Virginia Mathematics - VAAP

Grade 6

Number, Number Sense, Computation, and Estimation

1 **Identify the location of a point representing a fraction or decimal between two whole numbers on a number line.** M-6.1

CC . The fraction or decimal could be 1/2 or 0.5, 1/4 or 0.25, 1/3, or 1/8 between two whole numbers from 0 through 40. M-6.1.CC

2 **Identify the distance of positive and negative numbers from zero on a number line.** M-6.2

CC . The distance of the positive or negative number from zero on the number line could range from 1 through 10. M-6.2.CC

3 **Compare whole numbers 0 through 80 on a number line.** M-6.3

CC . Whole numbers 0 through 80 could be compared with the words “smaller,” “larger,” “same,” or with the symbols <, =, >. M-6.3.CC

4 **Solve word problems involving addition and subtraction of whole numbers and fractions 1/2, 1/4, 1/3, or 1/8.** M-6.4

CC . Problems use simple pictures, diagrams, models, or other representations and could include adding and subtracting whole numbers 0 through 40, adding or subtracting the fractions 1/2, 1/4, 1/3, or 1/8 always with like denominators, or adding or subtracting the fractions 1/2, 1/4, 1/3, or 1/8 to or from 1. M-6.4.CC

5 **Use currency for problems involving $10.00 or less, including with context.** M-6.5

6 **Add, subtract, and multiply positive integers using a number line including with context.** M-6.6

CC. Addition problems could have solutions from 0 through 50, and subtraction problems could have solutions -10 through 50. Multiplication problems could have solutions from 0 through 60. M-6.6.CC

7 **Solve practical problems involving multiplication and division of positive integers.** M-6.7

CC. Given a context, multiply two numbers to solve a problem with solutions from 0 through 60. Divide two numbers with solutions from 0 through 20. M-6.7.CC

Measurement and Geometry

8 Tell time and measure elapsed time to the half and quarter hour using analog and digital clocks, including with context. M-6.8

CC. Times could be on the half hour or quarter hour in a.m. or p.m. and could include up to +/- 24 hours of elapsed time. Contexts will relate the time to an appropriate activity. M-6.8.CC

9 Calculate the perimeter of triangles, squares, rectangles, and pentagons. M-6.9

Problems could include: • triangles with given sides of 1 through 5 units in length, • squares and rectangles with given sides of 1 through 10 units in length, or • pentagons with given sides of 1 through 10 units in length.

10 Identify points graphed in the first quadrant of the coordinate plane. M-6.10

CC. Points to be identified could be from a given point, X, with directions to find point, Y, or identified from an ordered pair. M-6.10.CC

11 Identify congruent shapes. M-6.11

CC. Identification of congruent shapes could include triangles, circles, squares, rectangles, and/or pentagons. M-6.11.CC

Probability, Statistics, Patterns, Functions, and Algebra

12 Interpret data in picture and bar graphs and line plots to identify values. M-6.12

CC. Picture graphs could include up to 3 categories with values from 0 through 10. Bar graphs and line plots could have from 3 to 8 categories with values from 1 through 40. M-6.12.CC

13 Calculate whole number averages from a data set. M-6.13

CC. Data sets to be averaged could include 2 numbers from 0 through 5 or 3 to 4 numbers from 0 through 10. M-6.13.CC

14 Identify a missing value in input and output tables that have a proportional relationship between x and y. M-6.14

CC. Proportional relationships presented could have unit rates ranging from 1 to 10. M-6.14.CC

15 Identify equivalent expressions and equations with one variable. M-6.15

CC. Simplifications could require combining like terms through addition or subtraction of whole numbers 1 through 40. M-6.15.CC

16 Match practical situations to inequalities. M-6.16

CC. Matching could occur by using “more,” “less,” “greater than,” “less than,” or symbols > or <. M-6.16.CC