Content Emphasis in the Common Core Standards

Major Areas of Emphasis

Not all of the content in a given grade is emphasized equally in the Common Core Standards. Some clusters of the standards require greater emphasis than others. This greater emphasis may be based on the depth of the ideas, the time that students need to master the concepts, the content's importance to future mathematics topics, or a combination of some or all of these. A greater focus on the most critical material at each grade allows for lessons to go more in-depth and for students to have more time to master concepts and mathematical practices.

The tables on these two pages identify the Major Clusters emphasized by the Common Core Standards and assessments and those that are Supporting and Additional Clusters, In addition, the *Ready®* lessons that correspond to these clusters are also identified.

Use the tables on these pages to help inform instructional decisions regarding the amount of time spent on clusters of varying degrees of emphasis. If you are using *Ready®* as a supplement with another program, you may want to spend more time with the *Ready®* lessons connected to clusters with a major emphasis.

The table below indicates the clusters of Major Emphasis in the Common Core Standards.

Standard Clusters with Major Emphasis	Standards	*Ready®* Lesson(s)
Ratios and Proportional Relationships		
Understand ratio concepts and use ratio reasoning to solve problems.	6.RP.A.1, 6.RP.A.2, 6.RP.A.3	1, 2, 3, 4, 5
The Number System		
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	6.NS.A.1	6, 7
Apply and extend previous understandings of numbers to the system of rational numbers.	6.NS.C.5, 6.NS.C.6, 6.NS.C.7, 6.NS.C.8	12, 13, 14
Expressions and Equations		
Apply and extend previous understandings of arithmetic to algebraic expressions.	6.EE.A.1, 6.EE.A.2, 6.EE.A.3, 6.EE.A.4	15, 16, 17
Reason about and solve one-variable equations and inequalities.	6.EE.B.5, 6.EE.B.6, 6.EE.B.7, 6.EE.B.8	18, 19, 20
Represent and analyze quantitative relationships between dependent and independent variables.	6.EE.C.9	21

Supporting and Additional Areas of Emphasis

Although some clusters have greater emphasis in the Common Core Standards, this does not mean that standards within the clusters identified as Supporting or Additional can be neglected during instruction. Neglecting material will leave gaps in students' skills and understanding and may leave students unprepared for the challenges of a later grade. Standards for topics that are not major emphases are written in such a way as to support and strengthen the areas of major emphasis. This allows for valuable connections that add coherence to the grade.

In addition, the Supporting and Additional clusters provide students with understanding that is essential for success on the Common Core assessments, though they are not a major focus of the assessments. The Common Core assessments will mirror the emphasis developed by the Common Core and highlighted here. Major clusters will represent the majority of the questions on the Common Core assessments, but it is important to note that items identified as being Supporting or Additional will also be included.

The table below indicates the clusters with Supporting or Additional Emphasis in the Common Core Standards.

Standard Clusters with Supporting or Additional Emphasis	Standards	*Ready®* Lesson(s)
The Number System		
Compute fluently with multi-digit numbers and find common factors and multiples.	6.NS.B.2, 6.NS.B.3, 6.NS.B.4	8, 9, 10, 11
Geometry		
Solve real-world and mathematical problems involving area, surface area, and volume.	6.G.A.1, 6.G.A.2, 6.G.A.3, 6.G.A.4	22, 23, 24, 25
Statistics and Probability		
Develop understanding of statistical variability.	6.SP.A.1, 6.SP.A.2, 6.SP.A.3	26, 27
Summarize and describe distributions.	6.SP.B.4, 6.SP.B.5	28, 29

Additional Resources

For more information on Content Emphases, see these helpful resources.

http://www.corestandards.org/other-resources/key-shifts-in-mathematics/

www.parcconline.org/parcc-model-content-frameworks

www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/Math-Content-Specifications.pdf

engageny.org/resource/math-content-emphases/

Correlation Charts

Common Core State Standards Coverage by *Ready® Instruction*

The table below correlates each Common Core State Standard to the *Ready®* Common Core Instruction lesson(s) that offer(s) comprehensive instruction on that standard. Use this table to determine which lessons your students should complete based on their mastery of each standard.

Common Core State Standards for Grade 6 Mathematical Standards	Content Emphasis	*Ready®* Lesson(s)
Ratios and Proportional Relationships		
Understand ratio concepts and use ratio reasoning to solve problems.		
6.RP.A.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."*	Major	1
6.RP.A.2 Understand the concept of a unit rate $\frac{a}{b}$ associated with a ratio $a{:}b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger.*	Major	2
6.RP.A.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.	Major	3, 4, 5
6.RP.A.3a 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.	Major	3
6.RP.A.3b Solve unit rate problems including those involving unit pricing and constant speed. *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?*	Major	4
6.RP.A.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity); solve problems involving finding the whole, given a part and the percent.	Major	5
6.RP.A.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	Major	4
The Number System		
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.		
6.NS.A.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. *For example, create a story context for $\left(\frac{2}{3}\right) \div \left(\frac{3}{4}\right)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $\left(\frac{2}{3}\right) \div \left(\frac{3}{4}\right) = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. (In general, $\left(\frac{a}{b}\right) \div \left(\frac{c}{d}\right) = \frac{ad}{bc}$.) How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{3}{4}$-cup servings are in $\frac{2}{3}$ of a cup of yogurt? How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi?*	Major	6, 7

Common Core State Standards for Grade 6 Mathematical Standards	Content Emphasis	Ready® Lesson(s)
The Number System *continued*		
Compute fluently with multi-digit numbers and find common factors and multiples.		
6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm.	Supporting/ Additional	8
6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Supporting/ Additional	9, 10
6.NS.B.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).*	Supporting/ Additional	11
Apply and extend previous understandings of numbers to the system of rational numbers.		
6.NS.C.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.	Major	12, 13
6.NS.C.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.	Major	12, 14
6.NS.C.6a 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., $2(-3) = 3$, and that 0 is its own opposite.	Major	12
6.NS.C.6b 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.	Major	14
6.NS.C.6c 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.	Major	12, 14
6.NS.C.7 Understand ordering and absolute value of rational numbers.	Major	13
6.NS.C.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *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.*	Major	13
6.NS.C.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write $-3°C > 27°C$ to express the fact that $-3°C$ is warmer than $-7°C$.*	Major	13

Common Core State Standards Coverage by *Ready® Instruction,* *continued*

Common Core State Standards for Grade 6 Mathematical Standards	Content Emphasis	*Ready®* Lesson(s)
The Number System *continued*		
Apply and extend previous understandings of numbers to the system of rational numbers. *continued*		
6.NS.C.7c 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. *For example, for an account balance of −30 dollars, write |−30| = 30 to describe the size of the debt in dollars.*	Major	13
6.NS.C.7d Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than −30 dollars represents a debt greater than 30 dollars.*	Major	13
6.NS.C.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.	Major	14
Expressions and Equations		
Apply and extend previous understandings of arithmetic to algebraic expressions.		
6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.	Major	15
6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers.	Major	16
6.EE.A.2a Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as $5 - y$.*	Major	16
6.EE.A.2b 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. *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.*	Major	16
6.EE.A.2c 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). *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 $s = \frac{1}{2}$.*	Major	16
6.EE.A.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 $3y$.*	Major	17
6.EE.A.4 Identify when two expressions are equivalent (ie., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.*	Major	17

Common Core State Standards for Grade 6 Mathematical Standards	Content Emphasis	*Ready*® Lesson(s)
Expressions and Equations *continued*		
Reason about and solve one-variable equations and inequalities.		
6.EE.B.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.	Major	18, 20
6.EE.B.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.	Major	19
6.EE.B.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.	Major	19
6.EE.B.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.	Major	20
Represent and analyze quantitative relationships between dependent and independent variables.		
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*	Major	21
Geometry		
Solve real-world and mathematical problems involving area, surface area, and volume.		
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.	Supporting/ Additional	22
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 $V = \ell wh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	Supporting/ Additional	25

Common Core State Standards for Grade 6 Mathematical Standards	Content Emphasis	Ready® Lesson(s)
Geometry *continued*		
Solve real-world and mathematical problems involving area, surface area, and volume. *continued*		
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.	Supporting/ Additional	23
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.	Supporting/ Additional	24
Statistics and Probability		
Develop understanding of statistical variability.		
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.*	Supporting/ Additional	26
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.	Supporting/ Additional	27
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.	Supporting/ Additional	27
Summarize and describe distributions.		
6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Supporting/ Additional	28
6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:	Supporting/ Additional	29
6.SP.B.5a Reporting the number of observations.	Supporting/ Additional	29
6.SP.B.5b Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	Supporting/ Additional	29
6.SP.B.5c 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.	Supporting/ Additional	29
6.SP.B.5d 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.	Supporting/ Additional	29

Interim Assessment Correlations

Depth of Knowledge and Standards Coverage by *Ready® Instruction*

The table below show the depth-of-knowledge (DOK) level for the items in the Interim Assessments as well as the standard(s) addressed, and the corresponding *Ready® Instruction* lesson(s) being assessed by each item. Use this information to adjust lesson plans and focus remediation.

Question	DOK[1]	Standard(s)	*Ready®* Lesson(s)
Unit 1: Ratios and Proportional Relationships			
1	2	6.RP.A.2	2
2	2	6.RP.A.3d	4
3	2	6.RP.A.1	1
4	2	6.RP.A.3a	3
5	2	6.RP.A.3b	4
6	2	6.RP.A.3c	5
PT	3	6.RP.A.1, 6.RP.A.2, 6.RP.A.3b, 6.RP.A.3d	1, 2, 4
Unit 2: The Number System			
1	2	6.NS.A.1	6, 7
2	1	6.NS.B.3	9, 10
3	2	6.NS.C.6b	14
4	2	6.NS.C.5	12
5	2	6.NS.C.7b, 6.NS.C.7c	13
6	2	6.NS.C.8	14
7	3	6.NS.B.4	11
PT	3	6.NS.A.1, 6.NS.B.3	6, 7, 9, 10
Unit 3: Expressions and Equations			
1	1	6.EE.A.1	15
2	2	6.EE.B.7	19
3	2	6.EE.A.4	17
4	2	6.EE.C.9	21
5	1	6.EE.A.2c	16
6	2	6.EE.B.8	20
PT	3	6.EE.A.2a, 6.EE.A.2b, 6.EE.A.2c, 6.EE.B.7, 6.EE.C.9	16, 19, 21

[1]Depth of Knowledge levels:
1. The item requires superficial knowledge of the standard.
2. The item requires processing beyond recall and observation.
3. The item requires explanation, generalization, and connection to other ideas.

Interim Assessment Correlations, *continued*

Question	DOK[1]	Standard(s)	*Ready*® Lesson(s)
Unit 4: Geometry			
1	2	6.G.A.1	22
2	2	6.G.A.1	22
3	2	6.G.A.2	25
4	1	6.G.A.2	25
5	2	6.G.A.3	23
PT	3	6.G.A.2, 6.G.A.4, 6.RP.A.3a, 6.NS.B.3, 6.NS.B.4	3, 9, 10, 11, 24, 25
Unit 5: Statistics and Probability			
1	2	6.SP.B.4	28
2	1	6.SP.A.3	27
3	2	6.SP.A.3, 6.SP.B.5c	27, 29
4	2	6.SP.A.1	26
5	2	6.SP.B.4	28
6	2	6.SP.B.5c	29
PT	3	6.SP.A.1, 6.SP.A.2, 6.SP.A.3, 6.SP.B.4	26, 27, 28

[1]Depth of Knowledge levels:

1. The item requires superficial knowledge of the standard.
2. The item requires processing beyond recall and observation.
3. The item requires explanation, generalization, and connection to other ideas.

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