	<p>M06.A-N.3.1.1 Represent quantities in real-world contexts using positive and negative numbers, explaining the meaning of 0 in each situation (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge).</p>	<p>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.</p>
	<p>M06.A-N.3.1.2 Determine the opposite of a number and 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).</p>	<p>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. a. 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.</p>
	<p>M06.A-N.3.1.3 Locate and plot integers and other rational numbers on a horizontal or vertical number line; locate and plot pairs of integers and other rational numbers on a coordinate plane.</p>	<p>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. 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.</p>

Grade 6

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	NO MATCH	<p>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.</p> <p>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.</p>
	<p>M06.A-N.3.2.1 Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>Example: Write $-3 > -7$ to express the fact that -3 is warmer than -7.</i></p>	<p>6.NS.7. Understand ordering and absolute value of rational numbers.</p> <p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3 > -7$ to express the fact that -3 is warmer than -7.</i></p>
	<p>M06.A-N.3.2.2 Interpret the absolute value of a rational number as its distance from 0 on the number line and as a magnitude for a positive or negative quantity in a real-world situation. <i>Example: For an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars, and recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i></p>	<p>6.NS.7. Understand ordering and absolute value of rational numbers.</p> <p>c. 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. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i></p>
	<p>M06.A-N.3.2.3 Solve real-world and mathematical problems by plotting 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.</p>	<p>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.</p>

Grade 6

Grade 6		
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	NO MATCH	<p>6.NS.7. Understand ordering and absolute value of rational numbers.</p> <p>a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>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.</i></p> <p>d. Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i></p>
<p>2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions.</p>	<p>M06.B-E.1.1.1 Write and evaluate numerical expressions involving whole-number exponents.</p>	<p>6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.</p>
	<p>M06.B-E.1.1.2 Write algebraic expressions from verbal descriptions. <i>Example: Express the description “five less than twice a number” as $2y - 5$.</i></p>	<p>6.EE.2. Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as $5 - y$.</i></p>
	<p>M06.B-E.1.1.3 Identify parts of an expression using mathematical terms (e.g., sum, term, product, factor, quotient, coefficient, quantity). <i>Example: Describe the expression $2(8 + 7)$ as a product of two factors.</i></p>	<p>6.EE.2. Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>b. 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. <i>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.</i></p>
	<p>M06.B-E.1.1.4 Evaluate expressions at specific values of their variables, including expressions that arise from formulas used in real-world problems. <i>Example: Evaluate the expression $b^2 - 5$ when $b = 4$.</i></p>	<p>6.EE.2. Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>c. 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). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</i></p>

Grade 6

Grade 6		
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	<p>M06.B-E.1.1.5 Apply the properties of operations to generate equivalent expressions. <i>Example 1: Apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$. Example 2: Apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$. Example 3: Apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i></p>	<p>6.EE.3 Apply the properties of operations to generate equivalent expressions. <i>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 $3y$.</i></p>
	NO MATCH	<p>6.EE.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). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i></p>
<p>2.2.6.B.2 Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems.</p>	<p>M06.B-E.2.1.1 Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p>	<p>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.</p>
	<p>M06.B-E.2.1.2 Write algebraic expressions to represent real-world or mathematical problems.</p>	<p>6.EE.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.</p>
	<p>M06.B-E.2.1.3 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all non-negative rational numbers.</p>	<p>6.EE.7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.</p>
	<p>M06.B-E.2.1.4 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem and/or represent solutions of such inequalities on number lines.</p>	<p>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.</p>

Grade 6		
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<p>2.2.6.B.3 Represent and analyze quantitative relationships between dependent and independent variables.</p>	<p>M06.B-E.3.1.1 Write an equation to express the relationship between the dependent and independent variables. <i>Example: In a problem involving motion at constant speed, write the equation $d = 65t$ to represent the relationship between distance and time.</i></p>	<p>6.EE.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. <i>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.</i></p>
	<p>M06.B-E.3.1.2 Analyze the relationship between the dependent and independent variables using graphs and tables, and/or relate these to an equation.</p>	
<p>2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.</p>	<p>M06.C-G.1.1.1 Determine the area of triangles and special quadrilaterals (i.e., square, rectangle, parallelogram, rhombus, and trapezoid). Formulas will be provided.</p>	<p>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.</p>
	<p>M06.C-G.1.1.2 Determine the area of irregular or compound polygons. <i>Example: Find the area of a room in the shape of an irregular polygon by composing and/or decomposing.</i></p>	
	<p>M06.C-G.1.1.3 Determine the volume of right rectangular prisms with fractional edge lengths. Formulas will be provided.</p>	<p>6.G.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.</p>
	<p>M06.C-G.1.1.4 Given coordinates for the vertices of a polygon in the plane, use the coordinates to find side lengths and area of the polygon (limited to triangles and special quadrilaterals). Formulas will be provided.</p>	<p>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.</p>

Grade 6		
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	<p>M06.C-G.1.1.5 Represent three-dimensional figures using nets made up of rectangles and triangles.</p> <p>M06.C-G.1.1.6 Determine the surface area of triangular and rectangular prisms (including cubes). Formulas will be provided.</p>	<p>6.G.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.</p>
<p>2.4.6.B.1 Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions.</p>	<p>M06.D-S.1.1.1 Display numerical data in plots on a number line, including dot plots, histograms, and box-and-whisker plots.</p>	<p>6.SP.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p>
	<p>M06.D-S.1.1.2 Determine quantitative measures of center (e.g., median, mean, and/or mode) and variability (e.g., range, interquartile range and/or mean absolute deviation).</p>	<p>6.SP.5. Summarize numerical data sets in relation to their context, such as by: 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.</p>
	<p>M06.D-S.1.1.3 Describe any overall pattern and any deviations from the overall pattern with reference to the context in which the data were gathered.</p>	
	<p>M06.D-S.1.1.4 Relate the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p>	<p>6.SP.5. Summarize numerical data sets in relation to their context, such as by: d. 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.</p>
	NO MATCH	<p>6.SP.5. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</p>
	NO MATCH	<p>6.SP.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>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.</i></p>

Grade 6		
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	NO MATCH	6.SP.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.
	NO MATCH	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.