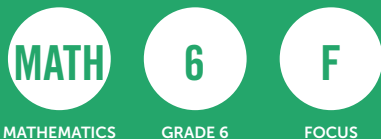


# CCSS WHERE TO FOCUS GRADE 6 MATHEMATICS



This document shows where students and teachers should spend the large majority of their time in order to meet the expectations of the Standards.

Not all content in a given grade is emphasized equally in the Standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the Standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade.

Students should spend the large majority<sup>1</sup> of their time on the major work of the grade (■). Supporting work (▣) and, where appropriate, additional work (●) can engage students in the major work of the grade.<sup>2, 3</sup>

## MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 6

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters    ▣ Supporting Clusters    ● Additional Clusters

- 6.RP.A | ■ Understand ratio concepts and use ratio reasoning to solve problems.
- 6.NS.A | ■ Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- 6.NS.B | ● Compute fluently with multi-digit numbers and find common factors and multiples.
- 6.NS.C | ■ Apply and extend previous understandings of numbers to the system of rational numbers.
- 6.EE.A | ■ Apply and extend previous understandings of arithmetic to algebraic expressions.
- 6.EE.B | ■ Reason about and solve one-variable equations and inequalities.
- 6.EE.C | ■ Represent and analyze quantitative relationships between dependent and independent variables.
- 6.G.A | ▣ Solve real-world and mathematical problems involving area, surface area, and volume.
- 6.SP.A | ● Develop understanding of statistical variability.
- 6.SP.B | ● Summarize and describe distributions.

## HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

## REQUIRED FLUENCIES FOR GRADE 6

6.NS.B.2	Multi-digit division
6.NS.B.3	Multi-digit decimal operations

<sup>1</sup> At least 65% and up to approximately 85% of class time, with Grades K–2 nearer the upper end of that range, should be devoted to the major work of the grade. For more information, see Criterion #1 of the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics [www.achievethecore.org/publisherscriteria](http://www.achievethecore.org/publisherscriteria).

<sup>2</sup> Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics [www.achievethecore.org/publisherscriteria](http://www.achievethecore.org/publisherscriteria).

<sup>3</sup> Note, the critical areas are a survey of what will be taught at each grade level; the major work is the subset of topics that deserve the large majority of instructional time during a given year to best prepare students for college and careers.

CCSS  
WHERE TO FOCUS  
GRADE 7  
MATHEMATICS



MATHEMATICS



GRADE 7



FOCUS

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Students should spend the large majority<sup>1</sup> of their time on the major work of the grade (■). Supporting work (▣) and, where appropriate, additional work (●) can engage students in the major work of the grade.<sup>2, 3</sup>

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 7

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters    ▣ Supporting Clusters    ● Additional Clusters

- 7.RP.A ■ Analyze proportional relationships and use them to solve real-world and mathematical problems.
- 7.NS.A ■ Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- 7.EE.A ■ Use properties of operations to generate equivalent expressions.
- 7.EE.B ■ Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- 7.G.A ● Draw, construct and describe geometrical figures and describe the relationships between them.
- 7.G.B ● Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- 7.SP.A ▣ Use random sampling to draw inferences about a population.
- 7.SP.B ● Draw informal comparative inferences about two populations.
- 7.SP.C ▣ Investigate chance processes and develop, use, and evaluate probability models.

HIGHLIGHTS OF MAJOR WORK  
IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

<sup>1</sup> At least 65% and up to approximately 85% of class time, with Grades K–2 nearer the upper end of that range, should be devoted to the major work of the grade. For more information, see Criterion #1 of the K–8 Publishers’ Criteria for the Common Core State Standards for Mathematics [www.achievethecore.org/publisherscriteria](http://www.achievethecore.org/publisherscriteria).

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CCSS  
WHERE TO FOCUS  
GRADE 8  
MATHEMATICS



MATHEMATICS



GRADE 8



FOCUS

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To say that some things have greater emphasis is not to say that anything in the Standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade.

Students should spend the large majority<sup>1</sup> of their time on the major work of the grade (■). Supporting work (▣) and, where appropriate, additional work (●) can engage students in the major work of the grade.<sup>2, 3</sup>

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 8

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters    ▣ Supporting Clusters    ● Additional Clusters

- 8.NS.A | ▣ Know that there are numbers that are not rational, and approximate them by rational numbers.
- 8.EE.A | ■ Work with radicals and integer exponents.
- 8.EE.B | ■ Understand the connections between proportional relationships, lines, and linear equations.
- 8.EE.C | ■ Analyze and solve linear equations and pairs of simultaneous linear equations.
- 8.F.A | ■ Define, evaluate, and compare functions.
- 8.F.B | ■ Use functions to model relationships between quantities.
- 8.G.A | ■ Understand congruence and similarity using physical models, transparencies, or geometry software.
- 8.G.B | ■ Understand and apply the Pythagorean Theorem.
- 8.G.C | ● Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
- 8.SPA | ▣ Investigate patterns of association in bivariate data.

HIGHLIGHTS OF MAJOR WORK  
IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

<sup>1</sup> At least 65% and up to approximately 85% of class time, with Grades K–2 nearer the upper end of that range, should be devoted to the major work of the grade. For more information, see Criterion #1 of the K–8 Publishers’ Criteria for the Common Core State Standards for Mathematics [www.achievethecore.org/publisherscriteria](http://www.achievethecore.org/publisherscriteria).

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# CCSS WHERE TO FOCUS GRADES K–8 MATHEMATICS

An important subset of the major work in grades K–8 is the progression that leads toward middle school algebra.

K	1	2	3	4	5	6	7	8
Know number names and the count sequence	Represent and solve problems involving addition and subtraction	Represent and solve problems involving addition and subtraction	Represent & solve problems involving multiplication and division	Use the four operations with whole numbers to solve problems	Understand the place value system	Apply and extend previous understandings of multiplication and division to divide fractions by fractions	Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers	Work with radical and integer exponents
Count to tell the number of objects	Understand and apply properties of operations and the relationship between addition and subtraction	Add and subtract within 20	Understand properties of multiplication and the relationship between multiplication and division	Generalize place value understanding for multi-digit whole numbers	Perform operations with multi-digit whole numbers and decimals to hundredths	Apply and extend previous understandings of numbers to the system of rational numbers	Analyze proportional relationships and use them to solve real-world and mathematical problems	Understand the connections between proportional relationships, lines, and linear equations**
Compare numbers	Add and subtract within 20	Use place value understanding and properties of operations to add and subtract	Multiply & divide within 100	Use place value understanding and properties of operations to perform multidigit arithmetic	Use equivalent fractions as a strategy to add and subtract fractions	Understand ratio concepts and use ratio reasoning to solve problems	Solve real-life and mathematical problems using numerical and algebraic expressions and equations	Analyze and solve linear equations and pairs of simultaneous linear equations
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	Work with addition and subtraction equations	Measure and estimate lengths in standard units	Solve problems involving the four operations, and identify & explain patterns in arithmetic	Extend understanding of fraction equivalence and ordering	Apply and extend previous understandings of multiplication and division to multiply and divide fractions	Apply and extend previous understandings of arithmetic to algebraic expressions	Reason about and solve one-variable equations and inequalities	Define, evaluate, and compare functions
Work with numbers 11–19 to gain foundations for place value	Extend the counting sequence	Relate addition and subtraction to length	Develop understanding of fractions as numbers	Build fractions from unit fractions by applying and extending previous understandings of operations	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition	Represent and analyze quantitative relationships between dependent and independent variables		Use functions to model relationships between quantities
	Understand place value		Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects	Understand decimal notation for fractions, and compare decimal fractions	Graph points in the coordinate plane to solve real-world and mathematical problems*			
	Use place value understanding and properties of operations to add and subtract		Geometric measurement: understand concepts of area and relate area to multiplication and to addition					
	Measure lengths indirectly and by iterating length units							

\* Indicates a cluster that is well thought of as a part of a student's progress to algebra, but that is currently not designated as major by the assessment consortia in their draft materials. Apart from the one asterisked exception, the clusters listed here are a subset of those designated as major in the assessment consortia's draft documents.

\*\* Depends on similarity ideas from geometry to show that slope can be defined and then used to show that a linear equation has a graph which is a straight line and conversely.