**Virginia Mathematics Standards of Learning Tracking Log**

**Bridging from Grade 5 to Grade 6**

The skills and strategies introduced in the Mathematics Standards of Learning vertically articulate from kindergarten to high school and many standards build in complexity within K-12 instruction. Teachers can use this tracker to help determine which standards students have had sufficient exposure and experience during the previous school year to make decisions regarding when and how experience with new standards might occur in the current school year. Mathematics Bridging Standards documents are available to allow for the identification of content that can be connected when planning instruction and promote deeper student understanding. The Grade 6 Bridging Standards document can be used in conjunction with this Tracking Log to help link the content from grade 5 to grade 6 and to plan instruction for the current school year.

|  | **Addressed during previous school year** | **Not Addressed/ Insufficient Exposure during previous school year** | **Comments** |
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| 5.1 The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth. |  |  |  |
| 5.2a The student will represent and identify equivalencies among fractions and decimals, with and without models; and |  |  |  |
| 5.2b The student will compare and order fractions, mixed numbers, and/or decimals in a given set, from least to greatest and greatest to least. |  |  |  |
| 5.3a The student will identify and describe the characteristics of prime and composite numbers; and |  |  |  |
| 5.3b The student will identify and describe the characteristics of even and odd numbers. |  |  |  |
| 5.4 The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of whole numbers.  |  |  |  |
| 5.5a The student will estimate and determine the product and quotient of two numbers involving decimals; and  |  |  |  |
| 5.5b The student will create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication of decimals, and create and solve single-step practical problems involving division of decimals.  |  |  |  |
| 5.6a The student will solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers; and  |  |  |  |
| 5.6b The student will solve single-step practical problems involving multiplication of a whole number, limited to 12 or less, and a proper fraction, with models. |  |  |  |
| 5.7 The student will simplify whole number numerical expressions using the order of operations. |  |  |  |
| 5.8a The student will solve practical problems that involve perimeter, area, and volume in standard units of measure; and |  |  |  |
| 5.8b The student will differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation. |  |  |  |
| 5.9a The student will given the equivalent measure of one unit, identify equivalent measurements within the metric system; and |  |  |  |
| 5.9b The student will solve practical problems involving length, mass, and liquid volume using metric units. |  |  |  |
| 5.10 The student will identify and describe the diameter, radius, chord, and circumference of a circle. |  |  |  |
| 5.11 The student will solve practical problems related to elapsed time in hours and minutes within a 24-hour period. |  |  |  |
| 5.12 The student will classify and measure right, acute, obtuse, and straight angles. |  |  |  |
| 5.13a The student will classify triangles as right, acute, or obtuse and equilateral, scalene, or isosceles; and |  |  |  |
| 5.13b The student will investigate the sum of the interior angles in a triangle and determine an unknown angle measure.  |  |  |  |
| 5.14a The student will recognize and apply transformations, such as translation, reflection, and rotation; and |  |  |  |
| 5.14b The student will investigate and describe the results of combining and subdividing polygons. |  |  |  |
| 5.15 The student will determine the probability of an outcome by constructing a sample space or using the Fundamental (Basic) Counting Principle. |  |  |  |
| 5.16a The student, given a practical problem, will represent data in line plots and stem-and-leaf plots;  |  |  |  |
| 5.16b The student, given a practical problem, will interpret data represented in line plots and stem-and-leaf plots; and |  |  |  |
| 5.16c The student, given a practical problem, will compare data represented in a line plot with the same data represented in a stem-and-leaf plot. |  |  |  |
| 5.17a The student, given a practical context, will describe mean, median, and mode as measures of center; |  |  |  |
| 5.17b The student, given a practical context, will describe mean as fair share; |  |  |  |
| 5.17c The student, given a practical context, will describe the range of a set of data as a measure of spread; and  |  |  |  |
| 5.17d The student, given a practical context, will determine the mean, median, mode, and range of a set of data.  |  |  |  |
| 5.18 The student will identify, describe, create, express, and extend number patterns found in objects, pictures, numbers and tables. |  |  |  |
| 5.19a The student will investigate and describe the concept of variable |  |  |  |
| 5.19b The student will write an equation to represent a given mathematical relationship, using a variable;  |  |  |  |
| 5.19c The student will use an expression with a variable to represent a given verbal expression involving one operation; and |  |  |  |
| 5.19d The student will create a problem situation based on a given equation, using a single variable and one operation. |  |  |  |