MATH PRIORITY AND SUPPORTING STANDARDS
GRADE 6

List of Priority Standards as Shown on Report Card			*Notes on Supporting Standards*
Ratios and Proportional Relationships			
		6.RP.1	*Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities supports standard 6.RP.3*
		6.RP.2	*Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship supports standard 6.RP.3*
6.RP.3	Uses ratio and rate reasoning to solve problems.		
		6.MP.1	*Make sense of problems and persevere in solving them supports 6.RP.3.*
		6.MP.8	*Look for and express regularity in repeated reasoning supports 6.RP.3.*
The Number System			
		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 supports standard 6.NS.2*
6.NS.2	Fluently divides multi-digit numbers.		
		6.MP.7	*Look for and make use of structure supports 6.NS.2.*
6.NS.3	Fluently uses four operations on multi-digit decimals.		
		6.MP.7	*Look for and make use of structure supports 6.NS.3.*
		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) supports standard 6.NS.3*

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6.NS.5	Use positive and negative numbers to represent quantities.		
		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. 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. 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 supports standards 6.NS.5 and 6.NS.7.
6.NS.7	Orders and finds absolute value of rational numbers.		
		6.MP.3	Construct viable arguments and critique the reasoning of others supports 6.NS.7.
6.NS.8	Graphs points in all four quadrants of the coordinate plane.		
		6.MP.1	Make sense of problems and persevere in solving them supports 6.NS.8.
Expressions and Equations			
		6.EE.1	Write and evaluate numerical expressions involving whole-number exponents supports standard 6.EE.2.
6.EE.2	Reads, writes, and evaluates expressions that may include variables and exponents.		

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		6.EE.3	*Apply the properties of operations to generate equivalent expressions supports standard 6.EE.2.*
		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) supports standard 6.EE.2.*
		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 supports standard 6.EE.2.*
		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 supports standard 6.EE.7.*
6.EE.7	Write and solve equations with one variable.		
		6.MP.1	*Make sense of problems and persevere in solving them supports 6.EE.7.*
		6.MP.2	*Reason abstractly and quantitatively supports 6EE.7.*
		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 supports standard 6.EE.7.*
		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*

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			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 supports standard 6.EE.7.
Geometry			
6.G.1	Solve problems using area of complex polygons.		
		6.MP.1	*Make sense of problems and persevere in solving them supports 6.G.1.*
6.G.2	Solves problems using volume, including with fractional lengths.		
		6.MP.1	*Make sense of problems and persevere in solving them supports 6.G.2.*
		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 supports standard 6.G.1.*
		6.MP.5	*Use appropriate tools strategically supports 6.G.3.*
		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 supports standard 6.G.1.*
		6.MP.5	*Use appropriate tools strategically supports 6.G.4.*
Statistics and Probability			
		6.SP.1	*Recognize a statistical question as one that anticipates variability in the data related to the question*

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		and accounts for it in the answers supports standard 6.SP.6.
	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 supports standard 6.SP.5.*
	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 supports standard 6.SP.5.*
6.SP.4	Displays numerical data in plots.	
	6.MP.5	*Use appropriate tools strategically supports 6.SP.4.*
6.SP.5	Summarizes numerical data with statistics.	
	6.MP.3	*Construct viable arguments and critique the reasoning of others supports 6.SP.5.*