



**Illinois Learning Standards**  
**Incorporating the Common Core / *Excel* Math Correlation**  
**6<sup>th</sup> Grade**

Standards / Objectives	<i>Excel</i> Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
<b>Ratios and Proportional Relationships</b>		
<b>Understand ratio concepts and use ratio reasoning to solve problems.</b>		
CC.6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	66, 97	54, 119, 131, 144, 147  Activity 6, 12
CC.6.RP.2 Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ , and use rate language in the context of a ratio relationship.	40, <b>66</b> , 72, 97, *152	144 Activity 6
CC.6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.		
a. 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.	40	
b. 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?	40, 72, 89, 96, 152	
c. 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.	44, 52, 67, 71, 90, 94, 96, 98, 105, 110, 111, 116, 127, 129, 133, 135, 140	48, 143, 147, 152  Activity 14
d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	89, *97, *126, *137, *141	39, 44, 54, *74, *84, *111  Activity 14

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Standards / Objectives	<i>Excel</i> Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
<b>The Number System</b>		
<b>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</b>		
CC.6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$ .	18, 27, 46, 48, 57, 112, 118, 142, 153  Fraction knowledge 5, 19, 78, 83, 87, 99  Multiply fractions 18, 85, 101, 104, 111, 112, 117  Add / Subtract fractions 28, 39, 93, 106, 146  Reciprocals 101	General fractions 2, 12  Add / Subtract fractions 49, 96, 104
<b>Compute fluently with multi-digit numbers and find common factors and multiples.</b>		
CC.6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.	6, 9, 16, 19, 26, 38, 41, 62, 81, 82, 89, 92, 96, 103, 107, 120, 132, 134, 136, 140, 147, 154  Multiply 1, 6, 12, 24, 37, 122	22, 25, 28, 42, 44, 69, 76, 77, 78, 87, 89, 98, 102, 111, 115, 130, 143, 155  Multiply 28, 31
CC.6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	31, 35, 42, 49, 51, 52, 53, 61, 69, 71, 72, 79, 81, 86, 95, 102, 108, 110, 113, 120, 128, 129, 138, 140, 150, 151  Compare / Order 73, 74	
CC.6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$ .	17, 37, 56  Factor / Prime / Multiples 26, 50, 64	*31, 90, 92, 99, 139  Prime / Multiples 67, 72, 88

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Standards / Objectives	<i>Excel Math</i> Lesson Numbers	Stretch Lesson Numbers Activity Numbers
<b>Apply and extend previous understandings of numbers to the system of rational numbers.</b>		
CC.6.NS.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.	63, 109, *119, 130, 131, 143, 144, 155	
CC.6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.		
a. 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.	*63, <b>109, 119, 130</b> , 131, 143, 144, 155	
b. 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.	32, 36, *68, 76, <b>109, 115</b>	
c. 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.	32, 36, <b>63, 68, 76, 109, 115, 119, 130</b>	23, 29, 81
CC.6.NS.7 Understand ordering and absolute value of rational numbers.		
a. 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	*47, <b>63</b> , *109, *123, *130	*23, *29, *36
b. 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 $-3^{\circ}\text{C}$ is warmer than $-7^{\circ}\text{C}$ .	*10, *22, 47, 63, *109, *123, *130	75, 81
c. 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.	*63, *109, *119, *130	
d. 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	*63, *109, *119, *130	
CC.6.NS.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.	*68, *76, *109, *115	

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Standards / Objectives	<i>Excel</i> Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
<b>Expressions and Equations</b>		
<b>Apply and extend previous understandings of arithmetic to algebraic expressions.</b>		
CC.6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.	*40, 77	*75, 141
CC.6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.		
a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as $5 - y$ .	3, *8, 37, 40, 54, 58, 61, 91, 96, <b>100</b> , 114, 115	4, 5, 6, 7, 8, 9, 10, 16, 17, 18, 21, 22, 26, 27, 28, 30, 32, 37, 38, 42, 46, 60, 62, 65, 68, 69, 70, 73, 74, 75, 76, 81, 82, 83, 86, 87, 91, 96, 101, 103, 104, 110, 113, 117, 123, 124, 128, 132, 133, 142, 154
b. 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.	6, 8, 37, 40, 54, 58, 61, 91, 96, <b>100</b> , 114, 115	1, 4, 5, 6, 7, 8, 9, 10, 13, 15, 16, 17, 18, 21, <b>22</b> , 26, 27, 28, 30, 32, 37, 38, 42, 46, 60, 62, 65, 68, 69, 70, 73, 74, 75, 76, 81, 82, 83, 86, 87, 91, 96, 101, 103, 104, 110, 113, 117, 123, 124, 128, 132, 133, 142, 154
c. 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).	3, *8, 37, 40, 54, 58, *61, 89, 91, 96, <b>100</b> , 115	4, 6, 7, 8, 9, 10, 17, 18, 21, <b>22</b> , 26, 27, 28, 30, 32, 37, 38, 42, 46, 60, 62, 65, 68, 69, 70, 73, 74, 75, 76, 82, 91, 101, 104, 124, 154
CC.6.EE.3 Apply the properties of operations to generate equivalent expressions.	8, 37, 40, 54, 58, 61, 89, 91, 96, 100, 114, 115	5, 37, 38, 41, 42, 46, 49, 62, 65, 68, 69, 70, 73, 74, 75, 76, 81, 82, 83, 91, 96, 101, 103, 104, 123, 124, 132
CC.6.EE.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). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number $y$ stands for.	8, 37, 40, 54, 61, 89, 91, 100, 114, 115	5, *10, 38, 41, 42, 49, 62, 68, 69, 70, 73, 75, 81, 82, 86, 101, 103, 113, 117



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Reason about and solve one-variable equations and inequalities.		
CC.6.EE.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, 37, 40, 58, 61, 89, 96, 100, 114, 115	6, 10, 13, 15, 24, 37, 38, 41, 42, 46, 49, 65, 68, 69, 70, 73, 74, 75, 76, 81, 82, 87, 96, 101, 103, 104, 110, 124
CC.6.EE.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.	*37, 40, 54, *58, 61, *89, <b>96</b> , 100, 114, 115	5, 6, 10, *13, *15, *24, *37, 38, *42, *46, 62, 65, 68, 69, 70, 73, 74, 75, 76, 81, 83, 87, 96, 101, 103, 110, 117, 128, 133, 142
CC.6.EE.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.	*8, 40, *58, *69, 89, 96, 100, 114, 115	*4, *10, *37, *38, 42, *46, *65, *68, *69, *82, *91
CC.6.EE.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.	3	3, 29, 36
<b>Represent and analyze quantitative relationships between dependent and independent variables</b>		
CC.6.EE.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.	8, 40, *69, 96, 100, 116	69, 70, 75, 76, 81

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<b>Geometry</b>		
<b>Solve real-world and mathematical problems involving area, surface area, and volume.</b>		
CC.6.G.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.	25, 30, 33, <b>124</b> , 148  Perimeter 30, 75 (irregular figures)  Angles 88	*45, *53, 56, 63, *71, 77, 108  Activity 2, 3, 8 (tessellations)  Perimeter 55, Activity 3
CC.6.G.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 $V = l w h$ 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.	59, 108, 139	59, 118  Density Activity 13  Range / Velocity Activity 14
CC.6.G.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.	<b>76, 145</b> , *148	Activity *1
CC.6.G.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.	15, 59, <b>100</b>  Two-Dimension 14, 21, 23, 60, 121, 125	*59  Activity 4, 5  Two-Dimension 14, 71, 116, 129

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<b>Statistics and Probability</b>		
<b>Develop understanding of statistical variability.</b>		
CC.6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	34, 45, 65, <b>70</b> , 99, 150	33, 43, 47, 52, 79, 89, 97, 135, 136, 138, 147, 149  Activity 9
CC.6.SP.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.	34, 45, 65, 70, 99, 150	33, 43, 47, 52, 79, 89, 97, 135, 136, 138, 147, 149  Activity 9
CC.6.SP.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.	34, 45, 65, <b>70</b> , 99, 150	33, 43, 47, 52, 79, 89, 97, 135, 136, 138, 149  Activity 9
<b>Summarize and describe distributions.</b>		
CC.6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	2, 34, 45, 65, <b>70</b> , *99, 115, 150	33, 43, 47, 52, 79, 89, 97, 135, 136, 138  Activity 9
<b>CC.6.SP.5 Summarize numerical data sets in relation to their context, such as by:</b>		
a. Reporting the number of observations.	2, 34, 45, 65, 70, 99, 150	19, *33, 43, 47, 52, 79, 89, 97, 135, 138  Activity 9
b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement	2, 34, 45, 65, 70, 99, 150	*33, 43, 47, 52, 89, 97, 135, 136, 138  Activity 9
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 were gathered.	2, 34, 45, 55, 65, 70, 99, 120, 150	33, 43, 47, 52, 79, 89, 97, 135, 136, 138  Activity 9, 10
d. 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.	2, 34, 45, 65, 70, 99, 150	33, 43, 47, 52, 79, 89, 97, 135, 136, 138  Activity 9, 10



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<b>Mathematical Practices</b>		
CC.K-12.MP.1 Make sense of problems and persevere in solving them.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 17, 19, 20, 29, 31, 33, 34, 39, 40, 41, 42, 43, 58, 63, 67, 69, 70, 72, 75, 79, 84, 86, 87, 89, 92, 94, 96, 97, 98, 99, 105, 108, 110, 114, 116, 117, 120, 127, 133, 137, 141, 149, 150, 151, 153, 154	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 30, 31, 32, 33, 34, 35, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 50, 51, 52, 54, 55, 57, 58, 60, 61, 64, 65, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 87, 88, 89, 90, 91, 92, 93, 94, 95, 97, 99, 100, 101, 102, 104, 105, 106, 107, 110, 111, 112, 114, 115, 120, 122, 124, 126, 127, 134, 135, 136, 137, 138, 139, 140, 143, 145, 146, 147, 148, 149, 150, 151, 152, 154  Activity 9, 10, 11, 13, 14
CC.K-12.MP.2 Reason abstractly and quantitatively.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 17, 19, 20, 29, 31, 33, 34, 39, 40, 41, 42, 43, 58, 63, 67, 69, 70, 72, 75, 79, 84, 86, 87, 89, 92, 94, 96, 97, 98, 99, 105, 108, 110, 114, 116, 117, 120, 127, 133, 137, 141, 149, 150, 151, 153, 154	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 30, 31, 32, 33, 34, 35, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 50, 51, 52, 54, 55, 57, 58, 60, 61, 64, 65, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 87, 88, 89, 90, 91, 92, 93, 94, 95, 97, 99, 100, 101, 102, 104, 105, 106, 107, 110, 111, 112, 114, 115, 120, 122, 124, 126, 127, 134, 135, 136, 137, 138, 139, 140, 143, 145, 146, 147, 148, 149, 150, 151, 152, 154  Activity 9, 10, 11, 13, 14
CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 17, 19, 20, 29, 31, 33, 34, 39, 40, 41, 42, 43, 58, 63, 67, 69, 70, 72, 75, 79, 84, 86, 87, 89, 92, 94, 96, 97, 98, 99, 105, 108, 110, 114, 116, 117, 120, 127, 133, 137, 141, 149, 150, 151, 153, 154	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 30, 31, 32, 33, 34, 35, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 50, 51, 52, 54, 55, 57, 58, 60, 61, 64, 65, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 87, 88, 89, 90, 91, 92, 93, 94, 95, 97, 99, 100, 101, 102, 104, 105, 106, 107, 110, 111, 112, 114, 115, 120, 122, 124, 126, 127, 134, 135, 136, 137, 138, 139, 140, 143, 145, 146, 147, 148, 149, 150, 151, 152, 154  Activity 9, 10, 11, 13, 14

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CC.K-12.MP.4 Model with mathematics.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 16, 17, 19, 20, 24, 26, 27, 29, 31, 33, 34, 36, 39, 40, 41, 42, 43, 48, 50, 55, 56, 58, 63, 64, 65, 67, 69, 72, 75, 79, 84, 86, 87, 89, 90, 92, 94, 96, 97, 98, 99, 105, 108, 110, 114, 115, 116, 117, 120, 127, 130, 131, 132, 133, 137, 141, 143, 144, 149, 150, 151, 153, 154	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 20, 21, 22, 24, 25, 26, 27, 28, 30, 31, 32, 35, 37, 38, 39, 41, 42, 44, 46, 47, 48, 50, 52, 54, 55, 56, 59, 60, 63, 65, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 85, 87, 88, 89, 90, 91, 92, 93, 94, 95, 97, 99, 101, 102, 104, 110, 111, 115, 120, 123, 124, 126, 130, 135, 140, 138, 139, 143, 146, 147, 148, 149, 150, 152, 154  Activity 1, 2, 3, 4, 10, 12, 13, 14
CC.K-12.MP.5 Use appropriate tools strategically.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 17, 19, 20, 29, 31, 33, 34, 39, 40, 41, 42, 43, 58, 63, 67, 69, 70, 72, 75, 79, 84, 86, 87, 89, 92, 94, 96, 97, 98, 99, 105, 108, 110, 114, 116, 117, 120, 127, 133, 137, 141, 149, 150, 151, 153, 154	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 30, 31, 32, 33, 34, 35, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 50, 51, 52, 54, 55, 57, 58, 60, 61, 64, 65, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 87, 88, 89, 90, 91, 92, 93, 94, 95, 97, 99, 100, 101, 102, 104, 105, 106, 107, 110, 111, 112, 114, 115, 120, 122, 124, 126, 127, 134, 135, 136, 137, 138, 139, 140, 143, 145, 146, 147, 148, 149, 150, 151, 152, 154  Activity 9, 10, 11, 13, 14
CC.K-12.MP.6 Attend to precision.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 17, 19, 20, 29, 31, 33, 34, 39, 40, 41, 42, 43, 58, 63, 67, 69, 70, 72, 75, 79, 84, 86, 87, 89, 92, 94, 96, 97, 98, 99, 105, 108, 110, 114, 116, 117, 120, 127, 133, 137, 141, 149, 150, 151, 153, 154	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 30, 31, 32, 33, 34, 35, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 50, 51, 52, 54, 55, 57, 58, 60, 61, 64, 65, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 87, 88, 89, 90, 91, 92, 93, 94, 95, 97, 99, 100, 101, 102, 104, 105, 106, 107, 110, 111, 112, 114, 115, 120, 122, 124, 126, 127, 134, 135, 136, 137, 138, 139, 140, 143, 145, 146, 147, 148, 149, 150, 151, 152, 154  Activity 9, 10, 11, 13, 14

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CC.K-12.MP.7 Make sense of problems and persevere in solving them.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 17, 19, 20, 29, 31, 33, 34, 39, 40, 41, 42, 43, 58, 63, 67, 69, 70, 72, 75, 79, 84, 86, 87, 89, 92, 94, 96, 97, 98, 99, 105, 108, 110, 114, 116, 117, 120, 127, 133, 137, 141, 149, 150, 151, 153, 154	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 30, 31, 32, 33, 34, 35, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 50, 51, 52, 54, 55, 57, 58, 60, 61, 64, 65, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 87, 88, 89, 90, 91, 92, 93, 94, 95, 97, 99, 100, 101, 102, 104, 105, 106, 107, 110, 111, 112, 114, 115, 120, 122, 124, 126, 127, 134, 135, 136, 137, 138, 139, 140, 143, 145, 146, 147, 148, 149, 150, 151, 152, 154  Activity 9, 10, 11, 13, 14
CC.K-12.MP.8 Reason abstractly and quantitatively.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 17, 19, 20, 29, 31, 33, 34, 39, 40, 41, 42, 43, 58, 63, 67, 69, 70, 72, 75, 79, 84, 86, 87, 89, 92, 94, 96, 97, 98, 99, 105, 108, 110, 114, 116, 117, 120, 127, 133, 137, 141, 149, 150, 151, 153, 154	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 30, 31, 32, 33, 34, 35, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 50, 51, 52, 54, 55, 57, 58, 60, 61, 64, 65, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 87, 88, 89, 90, 91, 92, 93, 94, 95, 97, 99, 100, 101, 102, 104, 105, 106, 107, 110, 111, 112, 114, 115, 120, 122, 124, 126, 127, 134, 135, 136, 137, 138, 139, 140, 143, 145, 146, 147, 148, 149, 150, 151, 152, 154  Activity 9, 10, 11, 13, 14

**The following are concepts not required by the CCS but are lessons in Excel Math:**

Calendar / days / time	4, 13, 41, 43, 92	21, 60, 65, 91, 120, 154
Fraction knowledge	5, 19, 78, 83, 87, 99	2, 12
Multiply fractions	18, 85, 101, 104, 111, 112, 117	
Add / Subtract fractions	28, 39, 93, 106, 146	49, 96, 104
Reciprocals	101	
Factor / Prime / Multiples	26, 50, 64	67, 72, 88
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\*Gives opportunity to teach specific Standard