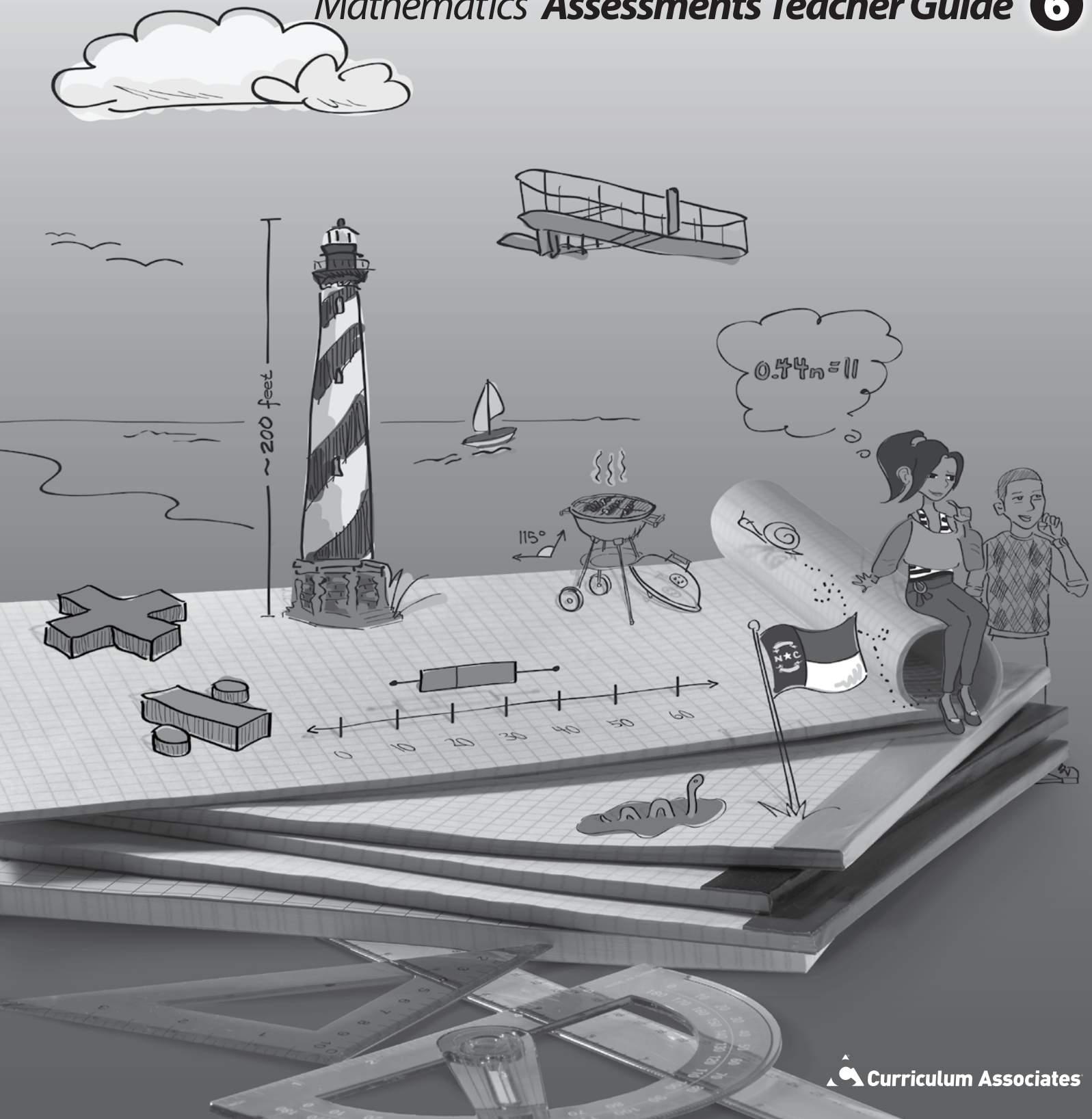


Ready[®] North Carolina

Mathematics **Assessments Teacher Guide** **6**



ISBN 978-0-7609-8620-2
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North Billerica, MA 01862
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For the Teacher

What is *Ready*® North Carolina Assessments?

Ready® North Carolina Assessments is a review program that focuses on the Mathematics strands of the Common Core State Standards for Mathematics. By completing this book, students develop mastery of the Mathematics content standards. To develop this mastery, students answer questions that correlate to the mathematical content strands of the Common Core State Standards.

How does *Ready*® North Carolina Assessments correlate to the Common Core State Standards for Mathematics?

Each assessment has 65 items that address the key skills in Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics and Probability—the parts that comprise the Mathematics strands of the CCSS.

How should I use *Ready*® North Carolina Assessments?

Ready® North Carolina Assessments can be used in various ways.

To use *Ready*® North Carolina Assessments to measure students' progress, use Assessment 1 at the beginning of the year to set the baseline measurement. Then provide focused instruction before students complete Assessment 2 at midyear. Use Assessment 3 after administering the *Ready*® North Carolina Instruction program and identify areas that need further study.

How do I introduce my students to *Ready*® North Carolina Assessments?

Provide each student with a student book and two sharpened No. 2 pencils with a good eraser. Have students read the introduction on the inside front cover of the student book. Tell students to pay particular attention to the tips for answering multiple-choice and gridded-response questions.

Where do students record their answers?

Students record their answers to the multiple-choice questions on the answer form at the back of the student book. Have students remove the answer form and fill in the personal information section. Ensure that each student knows how to fill in the answer bubbles. Remind students that if they change an answer, they should fully erase their first answer. Completed answer forms begin on page 3 of this teacher guide.

What is the correction procedure?

Students should complete one assessment of the *Ready*® North Carolina Assessments in one day. Correct the assessment orally after completion.

As you review the answers, explain concepts that students may not fully understand, and encourage them to discuss the thought process they used to answer the questions. When answers are incorrect, help students understand why their reasoning was faulty. Students sometimes answer incorrectly because of a range of misconceptions about the strategy or skill required. Discussing why choices are incorrect will help students review and clarify the overall content related to a reading or language question.

How should I use the results of *Ready*® North Carolina Assessments?

Ready® North Carolina Assessments provides a quick review of a student's understanding of the Common Core State Standards in Mathematics. It can be a useful diagnostic tool to identify standards that need further study and reinforcement. Use the *Ready*® North Carolina Assessments Answer Key and Correlations, beginning on page 13, to identify the standard that each question has been designed to evaluate. For students who answer a question incorrectly, provide additional instruction and practice through *Ready*® North Carolina Instruction, grade 6. For a list of the Common Core State Standards that *Ready*® North Carolina Assessments assess, see the **Common Core State Standards Coverage by *Ready*® North Carolina Assessments** chart beginning on page 8.

Ready® North Carolina—Mathematics Assessments, Grade 6
Answer Form

Name _____
Teacher _____ Grade _____
School _____ City _____

Assessment 1

1. (A) (B) (C) ●

2.

				2	0	8
	○	○	○	○	○	○
○	○	○	○	○	○	○
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	●	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	●
9	9	9	9	9	9	9

3. (A) ● (C) (D)

4. (A) (B) ● (D)

5. ● (B) (C) (D)

6. (A) (B) ● (D)

7.

				4	9
	○	○	○	○	○
○	○	○	○	○	○
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	●	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	●

8. ● (B) (C) (D)

9. (A) (B) ● (D)

10. (A) (B) ● (D)

11. (A) ● (C) (D)

12.

				2	5
	○	○	○	○	○
○	○	○	○	○	○
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	●	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	●
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

13. (A) (B) (C) ●

14. (A) (B) ● (D)

15. ● (B) (C) (D)

16. (A) (B) ● (D)

17. (A) ● (C) (D)

18. (A) (B) (C) ●

19. (A) (B) (C) ●

20. (A) ● (C) (D)

21. (A) ● (C) (D)

22. ● (B) (C) (D)

23. (A) (B) (C) ●

24. (A) (B) ● (D)

25. ● (B) (C) (D)

26. (A) ● (C) (D)

27. (A) (B) (C) ●

28. (A) (B) (C) ●

29. (A) (B) (C) ●

30. (A) ● (C) (D)

31. (A) (B) ● (D)

32. (A) (B) ● (D)

33. (A) ● (C) (D)

34. ● (B) (C) (D)

35. (A) (B) ● (D)

36. (A) (B) ● (D)

37. ● (B) (C) (D)

38. (A) (B) (C) ●

39. (A) (B) (C) ●

40. ● (B) (C) (D)

41. (A) (B) ● (D)

42. (A) ● (C) (D)

43. ● (B) (C) (D)

44. (A) (B) (C) ●

45. (A) (B) ● (D)

46. (A) ● (C) (D)

47. ● (B) (C) (D)

48. (A) (B) (C) ●

49. ● (B) (C) (D)

50. (A) (B) ● (D)

51.

	2	2	6	.	8
	○	○	○	○	○
○	○	○	○	○	○
0	0	0	0	0	0
1	1	1	1	1	1
2	●	●	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	●	6	6
7	7	7	7	7	7
8	8	8	8	8	●
9	9	9	9	9	9

52. (A) ● (C) (D)

53. ● (B) (C) (D)

54. (A) (B) (C) ●

55. (A) (B) (C) ●

56. ● (B) (C) (D)

57. (A) ● (C) (D)

58. (A) (B) (C) ●

59. ● (B) (C) (D)

60.

			1	2	3
0	0	0	0	0	0
1	1	1		1	1
2	2	2	2		2
3	3	3	3	3	
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

61. Ⓐ Ⓑ ● Ⓓ
62. ● Ⓑ Ⓒ Ⓓ

- 63.**

	2	9	2	.	9
0	0	0	0	0	0
1	1	1	1	1	1
2		2		2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9		9	9	

64. (A) (B) (C) ☒
65. (A) ☒ (C) (D)

1.	(A)	(B)	<input checked="" type="radio"/>	(D)
2.	(A)	<input checked="" type="radio"/>	(C)	(D)
3.	(A)	<input checked="" type="radio"/>	(C)	(D)
4.	(A)	(B)	(C)	<input checked="" type="radio"/>
5.	(A)	<input checked="" type="radio"/>	(C)	(D)
6.	<input checked="" type="radio"/>	(B)	(C)	(D)
7.	(A)	(B)	<input checked="" type="radio"/>	(D)
8.	(A)	<input checked="" type="radio"/>	(C)	(D)
9.	(A)	(B)	(C)	<input checked="" type="radio"/>
10.	(A)	<input checked="" type="radio"/>	(C)	(D)
11.	(A)	<input checked="" type="radio"/>	(C)	(D)

- 12.

	0	.	0	8	6
0		0		0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	
7	7	7	7	7	7
8	8	8	8		8
9	9	9	9	9	9

13. (A) (B) ☒ (C) (D)
14. (A) ☒ (B) (C) (D)
15. (A) (B) (C) ☒ (D)
16. (A) (B) ☒ (C) (D)
17. (A) ☒ (B) (C) (D)
18. (A) (B) ☒ (C) (D)
19. (A) (B) (C) ☒ (D)

- 20.** Ⓐ Ⓑ ● Ⓓ
21. Ⓐ Ⓑ Ⓒ ●
22. ● Ⓑ Ⓒ Ⓓ
23. [] [] [] []

			3	6	0
0	0	0	0	0	
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3		3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6		6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

24. (A) (B) ☒ (C) (D)
25. (A) (B) (C) ☒ (D)
26. ☒ (A) (B) (C) (D)

27.

			5	.	3
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	
4	4	4	4	4	4
5	5	5		5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

28. (A) (B) ● (D)
29. (A) (B) ● (D)
30. ● (B) (C) (D)
31. (A) (B) ● (D)
32. ● (B) (C) (D)
33. (A) (B) ● (D)
34.

--	--	--	--	--

				7	0
0	0	0	0	0	
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7		7
8	8	8	8	8	8
9	9	9	9	9	9

35. (A) (B) (C) (D)
36. (A) (B) (C) (D)
37. (A) (B) (C) (D)
38. (A) (B) (C) (D)
39. (A) (B) (C) (D)
40. (A) (B) (C) (D)
41. (A) (B) (C) (D)
42. (A) (B) (C) (D)
43. (A) (B) (C) (D)

		6	8	.	5
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	
6	6		6	6	6
7	7	7	7	7	7
8	8	8		8	8
9	9	9	9	9	9

44. (A) ☒ (C) ☐ (D)
45. (A) ☒ (C) ☐ (D)
46. (A) (B) ☒ (D)
47. (A) (B) (C) ☒
48. ☒ (B) (C) (D)
49. (A) ☒ (C) (D)
50. (A) (B) (C) ☒
51. (A) (B) ☒ (D)

52. Ⓐ Ⓑ Ⓒ ●
53. Ⓐ ● Ⓒ Ⓓ
54. Ⓐ Ⓑ ● Ⓓ
55. Ⓐ Ⓑ ● Ⓓ
56. Ⓐ Ⓑ Ⓒ ●
57. Ⓐ Ⓑ Ⓒ ●
58. Ⓐ ● Ⓒ Ⓓ
59. Ⓐ Ⓑ Ⓒ ●
60. Ⓐ Ⓑ Ⓒ ●
61. ● Ⓑ Ⓒ Ⓓ
62. Ⓐ Ⓑ ● Ⓓ
- 63.

	1	4	.	8	6
0	0	0	0	0	0
1		1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4		4	4	4
5	5	5	5	5	5
6	6	6	6	6	
7	7	7	7	7	7
8	8	8	8		8
9	9	9	9	9	9

64. (A) ☒ (C) (D)
65. ☒ (B) (C) (D)

Ready® North Carolina—Mathematics Assessments, Grade 6
Answer Form

Name _____
Teacher _____ Grade _____
School _____ City _____

Assessment 3

1. (A) ● (C) (D)
2. (A) (B) (C) ●
3. (A) ● (C) (D)
4. (A) (B) ● (D)
5. (A) (B) (C) ●
6. (A) (B) ● (D)
7. ● (B) (C) (D)
8. (A) ● (C) (D)
9. (A) (B) ● (D)
10. (A) (B) ● (D)
11. (A) (B) (C) ●

12.

				4	5
○	○	○	○	○	○
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	●	4
5	5	5	5	5	●
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

13. (A) (B) (C) ●
14. (A) (B) (C) ●
15. (A) (B) ● (D)
16. (A) (B) ● (D)

17.

				1	6
○	○	○	○	○	○
0	0	0	0	0	0
1	1	1	1	●	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	●
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

18. (A) (B) ● (D)
19. ● (B) (C) (D)
20. (A) (B) (C) ●
21. (A) ● (C) (D)
22. (A) (B) ● (D)
23. ● (B) (C) (D)
24. (A) (B) (C) ●
25. (A) ● (C) (D)

26.

			1	1	3	6
○	○	○	○	○	○	○
0	0	0	0	0	0	0
1	1	1	●	1	1	1
2	2	2	2	2	2	2
3	3	3	3	●	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	●	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

27. ● (B) (C) (D)
28. (A) ● (C) (D)
29. (A) (B) ● (D)
30. (A) ● (C) (D)
31. (A) (B) (C) ●
32. ● (B) (C) (D)
33. (A) (B) ● (D)
34. (A) ● (C) (D)
35. (A) (B) (C) ●
36. (A) (B) ● (D)
37. (A) ● (C) (D)

38.

			6	3	3	6
○	○	○	○	○	○	○
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	●	●	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	●	6	6	●	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

39. ● (B) (C) (D)
40. (A) (B) ● (D)
41. (A) ● (C) (D)
42. (A) (B) (C) ●
43. ● (B) (C) (D)
44. (A) (B) (C) ●
45. (A) (B) ● (D)
46. (A) ● (C) (D)
47. (A) ● (C) (D)
48. (A) (B) (C) ●
49. (A) (B) ● (D)
50. (A) (B) ● (D)

51.

\$			3	.	9	9
○	○	○	○	○	○	○
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	●	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	●	9	●

Ready® North Carolina—Mathematics Assessments, Grade 6
Answer Form

Name _____
Teacher _____ Grade _____
School _____ City _____

Assessment 3 (continued)

52. (A) ● (C) (D)
53. (A) (B) (C) ●
54. ● (B) (C) (D)
55. (A) (B) ● (D)
56. (A) ● (C) (D)
57. ● (B) (C) (D)

58.

					3
	/	/	/	/	
•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	●
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

59. (A) ● (C) (D)
60. (A) (B) ● (D)
61. (A) (B) ● (D)
62. (A) (B) (C) ●
63. (A) ● (C) (D)
64. ● (B) (C) (D)
65. (A) (B) ● (D)

Correlation Charts

Common Core State Standards Coverage by *Ready® North Carolina Assessments*

The chart below correlates each assessment item to a Common Core State Standard. It also indicates the corresponding lesson(s) in *Ready® North Carolina Instruction* that offer(s) comprehensive instruction on that standard. Use this chart to determine which lessons your students should complete based on their mastery of each standard.

Common Core State Standards for Grade 6 — Mathematics Standards	Ready® North Carolina Instruction and Assessments			
	Assessments Item Numbers			Instruction Lesson(s)
	Assessment 1	Assessment 2	Assessment 3	
Ratios and Proportional Relationships				
6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>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.”</i>	47	44	44	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. <i>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.</i>	53	45	49	2
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.	5, 15	1, 8	13, 36	3
6.RP.A.3b Solve unit rate problems including those involving unit pricing and constant speed. <i>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?</i>	29	18	3	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.	12	15	24	5
6.RP.A.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	51	35	21	5

Common Core State Standards for Grade 6 — Mathematics Standards (continued)	Ready® North Carolina Instruction and Assessments			
	Assessments Item Numbers			Instruction Lesson(s)
	Assessment 1	Assessment 2	Assessment 3	
The Number System				
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. <i>For example, create a story context for $(\frac{2}{3}) \div (\frac{3}{4})$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. (In general, $(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}$.) 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?</i>	4, 42	6, 28	11, 34	6, 7
6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm.	60	48	48	8
6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	50, 63	43, 63	51, 60	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. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i>	1, 16, 19	9, 21, 24	16, 28, 37	11
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.	54	53	58	12, 13
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., $-(-3) = 3$, and that 0 is its own opposite.	52, 59	61, 65	1, 46	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.	57, 61	56, 59	43, 50	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.	65	49	64	12, 14
6.NS.C.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>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.</i>	49	58	62	13
6.NS.C.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i>	44	52	54	13

Common Core State Standards for Grade 6 — Mathematics Standards <i>(continued)</i>	Ready® North Carolina Instruction and Assessments				
	Assessments Item Numbers			Instruction Lesson(s)	
	Assessment 1	Assessment 2	Assessment 3		
The Number System <i>(continued)</i>					
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. <i>For example, for an account balance of −30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i>	22	2	5	13
6.NS.C.7d	Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than −30 dollars represents a debt greater than 30 dollars.</i>	58	57	59	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.	33	11	27	14
Expressions and Equations					
6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.	2, 48	12, 55	17, 65	15
6.EE.A.2a	Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as $5 - y$.</i>	45	46	53	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. <i>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.</i>	27, 43	50, 54	56, 63	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). <i>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 $s = \frac{1}{2}$.</i>	10, 13	17, 27	26, 29	16
6.EE.A.3	Apply the properties of operations to generate equivalent expressions. <i>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 $3y$.</i>	26, 35, 39	13, 22, 29	2, 8, 31	17
6.EE.A.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i>	21	40	35	17
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.	8, 41	3, 32	12, 23	18, 20

Common Core State Standards for Grade 6 — Mathematics Standards <i>(continued)</i>	Ready® North Carolina Instruction and Assessments				
	Assessments Item Numbers			Instruction Lesson(s)	
	Assessment 1	Assessment 2	Assessment 3		
Expressions and Equations <i>(continued)</i>					
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.	17, 24	5, 19	19, 33	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.	6, 37	37, 39	15, 42	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.	28, 31, 38	25, 31, 41	6, 39, 41	20
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. <i>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.</i>	62	60	61	21
Geometry					
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.	3, 25, 40	4, 30, 33	4, 22, 32	23
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 $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	23, 30, 34	7, 20, 26	7, 10, 20	25
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.	11, 14, 36	14, 36, 38	18, 25, 30	22
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.	9, 20	16, 23	14, 38	24

Common Core State Standards for Grade 6 — Mathematics Standards <i>(continued)</i>		Ready® North Carolina Instruction and Assessments			
		Assessments Item Numbers			Instruction Lesson(s)
		Assessment 1	Assessment 2	Assessment 3	
Statistics and Probability					
6.SPA.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>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.</i>	55	62	47	26
6.SPA.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.	18	42	9	27
6.SPA.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.	46	51	55	27
6.SPB.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	56	64	57	28
6.SPB.5a	Reporting the number of observations.		47		28, 29, 30
6.SPB.5b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	64	10	52	28, 29, 30
6.SPB.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.	7	34	40	29, 30
6.SPB.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.	32		45	30

Ready® North Carolina Assessments Answer Key and Correlations

The charts below show the answers to multiple-choice and gridded-response items in each **Ready® North Carolina Assessments** assessment, plus the depth-of-knowledge (DOK) index, standard, and corresponding **Ready® North Carolina Instruction** lesson(s) for every item. Use this information to adjust lesson plans and focus remediation.

Assessment 1				
Question	Key	DOK	Standard	Ready® North Carolina Lesson(s)
1	D	1	6.NS.B.4	11
2	208	2	6.EE.A.1	15
3	B	1	6.G.A.1	23
4	C	2	6.NS.A.1	7
5	A	2	6.RPA.3a	3
6	C	3	6.EE.B.7	19
7	49	2	6.SPB.5c	29
8	A	2	6.EE.B.5	20
9	C	2	6.G.A.4	24
10	C	2	6.EE.A.2c	16
11	B	3	6.G.A.3	22
12	25	2	6.RPA.3c	5
13	D	2	6.EE.A.2c	16
14	C	3	6.G.A.3	22
15	A	2	6.RPA.3a	3
16	C	1	6.NS.B.4	11
17	B	2	6.EE.B.6	19
18	D	2	6.SPA.2	27
19	D	2	6.NS.B.4	11
20	B	2	6.G.A.4	24
21	B	2	6.EE.A.4	17
22	A	2	6.NS.C.7c	13
23	D	2	6.G.A.2	25
24	C	3	6.EE.B.6	19
25	A	2	6.G.A.1	23
26	B	2	6.EE.A.3	17
27	D	1	6.EE.A.2b	16
28	D	2	6.EE.B.8	20
29	D	2	6.RPA.3b	4
30	B	2	6.G.A.2	25
31	C	2	6.EE.B.8	20
32	C	3	6.SPB.5d	30
33	B	1	6.NS.C.8	14
34	A	2	6.G.A.2	25
35	C	1	6.EE.A.3	17
36	C	2	6.G.A.3	22
37	A	2	6.EE.B.7	19
38	D	2	6.EE.B.8	20
39	D	2	6.EE.A.3	17

Assessment 1 (continued)				
Question	Key	DOK	Standard	Ready® North Carolina Lesson(s)
40	A	2	6.G.A.1	23
41	C	2	6.EE.B.5	18
42	B	3	6.NS.A.1	6
43	A	1	6.EE.A.2b	16
44	D	2	6.NS.C.7b	13
45	C	2	6.EE.A.2a	16
46	B	2	6.SPA.3	27
47	A	2	6.RPA.1	1
48	D	1	6.EE.A.1	15
49	A	2	6.NS.C.7a	13
50	C	1	6.NS.B.3	9
51	226.8	2	6.RPA.3d	5
52	B	1	6.NS.C.6a	12
53	A	2	6.RPA.2	2
54	D	3	6.NS.C.5	13
55	D	2	6.SPA.1	26
56	A	2	6.SPB.4	28
57	B	1	6.NS.C.6b	14
58	D	2	6.NS.C.7d	13
59	A	1	6.NS.C.6a	12
60	123	1	6.NS.B.2	8
61	C	2	6.NS.C.6b	14
62	A	2	6.EE.C.9	21
63	292.9	1	6.NS.B.3	9
64	D	2	6.SPB.5b	28
65	B	1	6.NS.C.6c	12

Assessment 2				
Question	Key	DOK	Standard	Ready® North Carolina Lesson(s)
1	C	2	6.RPA.3a	3
2	B	2	6.NS.C.7c	13
3	B	2	6.EE.B.5	18
4	D	2	6.G.A.1	23
5	B	3	6.EE.B.6	19
6	A	2	6.NS.A.1	6
7	C	2	6.G.A.2	25
8	B	2	6.RPA.3a	3
9	D	2	6.NS.B.4	11
10	B	2	6.SPB.5b	29
11	B	1	6.NS.C.8	14
12	0.086	2	6.EE.A.1	15
13	C	1	6.EE.A.3	17
14	B	2	6.G.A.3	22
15	D	2	6.RPA.3c	5
16	C	2	6.G.A.4	24
17	B	2	6.EE.A.2c	16
18	C	2	6.RPA.3b	4
19	D	1	6.EE.B.6	19
20	C	2	6.G.A.2	25
21	D	2	6.NS.B.4	11
22	A	1	6.EE.A.3	17
23	360	2	6.G.A.4	24
24	C	1	6.NS.B.4	11
25	D	2	6.EE.B.8	20
26	A	2	6.G.A.2	25
27	5.3	2	6.EE.A.2c	16
28	C	2	6.NS.A.1	7
29	C	2	6.EE.A.3	17
30	B	2	6.G.A.1	23
31	C	2	6.EE.B.8	20
32	A	2	6.EE.B.5	20
33	C	2	6.G.A.1	23
34	70	3	6.SPB.5c	30
35	D	2	6.RPA.3d	5
36	B	2	6.G.A.3	22
37	B	3	6.EE.B.7	19
38	C	3	6.G.A.3	22
39	C	2	6.EE.B.7	19
40	C	1	6.EE.A.4	17
41	D	1	6.EE.B.8	20
42	C	2	6.SPA.2	27
43	68.5	1	6.NS.B.3	9
44	B	2	6.RPA.1	1

Assessment 2 (continued)				
Question	Key	DOK	Standard	Ready® North Carolina Lesson(s)
45	B	2	6.RPA.2	2
46	C	2	6.EE.A.2a	16
47	D	1	6.SPB.5a	28, 29, 30
48	A	1	6.NS.B.2	8
49	B	1	6.NS.C.6c	14
50	D	1	6.EE.A.2b	16
51	C	2	6.SPA.3	27
52	D	2	6.NS.C.7b	13
53	B	3	6.NS.C.5	13
54	C	1	6.EE.A.2b	16
55	C	1	6.EE.A.1	15
56	D	2	6.NS.C.6b	14
57	D	3	6.NS.C.7d	13
58	B	2	6.NS.C.7a	13
59	D	1	6.NS.C.6b	14
60	D	2	6.EE.C.9	21
61	A	1	6.NS.C.6a	12
62	C	1	6.SPA.1	26
63	14.86	1	6.NS.B.3	9
64	B	2	6.SPB.4	28
65	A	1	6.NS.C.6a	12

Assessment 3				
Question	Key	DOK	Standard	Ready® North Carolina Lesson(s)
1	B	1	6.NS.C.6a	12
2	D	1	6.EE.A.3	17
3	B	2	6.RPA.3b	4
4	C	2	6.G.A.1	23
5	D	1	6.NS.C.7c	13
6	C	1	6.EE.B.8	20
7	A	2	6.G.A.2	25
8	B	1	6.EE.A.3	17
9	C	2	6.SPA.2	27
10	C	2	6.G.A.2	25
11	D	2	6.NS.A.1	6
12	45	1	6.EE.B.5	18
13	D	3	6.RPA.3a	3
14	D	1	6.G.A.4	24
15	C	2	6.EE.B.7	19
16	C	3	6.NS.B.4	11
17	16	2	6.EE.A.1	15
18	C	2	6.G.A.3	22
19	A	2	6.EE.B.6	19
20	D	2	6.G.A.2	25
21	B	2	6.RPA.3d	5
22	C	3	6.G.A.1	23
23	A	1	6.EE.B.5	20
24	D	2	6.RPA.3c	5
25	B	2	6.G.A.3	22
26	1,136	2	6.EE.A.2c	16
27	A	2	6.NS.C.8	14
28	B	1	6.NS.B.4	11
29	C	3	6.EE.A.2c	16
30	B	2	6.G.A.3	22
31	D	1	6.EE.A.3	17
32	A	3	6.G.A.1	23
33	C	1	6.EE.B.6	19
34	B	2	6.NS.A.1	7
35	D	1	6.EE.A.4	17
36	C	3	6.RPA.3a	3
37	B	2	6.NS.B.4	11
38	6,336	2	6.G.A.4	24
39	A	2	6.EE.B.8	20
40	C	2	6.SPB.5c	29
41	B	1	6.EE.B.8	20
42	D	2	6.EE.B.7	19
43	A	2	6.NS.C.6b	14
44	D	2	6.RPA.1	1

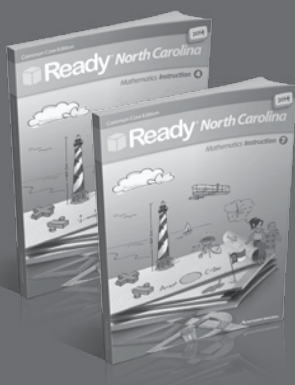
Assessment 3 (continued)				
Question	Key	DOK	Standard	Ready® North Carolina Lesson(s)
45	C	3	6.SP.B.5d	29
46	B	1	6.NS.C.6a	12
47	B	1	6.SPA.1	26
48	D	2	6.NS.B.2	8
49	C	2	6.RPA.2	2
50	C	2	6.NS.C.6b	14
51	\$3.99	2	6.NS.B.3	10
52	B	2	6.SP.B.5b	30
53	D	2	6.EE.A.2a	16
54	A	2	6.NS.C.7b	13
55	C	2	6.SPA.3	27
56	B	1	6.EE.A.2b	16
57	A	2	6.SP.B.4	28
58	3	2	6.NS.C.5	13
59	B	2	6.NS.C.7d	13
60	C	2	6.NS.B.3	9
61	C	2	6.EE.C.9	21
62	D	2	6.NS.C.7a	13
63	B	1	6.EE.A.2b	16
64	A	1	6.NS.C.6c	14
65	C	1	6.EE.A.1	15



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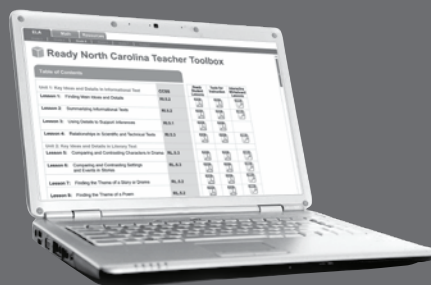
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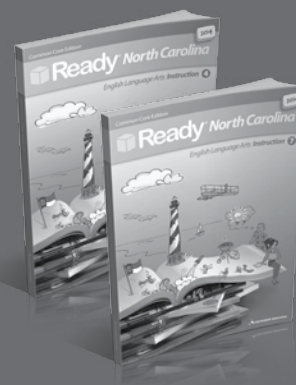
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