# SIDE BY SIDE OF OKLAHOMA PASS STRANDS AND COMMON CORE STANDARDS

| PASS | | | Strand and Standard | | |
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| **Strand** | **Standard #** | **PASS** | | **Grade** | **Common Core State Standard** |
| **SIXTH GRADE** | | | | | |
| *** Legends/Abbreviations can be found in a separate table.** | | | | | |
| A | 1 | **Standard 1: Algebraic Reasoning: Patterns and Relationships - The student will use algebraic methods to describe patterns, simplify and write algebraic expressions and equations, and solve simple equations in a variety of contexts.** | | | |
| A | 1.1 | Generalize and extend patterns and functions using tables, graphs, and number properties (e.g., number sequences, prime and composite numbers, recursive patters like the Fibonacci numbers). | F.1 | 8 | Define, evaluate, and compare functions. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Function notation is not required in Grade 8.) |
| A | 1.2 | Write algebraic expressions and simple equations that correspond to a given situation. | EE.1 | 6 | Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents. |
| A | 1.2 | Write algebraic expressions and simple equations that correspond to a given situation. | EE.2a | 6 | 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. |
| A | 1.3 | Use substitution to simplify and evaluate algebraic expressions (e.g., if x = 5 evaluate 3 - 5x). | EE.1 | 6 | Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents. |

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| A | 1.3 | Use substitution to simplify and evaluate algebraic expressions (e.g., if x = 5 evaluate 3 - 5x). | EE.2c | 6 | 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 = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2. |
| A | 1.3 | Use substitution to simplify and evaluate algebraic expressions (e.g., if x = 5 evaluate 3 - 5x). | EE.7 | 6 | 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. |
| A | 1.4 | Write and solve one-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g., 1/3x = 9). | EE.2 | 6 | Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. |
| A | 1.4 | Write and solve one-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g., 1/3x = 9). | EE.3 | 6 | 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. |
| A | 1.4 | Write and solve one-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g., 1/3x = 9). | EE.5 | 6 | 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. |

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| A | 1.4 | Write and solve one-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g., 1/3x = 9). | EE.6 | 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. |
| A | 1.4 | Write and solve one-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g., 1/3x = 9). | EE.7 | 6 | 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. |
| A | 1.4 | Write and solve one-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g., 1/3x = 9). | EE.8 | 6 | 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. |
| 2(N) | 2 | **Standard 2: Number Sense and Operation - The student will use numbers and number relationships to solve a variety of problems. The student will estimate and compute with integers, fractions, and decimals.** | | | |
| 2(N) | 2.1 | Number Sense: Convert compare, and order decimals, fractions, and percents using a variety of methods. | RP.3c | 6 | 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. |
| 2(N) | 2.1 | Number Sense: Convert compare, and order decimals, fractions, and percents using a variety of methods. | NS.2d | 7 | Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. |
| 2(N) | 2.2a | Number Operations: Multiply and divide fractions and mixed numbers to solve problems using a variety of methods. | NF.4 | 4 | Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.) |

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| 2(N) | 2.2a | Number Operations: Multiply and divide fractions and mixed numbers to solve problems using a variety of methods. | NF.4b | 4 | Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.) |
| 2(N) | 2.2a | Number Operations: Multiply and divide fractions and mixed numbers to solve problems using a variety of methods. | NF.4c | 4 | Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? |
| 2(N) | 2.2a | Number Operations: Multiply and divide fractions and mixed numbers to solve problems using a variety of methods. | NF.3 | 5 | Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? |
| 2(N) | 2.2a | Number Operations: Multiply and divide fractions and mixed numbers to solve problems using a variety of methods. | NF.4 | 5 | Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. |

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| 2(N) | 2.2a | Number Operations: Multiply and divide fractions and mixed numbers to solve problems using a variety of methods. | NF.4b | 5 | Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. |
| 2(N) | 2.2a | Number Operations: Multiply and divide fractions and mixed numbers to solve problems using a variety of methods. | NF.5 | 5 | Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret multiplication as scaling (resizing) by:<br>-- a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.<br>-- b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n×a) / (n×b) to the effect of multiplying a/b by 1. |
| 2(N) | 2.2a | Number Operations: Multiply and divide fractions and mixed numbers to solve problems using a variety of methods. | NF.6 | 5 | Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. |

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| 2(N) | 2.2a | Number Operations: Multiply and divide fractions and mixed numbers to solve problems using a variety of methods. | NF.7 | 5 | Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.) |
| 2(N) | 2.2a | Number Operations: Multiply and divide fractions and mixed numbers to solve problems using a variety of methods. | NF.7a | 5 | Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4 and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3. |
| 2(N) | 2.2a | Number Operations: Multiply and divide fractions and mixed numbers to solve problems using a variety of methods. | NF.7b | 5 | Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5) and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4. |
| 2(N) | 2.2a | Number Operations: Multiply and divide fractions and mixed numbers to solve problems using a variety of methods. | NF.7c | 5 | Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins? |

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| 2(N) | 2.2a | Number Operations: Multiply and divide fractions and mixed numbers to solve problems using a variety of methods. | NS.1 | 6 | 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) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) 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? |
| 2(N) | 2.2b | Number Operations: Multiply and divide decimals with one- or two-digit multipliers or divisors to solve problems. | NBT.7 | 5 | Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. |
| 2(N) | 2.2b | Number Operations: Multiply and divide decimals with one- or two-digit multipliers or divisors to solve problems. | NS.3 | 6 | 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. |
| 2(N) | 2.2c | Number Operations: Estimate and find solutions to single and multi-step problems using whole numbers, decimals, fractions, and percents (e.g., 7/8 + 8/9 is about 2, 3.9 + 5.3 is about 9). | RP.3c | 6 | 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. |
| 2(N) | 2.2d | Number Operations: Use the basic operations on integers to solve problems. | NS.1a | 7 | Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. |

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| 2(N) | 2.2d | Number Operations: Use the basic operations on integers to solve problems. | NS.2a | 7 | Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. |
| 2(N) | 2.2d | Number Operations: Use the basic operations on integers to solve problems. | NS.2b | 7 | Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers then –(p/q) = (–p)/q = p/(–q). Interpret quotients of rational numbers by describing real-world contexts. |
| 2(N) | 2.2e | Number Operations: Build and recognize models of multiples to develop the concept of exponents and simplify numerical expressions with exponents and parentheses using order of operations. | OA.1 | 5 | Write and interpret numerical expressions. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. |
| 2(N) | 2.2e | Number Operations: Build and recognize models of multiples to develop the concept of exponents and simplify numerical expressions with exponents and parentheses using order of operations. | EE.1 | 6 | Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents. |
| 2(N) | 2.2e | Number Operations: Build and recognize models of multiples to develop the concept of exponents and simplify numerical expressions with exponents and parentheses using order of operations. | EE.2c | 6 | 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 = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2. |
| 3(G) | 3 | **Standard 3: Geometry - The student will use geometric properties and relationships to recognize, describe, and analyze shapes and representations in a variety of contexts.** | | | |
| 3(G) | 3.1 | Compare and contrast the basic characteristics of three-dimensional figures (pyramids, prisms, cones, and cylinders). | | | |

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| 3(G) | 3.2 | Compare and contrast congruent and similar figures. | G.2 | 8 | Understand congruence and similarity using physical models, transparencies, or geometry software. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. |
| 3(G) | 3.2 | Compare and contrast congruent and similar figures. | G.4 | 8 | Understand congruence and similarity using physical models, transparencies, or geometry software. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. |
| 3(G) | 3.3 | Identify the characteristics of the rectangular coordinate system and use them to locate points and describe shapes drawn in all four quadrants. | G.1 | 5 | Graph points on the coordinate plane to solve real-world and mathematical problems. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). |

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| 3(G) | 3.3 | Identify the characteristics of the rectangular coordinate system and use them to locate points and describe shapes drawn in all four quadrants. | G.2 | 5 | Graph points on the coordinate plane to solve real-world and mathematical problems. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. |
| 3(G) | 3.3 | Identify the characteristics of the rectangular coordinate system and use them to locate points and describe shapes drawn in all four quadrants. | NS.6 | 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. |
| 3(G) | 3.3 | Identify the characteristics of the rectangular coordinate system and use them to locate points and describe shapes drawn in all four quadrants. | NS.6a | 6 | 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. |
| 3(G) | 3.3 | Identify the characteristics of the rectangular coordinate system and use them to locate points and describe shapes drawn in all four quadrants. | NS.6b | 6 | 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. |
| 3(G) | 3.3 | Identify the characteristics of the rectangular coordinate system and use them to locate points and describe shapes drawn in all four quadrants. | NS.6c | 6 | 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. |
| 3(G) | 3.3 | Identify the characteristics of the rectangular coordinate system and use them to locate points and describe shapes drawn in all four quadrants. | NS.8 | 6 | 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. |

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| 3(G) | 3.3 | Identify the characteristics of the rectangular coordinate system and use them to locate points and describe shapes drawn in all four quadrants. | G.3 | 6 | 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. |
| 4(M) | 4 | **Standard 4: Measurement - The student will use measurements within the metric and customary systems to solve problems in a variety of contexts.** | | | |
| 4(M) | 4.1 | Use formulas to find the circumference and area of circles in terms of pi. | | | |
| 4(M) | 4.2 | Convert, add, or subtract measurements within the same system to solve problems (e.g., 9' 8" + 3' 6, 150 minutes = __ hours and __ minutes, 6 square inches = __ square feet). | | | |
| 5(D) | 5 | **Standard 5: Data Analysis - The student will use data analysis, probability, and statistics to interpret data in a variety of contexts.** | | | |
| 5(D) | 5.1 | Data Analysis: Organize, construct displays, and interpret data to solve problems (e.g., data from student experiments, tables, diagrams, charts, graphs). | MD.2 | 5 | Represent and interpret data. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. |
| 5(D) | 5.1 | Data Analysis: Organize, construct displays, and interpret data to solve problems (e.g., data from student experiments, tables, diagrams, charts, graphs). | SP.4 | 6 | Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots. |
| 5(D) | 5.1 | Data Analysis: Organize, construct displays, and interpret data to solve problems (e.g., data from student experiments, tables, diagrams, charts, graphs). | RP.3a | 6 | 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. |

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| 5(D) | 5.2 | Probability: Use the fundamental counting principle on sets with up to five items to determine the number of possible combinations. | | | |
| 5(D) | 5.3 | Central Tendency: Find the measures of central tendency (mean, median, mode, and range) of a set of data (with and without outliers) and understand why a specific measure provides the most useful information in a given context. | SP.3 | 6 | 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. |
| 5(D) | 5.3 | Central Tendency: Find the measures of central tendency (mean, median, mode, and range) of a set of data (with and without outliers) and understand why a specific measure provides the most useful information in a given context. | SP.5 | 6 | Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by:<br>-- a. Reporting the number of observations.<br>-- b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.<br>-- 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.<br>-- 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. |
| 5(Rep) | 5.1 | Use a variety of representations to organize and record data (e.g., use concrete, pictorial, and symbolic representations). | | | |
| 5(Rep) | 5.2 | Use representations to promote the communication of mathematical ideas (e.g., number lines, rectangular coordinate systems, scales to illustrate the balance of equations). | | | |
| 5(Rep) | 5.3 | Develop a variety of mathematical representations that can be used flexibly and appropriately (e.g., base-10 blocks to represent fractions and decimals, appropriate graphs to represent data). | | | |

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| 5(Rep) | 5.4 | Use a variety of representations to model and solve physical, social, and mathematical problems (e.g., geometric objects, pictures, charts, tables, graphs). | | | |
| | | | NS.7c | 6 | 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. |
| | | | EE.2b | 6 | 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. |
| | | | EE.4 | 6 | 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. |