



Grade 6

COMMON CORE ALIGNMENT OVERVIEW

This document is intended for schools and individuals who use Oak Meadow curriculum and want to comply with Common Core Standards.

Grade 6—ELA Standards

The following standard is not addressed in grade 6 language arts.

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Grade 6—Math

The following Common Core standards are not addressed in Grade 6 Math.

CCSS.MATH.CONTENT.6.EE.C.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. 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.

CCSS.MATH.CONTENT.6.G.A.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.

CCSS.MATH.CONTENT.6.G.A.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.

CCSS.MATH.CONTENT.6.G.A.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.

CCSS.MATH.CONTENT.6.G.A.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.

CCSS.MATH.CONTENT.6.SP.A.1

Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. 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.

CCSS.MATH.CONTENT.6.SP.A.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.

CCSS.MATH.CONTENT.6.SP.A.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.

CCSS.MATH.CONTENT.6.SP.B.4

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

CCSS.MATH.CONTENT.6.SP.B.5

Summarize numerical data sets in relation to their context, such as by:

CCSS.MATH.CONTENT.6.SP.B.5.A

Reporting the number of observations.

CCSS.MATH.CONTENT.6.SP.B.5.B

Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

CCSS.MATH.CONTENT.6.SP.B.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.

CCSS.MATH.CONTENT.6.SP.B.5.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.

