



Mathematics Calculator Guidance Grade 6

TN Standard	Calculator Tested Subpart	Non-Calculator Tested Subpart	Math Lesson(s) i-Ready Math	Notes
Link to Calculator Step Guide				
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 a bird house at the zoo was 2:1, because for every 2 wings there was 1 beak. Another example could be for every vote candidate A received, candidate C received nearly three votes</i>	✓		Unit 3, Lessons 12 and 13	Historically, this standard appeared on the calculator subpart of the TCAP practice assessment. Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.
6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$. Use rate language in the context of a ratio relationship. For example, this recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup	✓		Unit 4, Lessons 15	Historically, this standard appeared on the calculator subpart of the TCAP practice assessment. Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.

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<p>of sugar. Also, we paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger. (Expectations for unit rates in 6th grade are limited to non-complex fractions).</p>				
<p>6.RP.A.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. b. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if a runner ran 10 miles in 90 minutes, running at that speed, how long will it take</i></p>	<p>✓</p>		<p>Unit 3, Lessons 13, 14 Unit 4, Lessons 16, 17, and 18</p>	<p>Historically, this standard appeared on the calculator subpart of the TCAP practice assessment.</p> <p>Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.</p>

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<p>him to run 6 miles? How fast is he running in miles per hour?</p> <p>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 percentage</p> <p>d. Use ratio reasoning to convert customary and metric measurement units (within the same system); manipulate and transform units appropriately when multiplying or dividing quantities.</p>				
<p>6.NS.A.1 Interpret and compute quotients of fractions, and solve real-world and mathematical problems involving division of fractions by fractions (e.g., connecting visual fraction models and equations to represent the</p>	✓	✓	Unit 2, Lessons 9 and 10	<p>Historically, this standard appeared on the calculator and non-calculator subpart of the TCAP practice assessment.</p> <p>Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.</p>

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<p>problem is suggested). 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 $3/4$ times $8/9$ is $2/3$ ($(a/b) \div (c/d) = ad/bc$). Further example: How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</p>				
<p>6.NS.B.2 Fluently divide multi-digit numbers using a standard algorithm.</p>	<p>✓</p>		<p>Unit 2, Lesson 8</p>	<p>Historically, this standard appeared on the calculator subpart of the TCAP practice assessment.</p> <p>Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.</p> <p>The calculator could be utilized to check answers when fluently dividing multi-digit numbers using a standard algorithm.</p>

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<p>6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm and making connections to previous conceptual work with each operation.</p>		✓	Unit 2, Lessons 7 and 8	<p>Historically, this standard appeared on the non-calculator subpart of the TCAP practice assessment.</p> <p>Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.</p> <p>The calculator could be utilized to check answers when fluently adding, subtracting, and dividing multi-digit decimals using a standard algorithm.</p>
<p>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></p>	✓		Unit 1, Lesson 6 Unit 5, Lesson 19	<p>Historically, this standard appeared on the calculator subpart of the TCAP practice assessment.</p> <p>Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.</p> <p>If the calculator is permitted on future assessments, the calculator could be utilized to check the strategy used to express the sum of two whole numbers 1-100 with a</p>

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				common factor as a multiple of a sum of two whole numbers with no common factor.
<p>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 as well as describing situations in which opposite quantities can combine to make 0.</p>	✓		Unit 6, Lesson 23	<p>Historically, this standard appeared on the calculator subpart of the TCAP practice assessment.</p> <p>Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.</p> <p>If the calculator is permitted on future assessments, the calculator could be utilized to calculate the temperature, elevation, credits/debits positive/negative electric charge when solving real-world problems.</p>
<p>6.NS.C.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</p>	✓		Unit 6, Lessons 23 and 27	<p>Historically, this standard appeared on the calculator subpart of the TCAP practice assessment.</p> <p>Instruction should prepare students to demonstrate</p>

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<p>on the line and in the plane with negative number coordinates.</p> <p>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. <i>For example, $-(-3) = 3$, and that 0 is its own opposite.</i></p> <p>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.</p> <p>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</p>				mastery with and without the aid of the calculator.
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plane.				
<p>6.NS.C.7 Understand ordering and absolute value of rational numbers.</p> <p>a. 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></p> <p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}C > -7^{\circ}C$ to express the fact that $-3^{\circ}C$ is warmer than $-7^{\circ}C$.</p> <p>c. Understand the absolute value of a rational number as its distance from 0 on the</p>	✓	✓	Unit 6, Lessons 24 and 25	<p>Historically, this standard appeared on the calculator and non-calculator subpart of the TCAP practice assessment.</p> <p>Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.</p>

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<p>number line and distinguish comparisons of absolute value from statements about order in a real-world context. <i>For example, an account balance of -24 dollars represent a greater debt than an account balance -14 dollars because -24 is located to the left of -14 on the number line.</i></p>				
<p>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.</p>			<p>Unit 6, Lesson 28</p>	<p>Historically, this standard has not been assessed on previous TCAP practice assessments.</p> <p>Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.</p>
<p>6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.</p>			<p>Unit 1, Lesson 5</p>	<p>Historically, this standard has not been assessed on previous TCAP practice assessments.</p> <p>Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.</p>

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				<p>If the calculator is permitted on future assessments, the calculator could be utilized to evaluate numerical expressions involving whole-number exponents.</p>
<p>6.EE.A.2 Write, read, and evaluate expressions in which variables stand for numbers.</p> <p>a. Write expressions that record operations with numbers and with variables. <i>For example, express the calculation "Subtract y from 5" as $5-y$.</i></p> <p>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. <i>For example, describe the expression $2(8+7)$ as a product of two</i></p>	✓		Unit 1, Lesson 4 and 5	<p>Historically, this standard appeared on the calculator subpart of the TCAP practice assessment.</p> <p>Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.</p>

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<p>factors; view $(8+7)$ as both a single entity and a sum of two terms.</p> <p>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).</p>				
<p>6.EE.A.3 Apply the properties of operations (including, but not limited to, commutative, associative, and distributive properties) to generate equivalent expressions. (The distributive property of multiplication over addition is prominent here. Negative coefficients are not an expectation at this grade level.) For example, apply the distributive property to the expression $3(2 + x)$ to</p>			<p>Unit 5, Lesson 19</p>	<p>Historically, this standard has not been assessed on previous TCAP practice assessments.</p> <p>Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.</p>

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<p>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 $3y$.</p>				
<p>6.EE.A.4 Identify when expressions are equivalent (i.e., when the expressions name the same number regardless of which value is substituted into them). <i>For example, the expression $5b+3b$ is equivalent to $(5+3)b$, which is equivalent to $8b$.</i></p>	✓	✓	Unit 5, Lesson 19	<p>Historically, this standard appeared on the calculator and non-calculator subpart of the TCAP practice assessment.</p> <p>Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.</p>
<p>6.EE.B.5 Understand that a solution to an equation or inequality is the value(s) that makes that statement true. Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p>	✓		Unit 5, Lesson 20 Unit 6, Lesson 26	<p>Historically, this standard appeared on the calculator subpart of the TCAP practice assessment.</p> <p>Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.</p>

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<p>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.</p>	✓		Unit 1, Lesson 4	<p>Historically, this standard appeared on the calculator subpart of the TCAP practice assessment.</p> <p>Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.</p>
<p>6.EE.B.7 Solve real-world and mathematical problems by writing and solving one-step equations of the form $x + p = q$, $px = q$, $x - p = q$, and $x/p = q$ for cases in which p, q, and x are all nonnegative rational numbers and $p \neq 0$. (Complex fractions are not an expectation at this grade level.)</p>		✓	Unit 5, Lesson 21	<p>Historically, this standard appeared on the non-calculator subpart of the TCAP Assessment.</p> <p>If the calculator is permitted on future assessments, the calculator could be utilized to check the solutions of one-step equations.</p>
<p>6.EE.B.8 Interpret and write an inequality of the form $x > c$, $x < c$, $x \leq c$, or $x \geq c$ which represents a condition or constraint in a real-world or mathematical problem. Recognize that inequalities have infinitely many</p>	✓	✓	Unit 6, Lesson 26	<p>Historically, this standard appeared on the calculator and non-calculator subpart of the TCAP practice assessment.</p> <p>Instruction should prepare students to demonstrate</p>

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<p>solutions; represent solutions of inequalities on number line diagrams.</p>				<p>mastery with and without the aid of the calculator.</p>
<p>6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another. <i>For example, Susan is putting money in her savings account by depositing a set amount each week (\$50). Represent her savings account balance with respect to the number of weekly deposits ($s = 50w$, illustrating the relationship between balance amount s and number of weeks w).</i></p> <p>a. Write an equation in the form $y = px$ where y, p and x are all non-negative and $p \neq 0$, to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.</p> <p>b. Analyze the relationship between the dependent</p>		<p>✓</p>	<p>Unit 5, Lesson 22</p>	<p>Historically, this standard appeared on the non-calculator subpart of the TCAP practice assessment.</p> <p>If the calculator is permitted on future assessments, the calculator could be utilized to check the calculations in the table to determine which variable is dependent or independent.</p>

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and independent variables using graphs and tables and relate these to the equation.				
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; know and apply these techniques in the context of solving real-world and mathematical problems.	✓		Unit 1, lessons 1 and 2	Historically, this standard appeared on the calculator subpart of the TCAP practice assessment. Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.
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 $V = Bh$ where B is the area of the base to find volumes of right rectangular prisms with fractional edge lengths	✓		Unit 2, Lesson 11	Historically, this standard appeared on the calculator subpart of the TCAP practice assessment. Instruction should prepare students to demonstrate mastery with and without the aid of the calculator. If the calculator is permitted on future assessments, the calculator could be utilized to check the calculations for volume of right rectangular prisms.

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<p>in the context of solving real-world and mathematical problems.</p>				
<p>6.G.A.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side that joins two vertices (vertical or horizontal segments only). Apply these techniques in the context of solving real-world and mathematical problems.</p>			<p>Unit 6, Lesson 28</p>	<p>Historically, this standard has not appeared on the TCAP practice assessment.</p> <p>Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.</p> <p>If the calculator is permitted on future assessments, the calculator could be utilized to check the calculate the length of a side that joins two vertices.</p>
<p>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.</p>	<p>✓</p>		<p>Unit 1, Lesson 4</p>	<p>Historically, this standard appeared on the calculator subpart of the TCAP practice assessment.</p> <p>Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.</p>
<p>6.SP.A.1 Recognize a statistical question as one that</p>			<p>Unit 7, Lesson 29</p>	<p>Historically, this standard has not been assessed on TCAP.</p>

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<p>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></p>				
<p>6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its measures of center (mean, median, mode), measures of variation (range only), and overall shape.</p>	✓	✓	Unit 7, Lesson 29 and 30	<p>Historically, this standard appeared on the calculator and non-calculator subpart of the TCAP practice assessment.</p> <p>Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.</p>
<p>6.SP.A.3 Recognize that a measure of center (mean, median, mode) 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.</p>			Unit 7, Lesson 31 and 32	<p>Historically, this standard has not appeared on the TCAP practice assessment.</p> <p>The calculator is not needed because students are recognizing that a measure of center for a numerical data set summarizes all of its values.</p>

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<p>6.SP.B.4 Display a single set of numerical data using dot plots (line plots), box plots, pie charts and stem plots.</p>			<p>Unit 7, Lesson 30</p>	<p>Historically, this standard has not appeared on the TCAP practice assessment.</p>
<p>6.SP.B.5 Summarize numerical data sets in relation to their context.</p> <p>a. Report the number of observations.</p> <p>b. Describe the nature of the attribute under investigation, including how it was measured and its units of measurement.</p> <p>c. Give quantitative measures of center (median and/or mean) and variability (range) as well as describing any overall pattern with reference to the context in which the data were gathered.</p> <p>d. Relate the choice of measures of center to the shape of the data distribution and the context</p>	<p>✓</p>		<p>Unit 7 Lessons 29 and 30</p>	<p>Historically, this standard appeared on the calculator subpart of the TCAP practice assessment.</p> <p>Instruction should prepare students to demonstrate mastery with and without the aid of the calculator.</p>

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in which the data were gathered.				
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