

Name	6th Grade Math		Transition Support		PARCC MCF
	Oklahoma Academic Standards for Mathematics		N (New) E (Expanded) M (Moving)	Transition Details	M (Major), S(Supporting), A (Additional)
6.NS.2	CC.6.NS.2 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently divide multi-digit numbers using the standard algorithm.		E	OK.5.2.1.d, OK.5.2.2.c	A
6.NS.3	CC.6.NS.3 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.		E	OK.5.2.1.d	A
6.NS.3-1	CC.6.NS.3-1 Fluently add multi-digit decimals using the standard algorithm.		E	OK.5.2.2.a	A
6.NS.3-2	CC.6.NS.3-2 Fluently subtract multi-digit decimals using the standard algorithm.		E	OK.5.2.2.a	A
6.NS.3-3	CC.6.NS.3-3 Fluently multiply multi-digit decimals using the standard algorithm.		E	OK.6.2.2.b	A
6.NS.3-4	CC.6.NS.3-4 Fluently divide multi-digit decimals using the standard algorithm		E	OK.6.2.2.b	A
6.NS.4	CC.6.NS.4 Compute fluently with multi-digit numbers and find common factors and multiples. 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		E	OK.5.2.1.d	A
6.NS.4-1	CC.6.NS.4-1 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.		E	OK.5.2.1.d	A
6.NS.4-2	CC.6.NS.4-2 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 $4(9 + 2)$.		E	OK.5.1.3	A
6.SP.01	CC.6.SP.1 Develop understanding of statistical variability. 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.		E	OK.5.5.1.b	A
6.SP.02	CC.6.SP.2 Develop understanding of statistical variability. 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.		E	OK.5.5.1.b, OK.5.5.3. OK.6.5.1	A
6.SP.03	CC.6.SP.3 Develop understanding of statistical variability. 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.		E	OK.6.5.3, OK.7.5.3, OK.8.5.3	A

6.SP.04	CC.6.SP.4 Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	E	OK.6.5.1, OK.7.5.1, OK.8.5.1	A
6.SP.05	CC.6.SP.5 Summarize and describe distributions. 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. -- 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 was gathered. -- d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.	E	.6.5.3, OK.7.5.1, OK.7.5.3, OK.8.	A
6.EE.01	CC.6.EE.1 Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents.	E	OK.6.1.2, OK.6.1.3, OK.6.2.e	M
6.EE.01-1	CC.6.EE.1 Write numerical expressions involving whole-number exponents.	E	OK.6.2.2.e	M
6.EE.01-2	CC.6.EE.1-2 Evaluate numerical expressions involving whole-number exponents.	E	OK.6.2.2.e	M
6.EE.02	CC.6.EE.2 Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers.	E	OK.6.1.4	M
6.EE.02a	CC.6.EE.2a Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.	E	OK.6.1.2	M
6.EE.02b	CC.6.EE.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.	E		M
6.EE.02c	CC.6.EE.2c Evaluate expressions at specific values for their variables. Include expressions that arise from formulas 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 $s = \frac{1}{2}$.	E	OK.6.1.3, OK.6.2.2.e, OK.7.2.2.c	M
6.EE.02c-1	CC.6.EE.2c-1 Evaluate expressions at specific values for their variables. Include expressions that arise from formulas 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 $s = \frac{1}{2}$.	E	OK.6.2.2.e	M
6.EE.02c-2	CC.6.EE.2c-2 Include expressions that arise from formulas in real-world problems. 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 $s = \frac{1}{2}$.	E	OK.6.1.3	M
6.EE.03	CC.6.EE.3 Apply and extend previous understandings of arithmetic to algebraic expressions. 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 $3y$. 6.c.1.1 Base explanations/reasoning on the properties of operations	E	OK.6.1.4	M

6.EE.04	CC.6.EE.4 Apply and extend previous understandings of arithmetic to algebraic expressions. Identify when two expressions are equivalent (i.e., 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. 6.C.1.1 Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 6.EE.3, 6.EE4 6.C.7 Construct autonomously, chains of reasoning that will justify or refute propositions or conjectures. Content Scope: Knowledge and skills articulated in 6.EE.4	N	OK.8.1.1	M
6.EE.05-1	CC.6.EE.5 Reason about and solve one-variable equations and inequalities. 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?	E	OK.6.1.4, OK.8.1.2	M
6.EE.05	CC.6.EE.5 Reason about and solve one-variable equations and inequalities. 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. 6.C.6 Given an equation, present the solution steps as a logical argument that concludes with a solution. Content Scope: Knowledge and skills articulated in 6.EE.B	E	OK.6.1.4, OK.7.1.3	M
6.EE.-5-2	CC.6.EE.5 Reason about and solve one-variable equations and inequalities. Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	N	OK.7.1.3	M
6.EE.06	CC.6.EE.6 Reason about and solve one-variable equations and inequalities. 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. Given an equation, present the solution steps as a logical argument that concludes with a solution. Content Scope: Knowledge and skills articulated in 6.EE.B	E	OK.6.1.4, OK.7.1.3	M
6.EE.07	CC.6.EE.7 Reason about and solve one-variable equations and inequalities. 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. 6.Int.1 Solve two-step word problems requiring operations on multi-digit whole numbers or decimals. 6.C.6 Given an equation, present the solution steps as a logical argument that concludes with a solution. Content Scope: Knowledge and skills articulated in 6.EE.B 6.D.1 Solve multi-step contextual word problem with degree of difficulty appropriate to Grade 6, requiring application of knowledge and skills articulated in the Evidence Statements on the PBA (excludes Reasoning Evidence Statements).	E	OK.6.1.3, OK.6.1.4, OK.7.1.3	M
6.EE.08	CC.6.EE.8 Reason about and solve one-variable equations and inequalities. 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. 6.C.6 Given an equation, present the solution steps as a logical argument that concludes with a solution. Content Scope: Knowledge and skills articulated in 6.EE.B	N	OK.6.1.4, OK.7.1.3, OK.8.1.2	M
6.EE.09	CC.6.EE.9 Represent and analyze quantitative relationships between dependent and independent variables. 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	N	OK.8.1.1c,d	M
6.NS.1	CC.6.NS.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions. 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 $(2/3) \div (3/4)$ and use a visual fraction model to	E	OK.6.2.2.a	M

6.NS.1-2	CC.6.NS.1-2 Solve word problems involving division of fractions by fractions. 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?	E	OK.6.2.2.a	M
6.NS.5	CC.6.NS.5 Apply and extend previous understandings of numbers to the system of rational numbers. 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, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	E	OK.5.2.1.c, OK.7.2.1.a	M
6.NS.6	CC.6.NS.6 Apply and extend previous understandings of numbers to the system of rational numbers. 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.C.4 Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 6.NS.6, 6.NS.7 s. Base explanations/reasoning on a coordinate plane diagram (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 6.NS.6, 6.NS. 7, 6.NS.8	E	OK.6.3.3	M
6.NS.06b-1	CC.6.NS.6-1b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane;	E		M
6.NS.06a	CC.6.NS.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., $-(-3) = 3$, and that 0 is its own opposite.	E	OK.6.3.3, OK.7.2.1.a	M
6.NS.06b-2	CC.6.NS.6b recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	E		M
6.NS.06b	CC.6.NS.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.	E	OK.6.3.3, OK.7.3.3	M
6.NS.06c	CC.6.NS.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.	E	OK.6.3.3	M
6.NS.06c-1	CC.6.NS.6c-1 Find and position integers and other rational numbers on a horizontal or vertical number line diagram;	E	OK.6.3.3	M
6.NS.06c-2	CC.6.NS.6c-2 Find and position pairs of integers and other rational numbers on a coordinate plane.	E	OK.6.3.3	M
6.NS.07	CC.6.NS.7 Apply and extend previous understandings of numbers to the system of rational numbers. Understand ordering and absolute value of rational numbers. 6.C.4 Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 6.NS.6, 6.NS.7 Base explanations/reasoning on a coordinate plane diagram (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 6.NS.6, 6.NS. 7, 6.NS.8	E	OK.7.2.1.a	M
6.NS.07a	CC.6.NS.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.	E	OK.7.2.1.a	M
6.NS.07b	CC.6.NS.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .	E	OK.6.2.1, OK.7.2.1.a	M

6.NS.07c	CC.6.NS.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.	E	OK.5.2.1.c, OK.7.2.1.a	M
6.NS. 07c-1	CC.6.NS.7c-1 Understand the absolute value of a rational number as its distance from 0 on the number line.	E	OK.5.2.1.c, OK.7.2.1.a	M
6.NS.07c-2	CC.6.NS.7c-2 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.	E	OK.5.2.1.c, OK.7.2.1.a	M
6.NS.07d	CC.6.NS.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.	N		M
6.NS.08	CC.6.NS.8 Apply and extend previous understandings of numbers to the system of rational numbers. 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. Base explanations/reasoning on a coordinate plane diagram (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 6.NS.6, 6.NS. 7, 6.NS.8	E	OK.6.3.3	M
6.RP.01	CC.6.RP.1 Understand ratio concepts and use ratio reasoning to solve problems. 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." 6.C.8.1 Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1\ 4\ 5\ 7\ 12\ +=+=$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions. Content Scope: Knowledge and skills articulated in 6.RP.A	N	OK.7.2.1.c	M
6.RP.02	CC.6.RP.2 Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ (b not equal to zero), 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 $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger." (Expectations for unit rates in this grade are limited to non-complex fractions.)) The testing interface can provide students with a calculation aid of the specified kind for these tasks. ii) Expectations for ratios in this grade are limited to ratios of non-complex fractions. (See footnote, CCSS p 42) The initial numerator and denominator should be whole numbers.	N	OK.7.2.1.c, OK.7.2.2.a	M
6.RP.03	CC.6.RP.3 Understand ratio concepts and use ratio reasoning to solve problems. 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.) The testing interface can provide students with a calculation aid of the specified kind for these tasks. ii) Expectations for ratios in this grade are limited to ratios of non-complex fractions. (See footnote, CCSS p 42) The initial numerator and denominator should be whole numbers.	N	OK.7.2.1.c, OK.7.2.2.a	M
6.RP.03a	CC.6.RP.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.	E	OK.6.5.1, OK.7.1.1, OK.7.2.2.a	M

6.RP.03b	CC.6.RP.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?	N	OK.7.2.2.b	M
6.RP.03c	CC.6.RP.3c 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.	E	OK.6.2.1, OK.6.2.2.c	M
6.RP.03d	CC.6.RP.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	E	OK.5.4.1.c+J88	M
6.G.01	CC.6.G.1 Solve real-world and mathematical problems involving area, surface area, and volume. Find 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.	N	OK.7.4.1, OK.8.4.1	S
6.G.02	CC.6.G.2 Solve real-world and mathematical problems involving area, surface area, and volume. 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.	N	OK.7.4.1, OK.8.4.1	S
6.G.02-1	CC.6.G.2-1 Solve real-world and mathematical problems involving area, surface area, and volume. 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.			S
6.G.02-2	CC.6.G.2-2 Solve real-world and mathematical problems involving area, surface area, and volume. 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.			S
6.G.03	CC.6.G.3 Solve real-world and mathematical problems involving area, surface area, and volume. 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.	E	OK.6.3.3, OK.7.4.1, OK.8.4.1	S
6.G.04	CC.6.G.4 Solve real-world and mathematical problems involving area, surface area, and volume. 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.	E	OK.7.4.1, OK.8.3.1, OK.8.4.1	S