Part IV: Grade 6

- Test Blueprint

- Test Content

- Sample Items

- Vocabulary List

EDITOR'S NOTE: Some scored student work may contain labeling elements used when the items were pilot tested. These labeling elements are separate and distinct from and are not a part of the test items themselves.

Connecticut Mastery Test – Fourth Generation

Mathematics Grade 6 Test Blueprint

Content Standards and Strands	# of multiple-choice items	# of open-ended items	# of grid-in items
Numerical and Proportional Reasoning			
1. Place Value	6		
2. Pictorial Representations of Numbers	4	2	
3. Equivalent Fractions, Decimals and Percents	4		
4. Order, Magnitude and Rounding of Numbers	6	2	
5. Models for Operations	2	2	
6. Basic Facts			4
7. Computation with Whole Numbers and Decimals	2		6
8. Computation with Fractions and Integers	6		
9. Solve Word Problems	2	2	2
10. Numerical Estimation Strategies	4		
11. Estimating Solutions to Problems	2	4	
12. Ratios and Proportions	4		
13. Computation with Percents	NT	NT	NT
Geometry and Measurement			
14. Time	NT	NT	NT
15. Approximating Measures	6		
16. Customary and Metric Measures	2	2	2
17. Geometric Shapes and Properties	4	2	
18. Spatial Relationships	3	2	
Working with Data: Probability and Statistics			
19. Tables, Graphs and Charts	2	2	
20. Statistics and Data Analysis	2		2
21. Probability	2	1	
24. Classification and Logical Reasoning	2	2	
Algebraic Reasoning: Patterns and Functions			
22. Patterns	2	2	
23. Algebraic Concepts	4		2
Integrated Understandings			
25. Mathematical Applications		2	
TOTAL	71	27	18

* NT = Strand not tested at this grade level

Connecticut Mastery Test – Fourth Generation
Mathematics Grade 6 Content

Strand	Concepts/Skills Assessed
1. **Place Value**	A. Solve problems involving 100, 1,000 or 10,000 MORE/LESS and 0.1 MORE/LESS than a given number. B. Identify alternative forms of expressing whole numbers ‹10,000 using expanded notation and regrouping. C. Use place value concepts to identify and compare the magnitude and value of digits in numbers.
2. **Pictorial Representation of Numbers**	A. Relate fractions, mixed numbers, decimals and percents to their pictorial representations and vice versa. B. Identify and/or shade fractional parts of regions or sets, decimals (tenths and hundredths) and mixed numbers in pictures.
3. **Equivalent Fractions, Decimals and Percents**	A. Rename equivalent fractions and mixed numbers. B. Rename improper fractions and mixed numbers as equivalent decimals and vice versa.
4. **Order, Magnitude and Rounding of Numbers**	A. Order whole numbers up to 6 digits and decimals (tenths and hundredths). B. Order mixed numbers, fractions and decimals. C. Describe magnitude of whole numbers up to 6 digits and decimals (tenths and hundredths). D. Describe magnitude of fractions and mixed numbers. E. Round whole numbers up to 6 digits, fractions and decimals in context. F. Identify points on number lines and scales, including fractions, decimals and integers. G. Locate points on number lines and scales, including fractions, decimals and integers.
5. **Models for Operations**	A. Identify the appropriate operation or number sentence to solve a story problem. B. Write story problems from equations involving fractions and decimals, including money amounts, using all operations.
6. **Basic Facts**	A. Multiply and divide facts.
7. **Computation with Whole Numbers and Decimals**	A. Add and subtract 2-, 3- and 4-digit whole numbers, money amounts and decimals. B. Multiply and divide whole numbers and decimals by 10, 100 and 1,000. C. Multiply and divide 2- and 3-digit whole numbers and money amounts by 1-digit numbers and 1-digit decimals. D. Identify the correct placement of the decimal point in multiplication and division of decimals by one-digit numbers.
8. **Computation with Fractions and Integers**	A. Add and subtract fractions and mixed numbers with reasonable and appropriate denominators. B. Multiply whole numbers and fractions by fractions and mixed numbers.

Strand	Grade 6 Concepts/Skills Assessed
9. **Solve Word Problems**	A. Solve one-step story problems involving whole numbers, decimals and money amounts with or without extraneous information. B. Solve two-step story problems involving whole numbers, decimals, fractions and money amounts without extraneous information. C. Solve two-step problems involving whole numbers and decimals with extraneous information. D. Solve two-step problems involving whole numbers, decimals or money amounts, and explain how the answer was determined.
10. **Numerical Estimation Strategies**	A. Identify the best expression to find an estimate. B. Identify whether and why a particular strategy will result in an overestimate or an underestimate.
11. **Estimating Solutions to Problems**	A. Identify a reasonable estimate to a problem, including estimating change. B. Determine a reasonable estimate, and describe the strategy used to arrive at the estimate. C. Given an estimate as a solution, judge its reasonableness and justify the decision.
12. **Ratios and Proportions**	A. Solve problems involving simple ratios.
13. **Computation with Percents**	Not tested
14. **Time**	Not tested
15. **Approximating Measures**	A. Estimate lengths, areas and angle measures.
16. **Customary and Metric Measures**	A. Measure and determine perimeter, area and volume. Explain or show how the solution was determined. B. Identify appropriate customary or metric units of measure (length, temperature, capacity, mass) for a given situation. C. Identify the correct solution to problems involving the conversions of measures of length, mass, capacity and time. D. Solve problems involving conversions of measures of length, mass, capacity and time.
17. **Geometric Shapes and Properties**	A. Identify and classify 2- and 3-dimensional geometric shapes and figures. B. Draw, describe and classify 2-dimensional geometric shapes and figures.
18. **Spatial Relationships**	A. Identify lines of symmetry. B. Draw lines of symmetry. C. Identify congruent and similar figures. D. Identify geometric reflections, rotations and translations. E. Locate and draw points on grids.
19. **Tables, Graphs and Charts**	A. Identify correct information from tables, line graphs, bar graphs, stem-and-leaf plots, and charts. B. Create bar graphs and line graphs from data in tables and charts.
20. **Statistics and Data Analysis**	A. Draw reasonable conclusions from data in tables, pictographs, line graphs, circle graphs, stem-and-leaf plots, and charts. B. Solve problems involving means, medians and modes of sets of data.

Strand	Grade 6 Concepts/Skills Assessed
21. Probability	A. Identify correct solutions to problems involving elementary notions of probability and fairness. B. Solve problems involving elementary notions of probability and fairness, including justifying solutions.
22. Patterns	A. Identify the missing terms in a pattern, or identify rules for a given pattern using numbers and attributes. B. Extend or complete patterns and state rules for given patterns using numbers and attributes.
23. Algebraic Concepts	A. Solve simple 1-step algebraic equations. B. Evaluate equations, identify fact-family relationships and use formulas provided.
24. Classification and Logical Reasoning	A. Solve logic, counting and classification problems involving the organization of data. B. Sort or classify objects, and draw logical conclusions from data including Venn diagrams and transitive reasoning questions.
25. Mathematical Applications	A. Solve extended numerical, statistical and spatial problems.

GRADE 6 SAMPLE ITEMS

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1. Place Value - MC

In which number does the 2 have the **least** value?

○ 2954
○ 3286
○ 6125
◉ 9052

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2. Pictorial Representation of Numbers - MC

What fractional part of the figure is shaded?
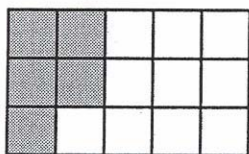
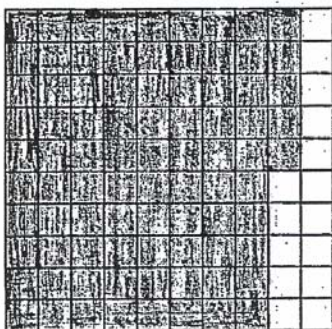○ $\frac{1}{15}$

◉ $\frac{1}{3}$

○ $\frac{1}{5}$

○ $\frac{3}{5}$

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2. Pictorial Representation of Numbers - OE

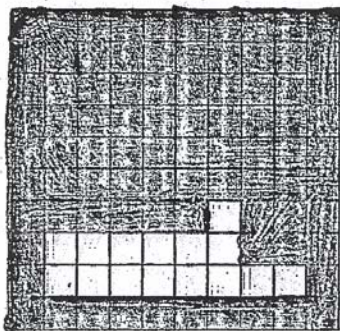Shade in **0.85** of this figure.
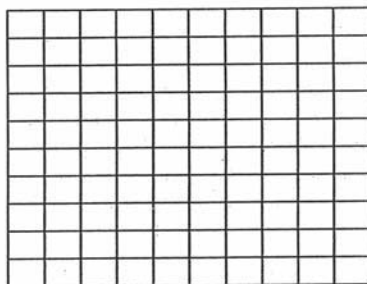
Each ☐ = 0.01
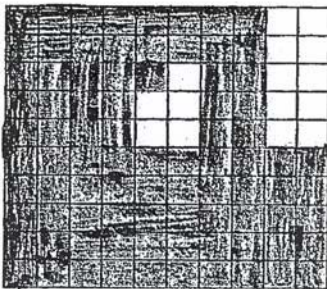
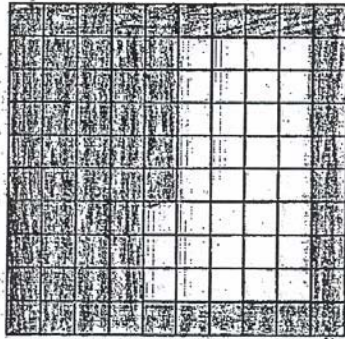**S1A** Shade in 0.85 of this figure.

Each ☐ = 0.01

S1B Shade in 0.85 of this figure.

Each ☐ = 0.01

S1C Shade in 0.85 of this figure.

Each ☐ = 0.01

S1D Shade in 0.85 of this figure.

Each □ = 0.01

O
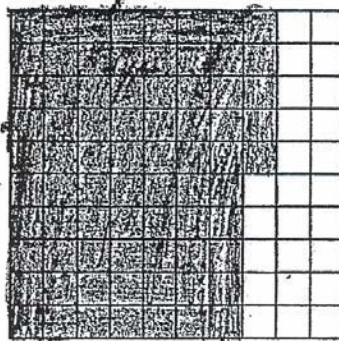
S1E Shade in 0.85 of this figure.

Each □ = 0.01

O

S1F Shade in 0.85 of this figure.

Each □ = 0.01

O

186
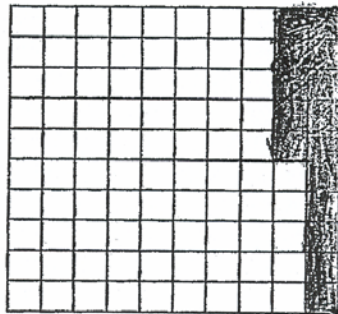
3. Equivalent Fractions, Decimals and Percents - MC

Which fraction means the same as 0.5?

- ○ $\dfrac{1}{10}$
- ○ $\dfrac{1}{5}$
- ◉ $\dfrac{1}{2}$
- ○ $\dfrac{5}{100}$

4. Order, Magnitude and Rounding of Numbers - MC

2 The chart shows the time Trent spent walking his dog each day this week.

Time Spent Dog Walking

Day	Dog Walking (in hours)
Monday	$1\frac{1}{4}$
Tuesday	$\frac{3}{4}$
Wednesday	$\frac{1}{2}$
Thursday	1
Friday	$1\frac{1}{2}$

Which list shows the days in order from the **most** time to the **least** time spent walking the dog?

- ○ Monday, Wednesday, Thursday, Tuesday, Friday
- ○ Friday, Monday, Tuesday, Thursday, Wednesday
- ○ Wednesday, Thursday, Tuesday, Monday, Friday
- ◉ Friday, Monday, Thursday, Tuesday, Wednesday

187

12 The "x" on the number line **most** likely represents which integer?
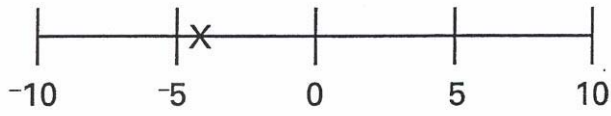
```
├─────┼×────┼─────┼─────┤
-10      -5      0      5      10
```

- ○ 4
- ○ -1
- ⊙ -4
- ○ -6

Write a story problem that can be solved using the number sentence

$$\$7.96 - \$0.49 = \square.$$

S2A Write a story problem that can be solved using the number sentence

$$\$7.96 - \$0.49 = \square.$$

Joey had $7.96 when he went to Ada's to buy some candy. When he got there he only wanted a peice of gum which cost him 49¢. How much did he have left after buying the gum?

2

S2B Write a story problem that can be solved using the number sentence

$$\$7.96 - \$0.49 = \square.$$

Ashley has $7.96. So she goes to the store she buys 2 lolly pops for 49¢. How much money will she have left.

$$
\begin{array}{r}
7.96 \\
- .49 \\
\hline
6.47
\end{array}
$$

2

S2C Write a story problem that can be solved using the number sentence

$$\$7.96 - \$0.49 = \square.$$

I went to the mall with $7.96 in my pocket I bought a pencil for $.49 I had $7.47 left.

2

189

S2D Write a story problem that can be solved using the number sentence.

$$\$7.96 - \$0.49 = \square.$$

A lady was at the grocery store paying at the counter and her total came to $7.96. She had her savings card with her and she bought one thing that was on sale and so she got 49¢ taken off her total.

$7.96 - $.49 =

1

S2E Write a story problem that can be solved using the number sentence.

$$\$7.96 - \$0.49 = \square.$$

I Saved up $7.96 in two days I bought a core for $7.47 how much money do I have Left.

1

S2F Write a story problem that can be solved using the number sentence.

$$\$7.96 - \$0.49 = \square.$$

Sasha had $796. She went to the bakery. She saw some cookies that just came out of the oven they cost 49¢. She buyd 40 cookies. How much she has left.

1

S2G Write a story problem that can be solved using the number sentence

$$\$7.96 - \$0.49 = \square.$$

Albint Eienstein was trying to figure out a math problem. $7.96 - 49 pennes. What is the solution.

0

S2H Write a story problem that can be solved using the number sentence

$$\$7.96 - \$0.49 = \square.$$

I borrow from the nine because you can't subtrate the six from nine so you had to borrow and thats how my anwser comes up. The answer is $7.47
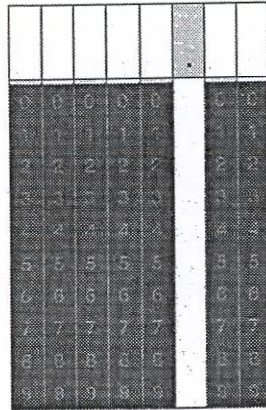
0

S2I Write a story problem that can be solved using the number sentence

$$\$7.96 - \$0.49 = \square.$$

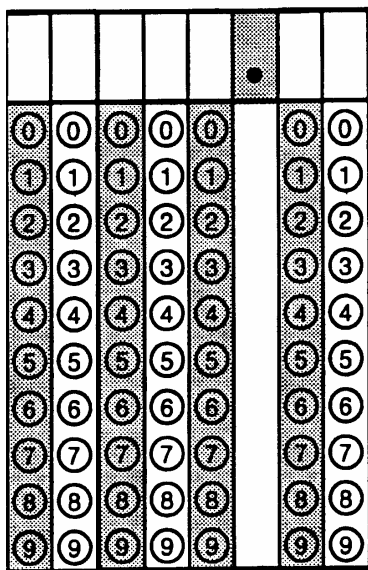I had $7.96 dollors. I bought a TV dinner for $4.75 and a soda for $1.00. I got back was $0.49 cent

0

$6 \times 7 = \square$

1170 + 790 =

7. Computations with Whole Numbers and Decimals - MC

$$9.3 \times 2 =$$

- ◯ 1860
- ◯ 186
- ◉ 18.6
- ◯ 1.86

8. Computations with Fractions and Integers - MC

$$\frac{1}{5} \times 4 =$$

- ◯ $\frac{1}{20}$
- ◉ $\frac{4}{5}$
- ◯ $1\frac{1}{4}$
- ◯ 20

9. Solve Word Problems - MC

Derrick jogs 1.7 miles every day. How many miles did he jog in 14 days?

- ◯ 238
- ◯ 218
- ◉ 23.8
- ◯ 21.8

S-1 Donyiel found some rocks for his collection that cost $1.65 each and decided to buy 5 of them. He paid for the rocks with a ten dollar bill. How much change did he receive? Show

S1A Donyiel found some rocks for his collection that cost $1.65 each and decided to buy 5 of them. He paid for the rocks with a ten dollar bill. How much change did he receive? Show your work or explain how you found your answer.

Donyiel had to multiply $1.65 × 5 &
it will come up to 8.25. So if he had
$10.00 the change will be $1.75 from
$10. Dollar Bill.

2

S1B Donyiel found some rocks for his collection that cost $1.65 each and decided to buy 5 of them. He paid for the rocks with a ten dollar bill. How much change did he receive? Show your work or explain how you found your answer.

$1.65
× 5
8.25

$10.00
− 8.25
$1.75

He recieved $1.75.

2

S1C Donyiel found some rocks for his collection that cost $1.65 each and decided to buy 5 of them. He paid for the rocks with a ten dollar bill. How much change did he receive? Show your work or explain how you found your answer.

His change was $1.75 because I
Multiplied 1.65×5. Then I subtracted the
answer from 10.00.

2

S1D Donyiel found some rocks for his collection that cost **$1.65** each and decided to buy 5 of them. He paid for the rocks with a ten dollar bill. How much change did he receive? Show your work or explain how you found your answer.

Multiply 1.65 and 5. Then subtract your answer from 10.00.

1

S1E Donyiel found some rocks for his collection that cost **$1.65** each and decided to buy 5 of them. He paid for the rocks with a ten dollar bill. How much change did he receive? Show your work or explain how you found your answer.

$$\begin{array}{r} 3.65 \\ \times 5 \\ \hline \$8.55 \end{array}$$

$$\begin{array}{r} \$10.00 \\ -8.55 \\ \hline 1.45 \end{array}$$

Donyiel will get $1.45 change because $1.65 X 5 = $8.55 so $10.00 - $8.55 = $1.45 so $1.45 would be your change.

1

S1F Donyiel found some rocks for his collection that cost **$1.65** each and decided to buy 5 of them. He paid for the rocks with a ten dollar bill. How much change did he receive? Show your work or explain how you found your answer.

His change was 8.25 how I got it is by Donyiel buying 5 of the rocks and each of the rocks costed $1.65 I multiplyed 1.65 to 5 and I got 8.25.

1

S1G Donyiel found some rocks for his collection that cost $1.65 each and decided to buy 5 of them. He paid for the rocks with a ten dollar bill. How much change did he receive? Show your work or explain how you found your answer.

Subtract $10.00 − $1.65 = $8.35

0

S1H Donyiel found some rocks for his collection that cost $1.65 each and decided to buy 5 of them. He paid for the rocks with a ten dollar bill. How much change did he receive? Show your work or explain how you found your answer.

I found the answer day a ting $1.65 and 5 and I got $6.65 that is the answer

0

S1I Donyiel found some rocks for his collection that cost $1.65 each and decided to buy 5 of them. He paid for the rocks with a ten dollar bill. How much change did he receive? Show your work or explain how you found your answer.

Answer
0.33¢

I First divided $1.65 by 5 and I got 33 cents because he only bought 5 and it was $1.65 each.

0

10. Numerical Estimation Strategies - MC

To estimate the product of 187.3 X 29.4, Deirdre multiplied 190 x 30. Would Deirdre's **estimate** be **more** or **less** than the actual product?

- ○ **less**, because she rounded both numbers up
- ⊙ **more**, because she rounded both numbers up
- ○ **less**, because she rounded both numbers down
- ○ **more**, because she rounded both numbers down

11. Estimating Solutions to Problems - MC

Charlie bought a telescope for **$148.95** including tax. He gave the clerk **$200**. Which of the following is a **reasonable** estimate for the change Charlie should receive?

- ○ A little less than $60
- ○ A little more than $60
- ○ A little less than $50
- ⊙ A little more than $50

11. Estimating Solutions to Problems - OE

S-4 Tricia's biology class lasts **48** minutes each day. She noticed there are **19** school days in October.

Is Tricia's estimate of **1000** minutes a **reasonable** estimate of the number of minutes for biology class during October?

Show your work or explain if this is a **reasonable** estimate.

S4A Tricia's biology class lasts 48 minutes each day. She noticed there are 19 school days in October.

Is Tricia's estimate of 1000 minutes a **reasonable** estimate of the number of minutes for biology class during October?

Show your work or explain if this is a **reasonable** estimate.

This is a reasonable estimate beacuse what she did was round both numbers up to the nearest 10, then multiply them, and thats how her estimate is a reasonable one.

2

S4B Tricia's biology class lasts 48 minutes each day. She noticed there are 19 school days in October.

Is Tricia's estimate of 1000 minutes a **reasonable** estimate of the number of minutes for biology class during October?

Show your work or explain if this is a **reasonable** estimate.

Yes I do think it is reasonable because if you round 48 to 50 and 19 to 20 and then times those two you get 1000

2

S4C Tricia's biology class lasts 48 minutes each day. She noticed there are 19 school days in October.

Is Tricia's estimate of 1000 minutes a **reasonable** estimate of the number of minutes for biology class during October?

Show your work or explain if this is a **reasonable** estimate.

$48 = 50$ $19 = 20$ $50 \times 20 = 1000$ Yes!

2

198

S4D Tricia's biology class lasts 48 minutes each day. She noticed there are 19 school days in October.

Is Tricia's estimate of 1000 minutes a **reasonable** estimate of the number of minutes for biology class during October?

Show your work or explain if this is a **reasonable** estimate.

Yes because she rounded them up and the multiplied them, and that is a reasonble answer.

1

S4E Tricia's biology class lasts 48 minutes each day. She noticed there are 19 school days in October.

Is Tricia's estimate of 1000 minutes a **reasonable** estimate of the number of minutes for biology class during October?

Show your work or explain if this is a **reasonable** estimate.

Tricia's estimate was not a reasonable estimate. This is because if you round 48 to 50 & 19 to 20. The number you'll have would be 100 after You 20 multiplied them.

100 minutes

1

S4F Tricia's biology class lasts 48 minutes each day. She noticed there are 19 school days in October.

Is Tricia's estimate of 1000 minutes a **reasonable** estimate of the number of minutes for biology class during October?

Show your work or explain if this is a **reasonable** estimate.

50 x 20 ≤ 1000

1

S4G Tricia's biology class lasts 48 minutes each day. She noticed there are 19 school days in October.

Is Tricia's estimate of 1000 minutes a **reasonable** estimate of the number of minutes for biology class during October?

Show your work or explain if this is a **reasonable** estimate.

I think its a reasonable estimate time.

0

S4H Tricia's biology class lasts 48 minutes each day. She noticed there are 19 school days in October.

Is Tricia's estimate of 1000 minutes a **reasonable** estimate of the number of minutes for biology class during October?

Show your work or explain if this is a **reasonable** estimate.

No it is Not be cause it is lof for 9 day in october and it's 48 minutes in nine day so you need to add to figure out your answer to the question

0

S4I Tricia's biology class lasts 48 minutes each day. She noticed there are 19 school days in October.

Is Tricia's estimate of 1000 minutes a **reasonable** estimate of the number of minutes for biology class during October?

Show your work or explain if this is a **reasonable** estimate.

yes because you have to estimate 48 mintes and 19 day of school so you have to round of.

0

12. Ratios and Proportions - MC

Tina figured she was charged 5¢ for every
1 minute she talked on the phone to her aunt.
Which shows this same ratio?

○ 10¢ for every 3 minutes
○ 20¢ for every 5 minutes
○ 30¢ for every 4 minutes
◉ 40¢ for every 8 minutes

15. Approximating Measures - MC

What is the approximate measure of the angle shown above?

○   100°

○   110°

◉   170°
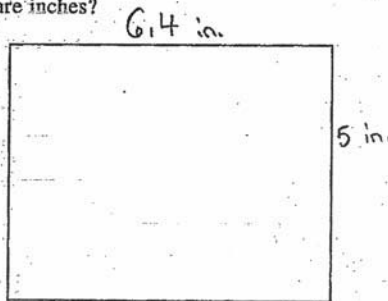
○   190°

16.   Customary and Metric Measures - OE

S-3 Use your ruler to measure the lengths of the sides. Label each length in inches. What is the
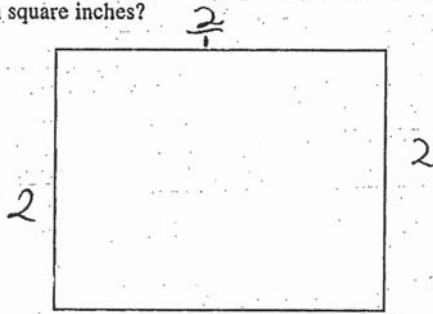**area** of this figure in square inches?

Area: _____

201

S3A Use your ruler to measure the lengths of the sides. Label each length in inches. What is the **area** of this figure in square inches?

2.5 in.

2 in.

2 in.

2.5 in.

Area: 5 in²
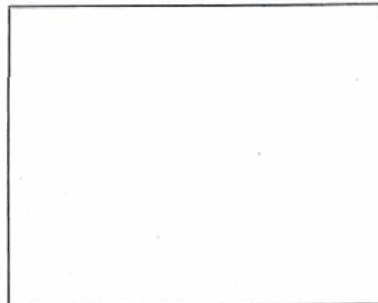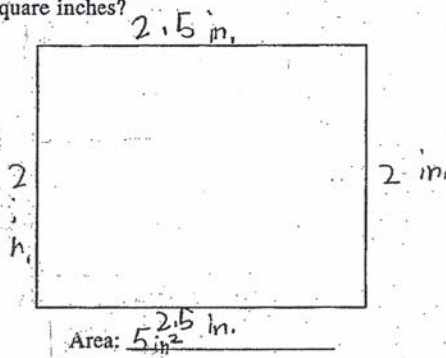
2

S3B Use your ruler to measure the lengths of the sides. Label each length in inches. What is the **area** of this figure in square inches?
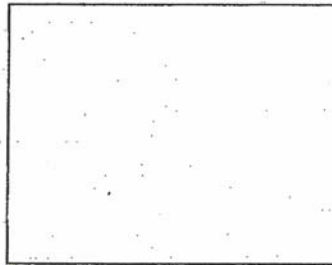
2 ½ in

2 in

Area: 5 in²
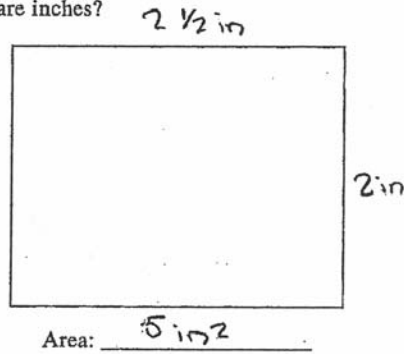
2

**S3C** Use your ruler to measure the lengths of the sides. Label each length in inches. What is the **area** of this figure in square inches?

2

Area: 2.5 5
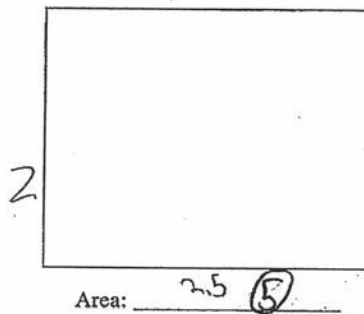
2

S3D Use your ruler to measure the lengths of the sides. Label each length in inches. What is the area of this figure in square inches?

2.5

2

2

2.5
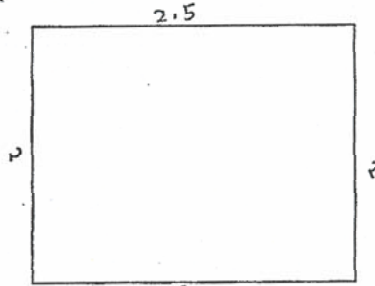
Area: _____9 inches_____

S3E Use your ruler to measure the lengths of the sides. Label each length in inches. What is the area of this figure in square inches?
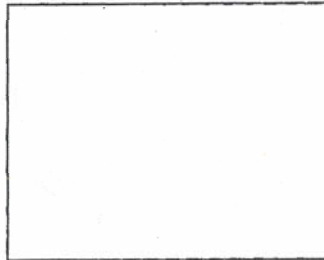
Area: _____5_____

S3F Use your ruler to measure the lengths of the sides. Label each length in inches. What is the area of this figure in square inches?

6.4 in.

5 in.

Area: _____32_____

S3G Use your ruler to measure the lengths of the sides. Label each length in inches. What is the area of this figure in square inches?

$\frac{2}{1}$

2

2

0

↗ Area: $\frac{2}{1}$ on the top and bottom and

$\frac{2}{1}$ 2 on the sides.

S3H Use your ruler to measure the lengths of the sides. Label each length in inches. What is the area of this figure in square inches?

0

Area: 3

S3I Use your ruler to measure the lengths of the sides. Label each length in inches. What is the area of this figure in square inches?

0

Area: $2\frac{1}{2}$

204
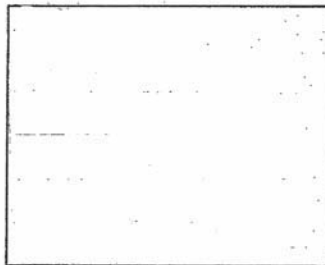
Trina had a package that weighed 5.5 kilograms. How many grams is that?

○   505
○   550
○   5050
◉   5500

Anna picked 8 pints of strawberries. How many **quarts** of strawberries did she pick?

This side view of a toy box shows the door open **170°**.
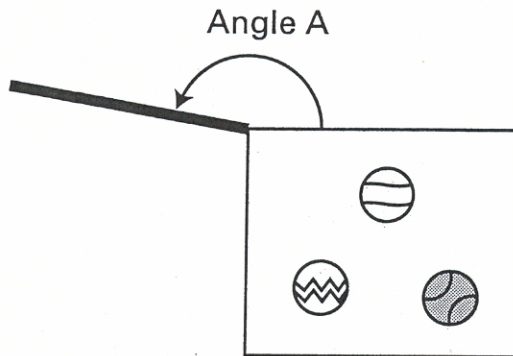
Angle A

What type of angle is Angle A?

- ○ **Straight**
- ⊙ **Obtuse**
- ○ **Acute**
- ○ **Right**
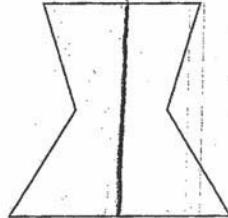
S-4 Draw a line of symmetry on the figure below.
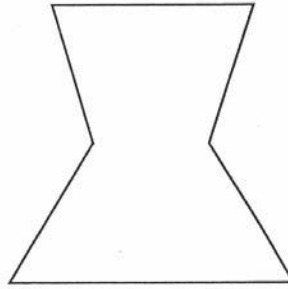
Explain how you know it is a line of symmetry.
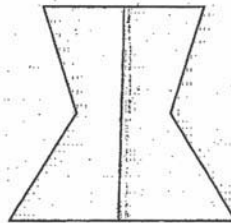
S4A Draw a line of symmetry on the figure below.

Explain how you know it is a line of symmetry.

I put the line there because a line of symmetry is a shape that you cut it in two congruent part
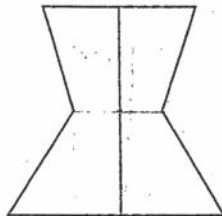
2

S4B Draw a line of symmetry on the figure below.

Explain how you know it is a line of symmetry.

I know this is a line of symetry because if you fold it in half it will be even.

2

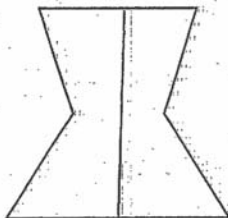**S4C** Draw a line of symmetry on the figure below.

2

Explain how you know it is a line of symmetry.

Because if you fold that objects on that line everything will line up perfectly.

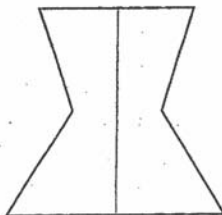**S4D** Draw a line of symmetry on the figure below.

1

Explain how you know it is a line of symmetry.

That is a line a symmetry because it is going across the shape. And it is also going in a strait line

---

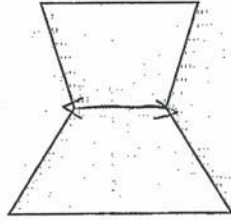**S4E** Draw a line of symmetry on the figure below.

1

Explain how you know it is a line of symmetry.

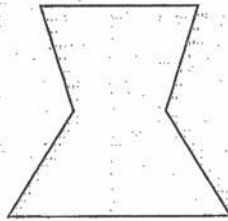Because I drew it right down the middle.

S4G Draw a line of symmetry on the figure below.

Explain how you know it is a line of symmetry.

I know that is a line of symmetry because the lines will never touch eachother. They will go on forever

S4H Draw a line of symmetry on the figure below.

Explain how you know it is a line of symmetry.
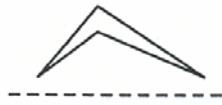
It is symmetry because the lines are kinda not strait.

S4I Draw a line of symmetry on the figure below.
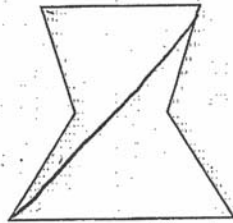
Explain how you know it is a line of symmetry.

I know it's a line of symmetry because a symmetry line can go strient or side way along as it there the figure

209

Which of the following represents a reflection
of this shape across the dotted line?

○

⊙

○

○
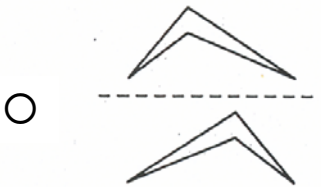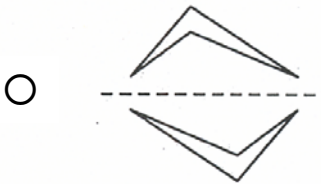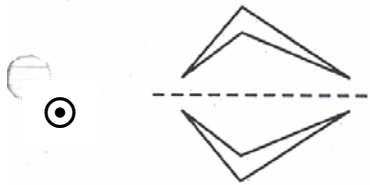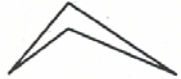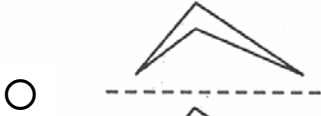
The stem-and-leaf plot shows the number of videos rented by sixth grade students.

Number of Videos Rented

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

How many sixth-graders rented more than 10 videos?

- ○ 10
- ◉ 11
- ○ 12
- ○ 13

S-5 The table shows the type of CDs in a CD collection.

CD Collection

CD Type	Number
Country	181
Hip-Hop	132
Jazz	116
Rap	164

Complete the **bar** graph to show the same information.

CD Collection
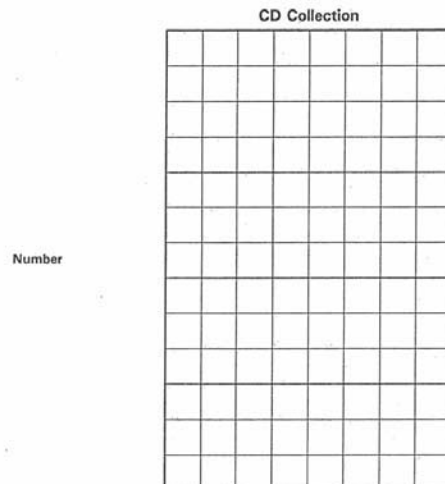
Number

S5A The table shows the type of CDs in a CD collection.

CD Collection

CD Type	Number
Country	181
Hip-Hop	132
Jazz	116
Rap	164

Complete the **bar** graph to show the same information.

2

S5B The table shows the type of CDs in a CD collection.

CD Collection

CD Type	Number
Country	181
Hip-Hop	132
Jazz	116
Rap	164

Complete the **bar** graph to show the same information.

CD Collection

S5C The table shows the type of CDs in a CD collection.

CD Collection

CD Type	Number
Country	181
Hip-Hop	132
Jazz	116
Rap	164

Complete the **bar** graph to show the same information.

CD Collection

Number

240
220
200
180
160
140
120
100
80
60
40
20
0

Hip Hop   Jazz   Rap   Country

CD Type

S5D The table shows the type of CDs in a CD collection.

CD Collection

CD Type	Number
Country	181
Hip-Hop	132
Jazz	116
Rap	164

Complete the **bar** graph to show the same information.

CD Collection

Number

200
190
180
170
160
150
140
130
120
110

C H-H J R

CD Type

S5E The table shows the type of CDs in a CD collection.

CD Collection

CD Type	Number
Country	181
Hip-Hop	132
Jazz	116
Rap	164

Complete the **bar** graph to show the same information.

CD Collection

S5F The table shows the type of CDs in a CD collection.

CD Collection

CD Type	Number
Country	181
Hip-Hop	132
Jazz	116
Rap	164

Complete the **bar** graph to show the same information.

CD Collection

Number

CD Type

Country   Hip-Hop   Jazz   Rap

195
180
165
150
135
120
105
90
75
60
45
30
15
0

217

S5G   The table shows the type of CDs in a CD collection.

CD Collection

CD Type	Number
Country	181
Hip-Hop	132
Jazz	116
Rap	164

Complete the **bar** graph to show the same information.

CD Collection

Number

164

132

116

900

0

Rap   Jazz   Hip-Hop   Country

CD Type

0

218

S5H The table shows the type of CDs in a CD collection.

CD Collection

CD Type	Number
Country	181
Hip-Hop	132
Jazz	116
Rap	164

Complete the **bar** graph to show the same information.

CD Collection

Number

CD Type

S5I The table shows the type of CDs in a CD collection.

CD Collection

CD Type	Number
Country	181
Hip-Hop	132
Jazz	116
Rap	164

Complete the **bar** graph to show the same information.

CD Collection

164

116

Number

132

181

Coun Hip Jazz Rap

CD Type

0

This graph shows the number of cars sold in one year.
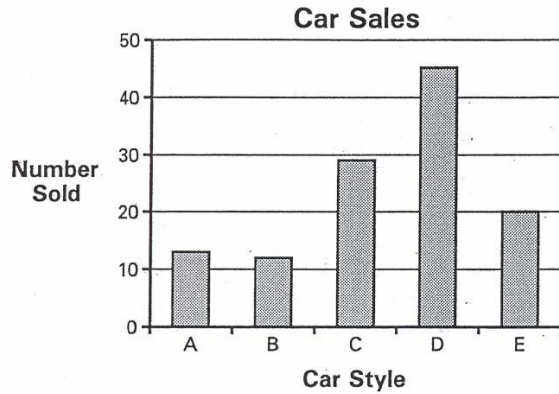
Car Sales

Which **3** cars' combined sales are **about** as much as Car Style D?

- ○ **A, B, and C**
- ◉ **A, B, and E**
- ○ **A, C, and E**
- ○ **B, C, and E**

20. Statistics and Data Analysis - GR

Sarina asked **7** girls in her class how many CDs they buy in a typical month. These are the results.

3, 7, 0, 4, 6, 4, 2

What is the **median** number of CDs bought?

221
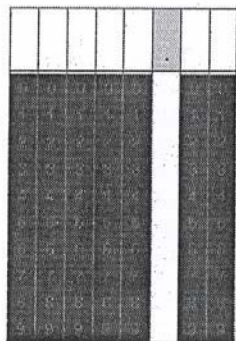
21. Probability - MC

If Ahmad spins this spinner once, what is the probability that the arrow will land on a ⬡ ?
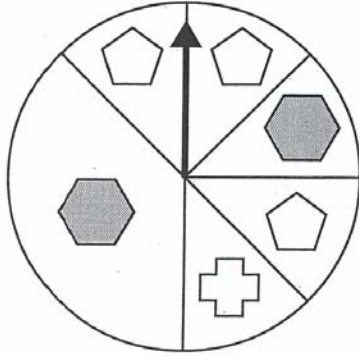
- ○ $\frac{2}{6}$
- ○ $\frac{3}{8}$
- ⊙ $\frac{1}{2}$
- ○ $\frac{7}{8}$

21. Probability - OE

S-5 The table shows the number and color of gumballs Darlene has in a bag.

Color of Gumball	Number
Black	3
Blue	2
White	1
Green	2
Yellow	2
Red	5

What is the probability that Darlene will pull out a Red, White, or Blue gumball **without looking?** _____

Show your work or explain how you found your answer.

S5A The table shows the number and color of gumballs Darlene has in a bag.

Color of Gumball	Number
Black	3
Blue	2
White	1
Green	2
Yellow	2
Red	5

2

What is the probability that Darlene will pull out a Red, White, or Blue gumball without looking? _8 out of 15_

Show your work or explain how you found your answer.

I got this answer by adding up all the numbers of gumballs and got 15. Then I added up all the Red, white, and blue gumballs and got 8. Therefore I got 8 out of 15.

S5B The table shows the number and color of gumballs Darlene has in a bag.

Color of Gumball	Number
Black	3
Blue	2
White	1
Green	2
Yellow	2
Red	5

8   10+5=(15) ← total gumballs

2

What is the probability that Darlene will pull out a Red, White, or Blue gumball without looking? _8/15_

Show your work or explain how you found your answer.

I got my answer by first adding up all the gumballs, I got 15. Next I added up the red, white and blue gumballs and got 8. Finally I put those two numbers together to get 8/15.

223

S5C The table shows the number and color of gumballs Darlene has in a bag.

Color of Gumball	Number
Black	3
Blue	2
White	1
Green	2
Yellow	2
Red	5

$$\begin{array}{r} 5 \\ 1 \\ +2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 3 \\ 2 \\ 1 \\ 2 \\ 2 \\ +5 \\ \hline 15 \end{array}$$

$\dfrac{8}{15}$

2

What is the probability that Darlene will pull out a Red, White, or Blue gumball without looking? $\dfrac{8}{15}$

Show your work or explain how you found your answer.

_____

_____

_____

_____

_____

_____

S5D The table shows the number and color of gumballs Darlene has in a bag.

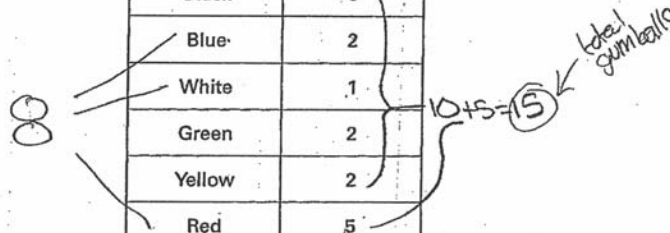| Color of Gumball	Number
Black	3
Blue	2
White	1
Green	2
Yellow	2
Red	5

1

What is the probability that Darlene will pull out a Red, White, or Blue gumball without looking? 7 out of 15

Show your work or explain how you found your answer.

I got this answer by adding the number
of Red, white, and blue gumballs together and I got 7
for my answer. Then I added all the numbers of gumballs
together and came out with 15 all together

S5E The table shows the number and color of gumballs Darlene has in a bag.

Color of Gumball	Number
Black	3
Blue	2
White	1
Green	2
Yellow	2
Red	5

What is the probability that Darlene will pull out a Red, White, or Blue gumball without looking? __8:17__

Show your work or explain how you found your answer.

First I added the number of the red, white, and blue gumballs and got 8. Then, I added up the total number of gumballs in the bag and got 17. Finally, I put the two numbers in ratio form.

S5F The table shows the number and color of gumballs Darlene has in a bag.

Color of Gumball	Number
Black	3
Blue	2
White	1
Green	2
Yellow	2
Red	5

What is the probability that Darlene will pull out a Red, White, or Blue gumball without looking? __1.87½__

Show your work or explain how you found your answer.

3
2
1
+ 2
2
5
—
15 total # of gumballs

1.87½
8/15.00
76

2
+ 5
—
8 total # of Red, white, and blue gumballs

225

S5G The table shows the number and color of gumballs Darlene has in a bag.

Color of Gumball	Number
Black	3
Blue	2
White	1
Green	2
Yellow	2
Red	5

What is the probability that Darlene will pull out a Red, White, or Blue gumball without looking? __1 out of 6 lc__

Show your work or explain how you found your answer.

I counted up all the colors and got
six. Then I figured that she can get only one.
So I think 1/6 or 1 out of six

0

S5H The table shows the number and color of gumballs Darlene has in a bag.

Color of Gumball	Number
Black	3
Blue	2
White	1
Green	2
Yellow	2
Red	5

What is the probability that Darlene will pull out a Red, White, or Blue gumball without looking? __red__

Show your work or explain how you found your answer.

I looked at the chart and saw that
there was 5 red gumballs and that was
the highest amount of gumballs.

0

226

S5I The table shows the number and color of gumballs Darlene has in a bag.

Color of Gumball	Number
Black	3
Blue	2
White	1
Green	2
Yellow	2
Red	5

What is the probability that Darlene will pull out a Red, White, or Blue gumball without looking? ___7 to 8___

Show your work or explain how you found your answer.

I got my answer by adding The amouth of Black, white, and Green gum balls. Then I added The amunt of Red, white, and blue gum balls

---

22. Patterns - MC

These figures follow a growing pattern.

Which figure is next in this pattern?

○

○

○

⊙

227

S-6   These numbers follow a pattern.

900,000, 880,000, 860,000, 840,000, __?__

Which number should be next in this pattern?_____

Write a sentence that explains how you decided which number to write.

S6A   These numbers follow a pattern.

900,000, 880,000, 860,000, 840,000, _?_

Which number should be next in this pattern? 820,000

Write a sentence that explains how you decided which number to write. I decided that 820,000 was the next number in the pattern because the pattern is decreasing by 20,000 and the last number in the pattern is 840,000 so I did 840,000 - 20,000 and got 820,000.

2

S6B   These numbers follow a pattern.

900,000, 880,000, 860,000, 840,000, _?_

Which number should be next in this pattern? 820,000

Write a sentence that explains how you decided which number to write. The difference between 900,000 and 880,000 is 20,000, so I figured out the pattern was subtracting 20,000.

2

S6C These numbers follow a pattern.

900,000, 880,000, 860,000, 840,000, __?__

Which number should be next in this pattern? _820,000_

Write a sentence that explains how you decided which number to write. That the numbers were going down by 2's in the 10,000's. So it could be 820,000 next.

2

S6D These numbers follow a pattern.

900,000, 880,000, 860,000, 840,000, __?__

Which number should be next in this pattern? _820,000_

Write a sentence that explains how you decided which number to write. I saw the pattern of even numbers going backwords.

1

S6E These numbers follow a pattern.

900,000, 880,000, 860,000, 840,000, __?__

Which number should be next in this pattern? _800,000_

Write a sentence that explains how you decided which number to write. I subtracted 880,000 from 900,000 and I got 20,000 so then I subtract 20,000 from 840,000 and got 800,000

1

S6F These numbers follow a pattern.

900,000, 880,000, 860,000, 840,000, __?__

Which number should be next in this pattern? _820,000_

Write a sentence that explains how you decided which number to write. _I decided this_ **1**
number because the number goes down every
10 thousanded.

S6G These numbers follow a pattern.

900,000, 880,000, 860,000, 840,000, __?__

Which number should be next in this pattern? _3,118,000_

Write a sentence that explains how you decided which number to write. ___ **0**

S6H These numbers follow a pattern.

900,000, 880,000, 860,000, 840,000, __?__

Which number should be next in this pattern? _830,000_

Write a sentence that explains how you decided which number to write. _I choose_ **0**
that number because before 40
Hs 30. So 830,000 comes after
all in pattern.

S6I   These numbers follow a pattern.

900,000, 880,000, 860,000, 840,000, __7__

Which number should be next in this pattern? _8,000_

Write a sentence that explains how you decided which number to write. _____
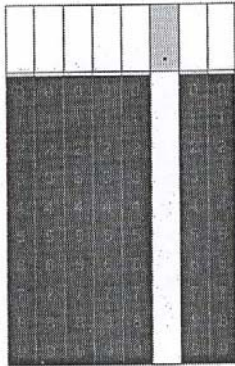
___Be cous   8,000 is After 890000_____

0

_____

_____

_____

23. Algebraic Concepts - GR

What is the value of x in this equation?

$$x - 15.2 = 16.1$$

23. Algebraic Concepts - MC

Solve this equation for n.

$$244 \times n = 3,172$$

○   10
⊙   13
○   17
○   24

231

Four CDs were in a CD player. The first CD was not country. The hip-hop CD was immediately before the rap CD. The jazz CD was third. In what order were the CDs in the CD player?

- ⦿ **Hip-hop, Rap, Jazz, Country**
- ◯ **Hip-hop, Rap, Country, Jazz**
- ◯ **Country, Rap, Jazz, Hip-hop**
- ◯ **Country, Jazz, Rap, Hip-hop**

S-6 A survey was conducted in an airport, and people were asked where they were traveling. Of the 75 people who answered the question:

- A total of 59 said they were traveling to another state.
- A total of 17 said they were traveling to another country.
- 5 said they were traveling both to another state and another country.
- 4 said they were doing neither.

Use the Venn diagram to help you solve the problem.

Traveling to another state   Traveling to another country
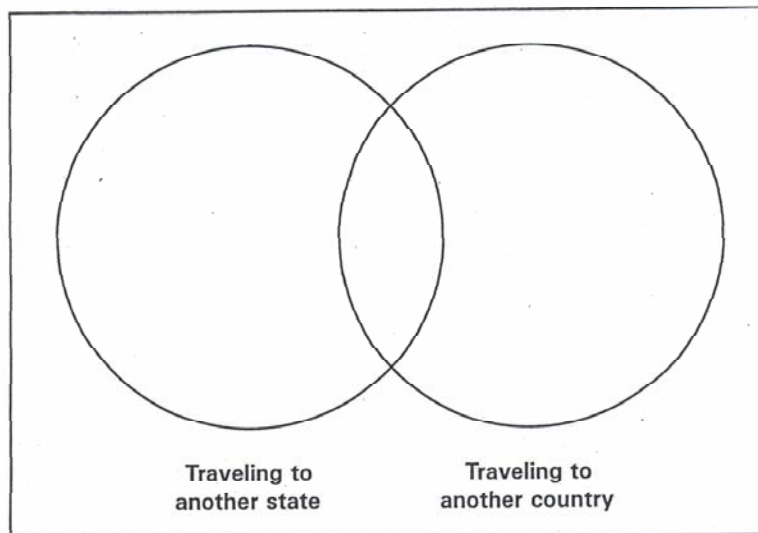
a. How many people were traveling **only** to another state? _____

b. How many people were traveling **only** to another country? _____

S6A A survey was conducted in an airport, and people were asked where they were traveling. Of the 75 people who answered the question:

- A total of 59 said they were traveling to another state.
- A total of 17 said they were traveling to another country.
- 5 said they were traveling both to another state and another country.
- 4 said they were doing neither.

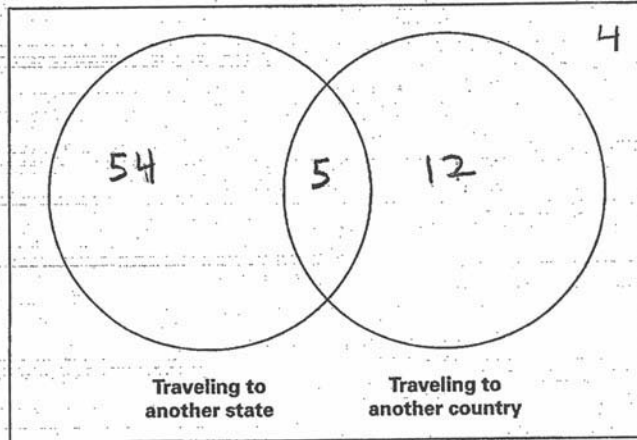Use the Venn diagram to help you solve the problem.

4

54   5   12

Traveling to another state   **Traveling to another country**

2

a. How many people were traveling **only** to another state? ___54___

b. How many people were traveling **only** to another country? ___12___

S6B A survey was conducted in an airport, and people were asked where they were traveling. Of the 75 people who answered the question:

- A total of 59 said they were traveling to another state.
- A total of 17 said they were traveling to another country.
- 5 said they were traveling both to another state and another country.
- 4 said they were doing neither.

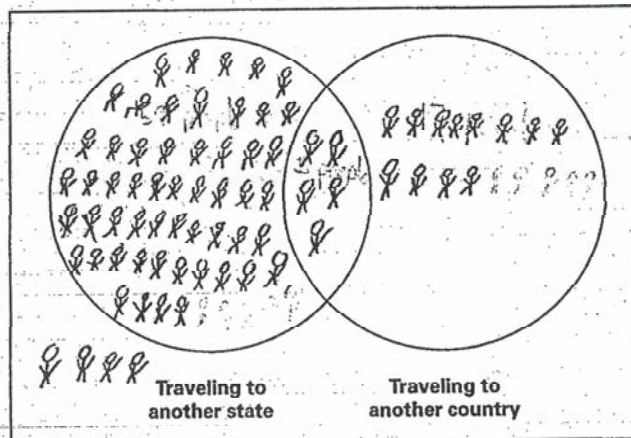Use the Venn diagram to help you solve the problem.

Traveling to another state   **Traveling to another country**

2

a. How many people were traveling **only** to another state? ___54___

b. How many people were traveling **only** to another country? ___12___

S6C A survey was conducted in an airport, and people were asked where they were traveling. Of the 75 people who answered the question:

- A total of 59 said they were traveling to another state.
- A total of 17 said they were traveling to another country.
- 5 said they were traveling both to another state and another country.
- 4 said they were doing neither.

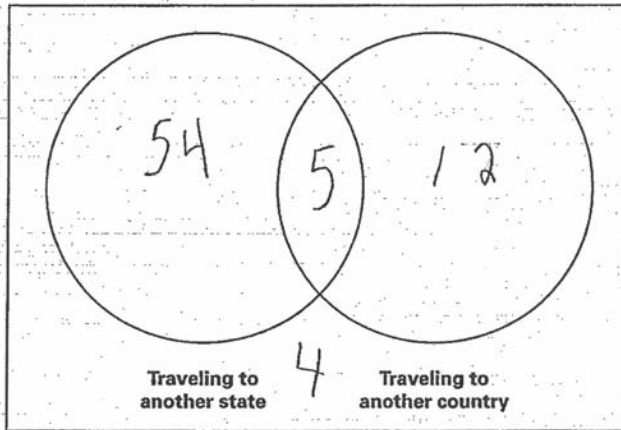Use the Venn diagram to help you solve the problem.

54 5 1 2

4

Traveling to another state   **Traveling to another country**

2

a. How many people were traveling **only** to another state? _____5 4_____

b. How many people were traveling **only** to another country? _____1 2_____

S6D A survey was conducted in an airport, and people were asked where they were traveling. Of the 75 people who answered the question:

- A total of 59 said they were traveling to another state.
- A total of 17 said they were traveling to another country.
- 5 said they were traveling both to another state and another country.
- 4 said they were doing neither.

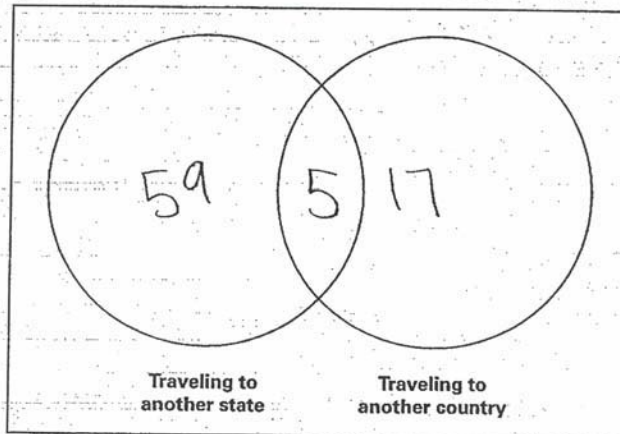Use the Venn diagram to help you solve the problem.

59 5 17

Traveling to another state   **Traveling to another country**

1

a. How many people were traveling **only** to another state? _____54_____

b. How many people were traveling **only** to another country? _____17_____

S6E A survey was conducted in an airport, and people were asked where they were traveling. Of the 75 people who answered the question:

- A total of 59 said they were traveling to another state.
- A total of 17 said they were traveling to another country.
- 5 said they were traveling both to another state and another country.
- 4 said they were doing neither.

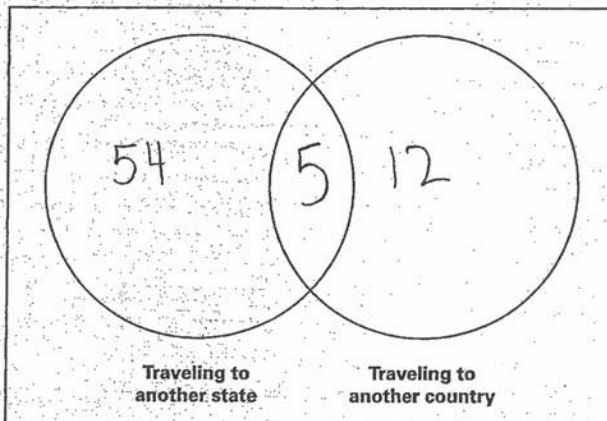Use the Venn diagram to help you solve the problem.

54   5) 12

Traveling to another state   **Traveling to another country**

1

a. How many people were traveling **only** to another state? 59

b. How many people were traveling **only** to another country? 17

S6F A survey was conducted in an airport, and people were asked where they were traveling. Of the 75 people who answered the question:

- A total of 59 said they were traveling to another state.
- A total of 17 said they were traveling to another country.
- 5 said they were traveling both to another state and another country.
- 4 said they were doing neither.
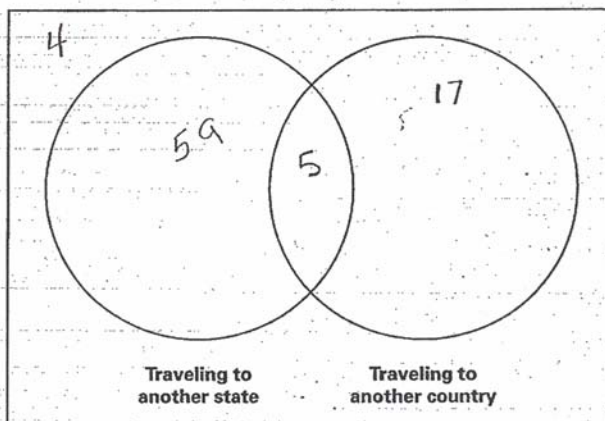
Use the Venn diagram to help you solve the problem.

4

59   5   17

Traveling to another state   **Traveling to another country**

1

a. How many people were traveling **only** to another state? 12

b. How many people were traveling **only** to another country? 54

S6G A survey was conducted in an airport, and people were asked where they were traveling. Of the 75 people who answered the question:

- A total of 59 said they were traveling to another state.
- A total of 17 said they were traveling to another country.
- 5 said they were traveling both to another state and another country.
- 4 said they were doing neither.

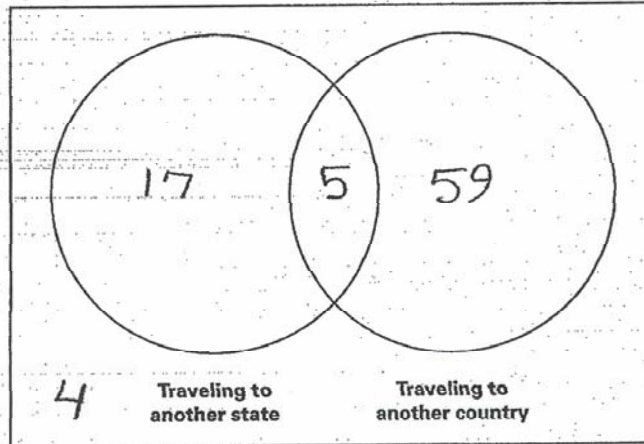Use the Venn diagram to help you solve the problem.

17   5   59

4   **Traveling to**   **Traveling to**
      another state   **another country**

a. How many people were traveling **only** to another state? __59__

b. How many people were traveling **only** to another country? __17__

S6H A survey was conducted in an airport, and people were asked where they were traveling. Of the 75 people who answered the question:

- A total of 59 said they were traveling to another state.
- A total of 17 said they were traveling to another country.
- 5 said they were traveling both to another state and another country.
- 4 said they were doing neither.

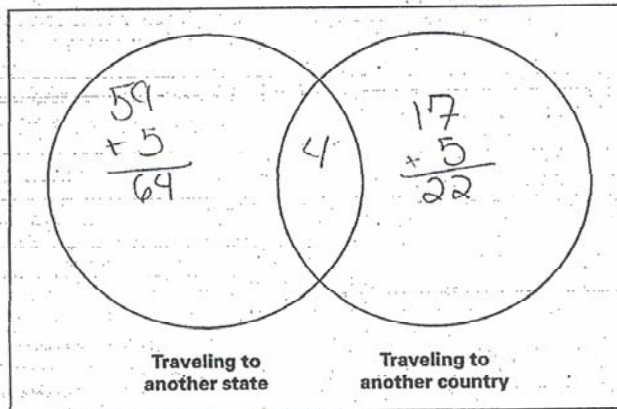Use the Venn diagram to help you solve the problem.

$$\begin{array}{r}59\\+5\\\hline 64\end{array}$$ 4 $$\begin{array}{r}17\\+5\\\hline 22\end{array}$$

Traveling to   **Traveling to**
another state   **another country**

a. How many people were traveling **only** to another state? __59__

b. How many people were traveling **only** to another country? __17__

236

S6I A survey was conducted in an airport, and people were asked where they were traveling. Of the 75 people who answered the question:

- A total of **59** said they were traveling to another state.
- A total of **17** said they were traveling to another country.
- **5** said they were traveling both to another state and another country.
- **4** said they were doing neither.
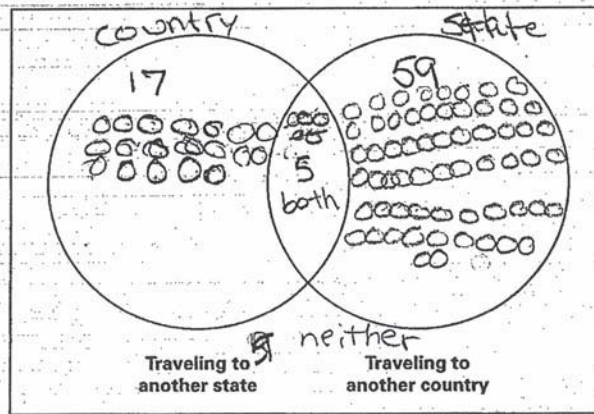
Use the Venn diagram to help you solve the problem.

Traveling to another state Traveling to another country

a. How many people were traveling **only** to another state? ____67____

b. How many people were traveling **only** to another country? ____12____

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25. Mathematical Applications

E-1 A carpenter wants to build a table and plans to put **12** square tiles on the rectangular table top.

Show a design the carpenter could use given the following:

- There are a total of **12** square tiles that are **6** inches in width.
- The design can be either **3** rows of **4** tiles **or** **2** rows of **6** tiles.
- There is a 1-inch space between all tiles.
- There is a 2-inch border around the entire tabletop.

Find the total **length** of the table top. Find the total **width** of the table top. Label the total **length** and the total **width** of the table top in inches.

237

E1A A carpenter wants to build a table and plans to put **12** square tiles on the rectangular table top.

Show a design the carpenter could use given the following:

- There are a total of 12 square tiles that are 6 inches in width.
- The design can be either 3 rows of 4 tiles **or** 2 rows of 6 tiles.
- There is a 1-inch space between all tiles.
- There is a 2-inch border around the entire tabletop.

Find the total **length** of the table top. Find the total **width** of the table top. Label the total **length** and the total **width** of the table top in inches.
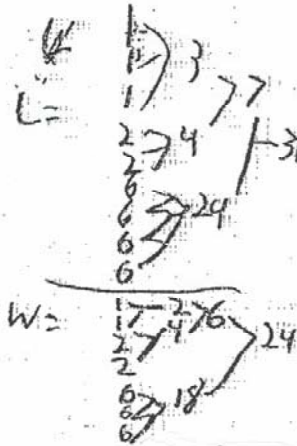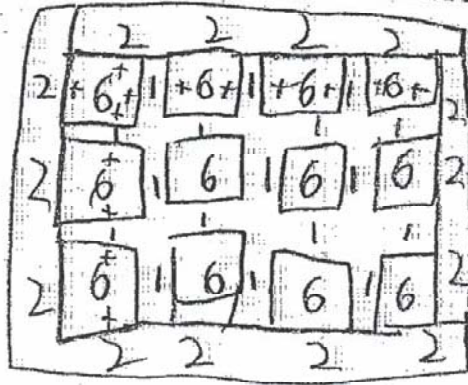
Length = 3 1 inches
Width = 2 4 inches

3

E1B A carpenter wants to build a table and plans to put 12 square tiles on the rectangular table top.

Show a design the carpenter could use given the following:

- There are a total of 12 square tiles that are 6 inches in width.
- The design can be either 3 rows of 4 tiles or 2 rows of 6 tiles.
- There is a 1-inch space between all tiles.
- There is a 2-inch border around the entire tabletop.

Find the total **length** of the table top. Find the total **width** of the table top. Label the total **length** and the total **width** of the table top in inches.

Answer
length of table
24 inches
width of
31 inches table

3

2 in

6 inches

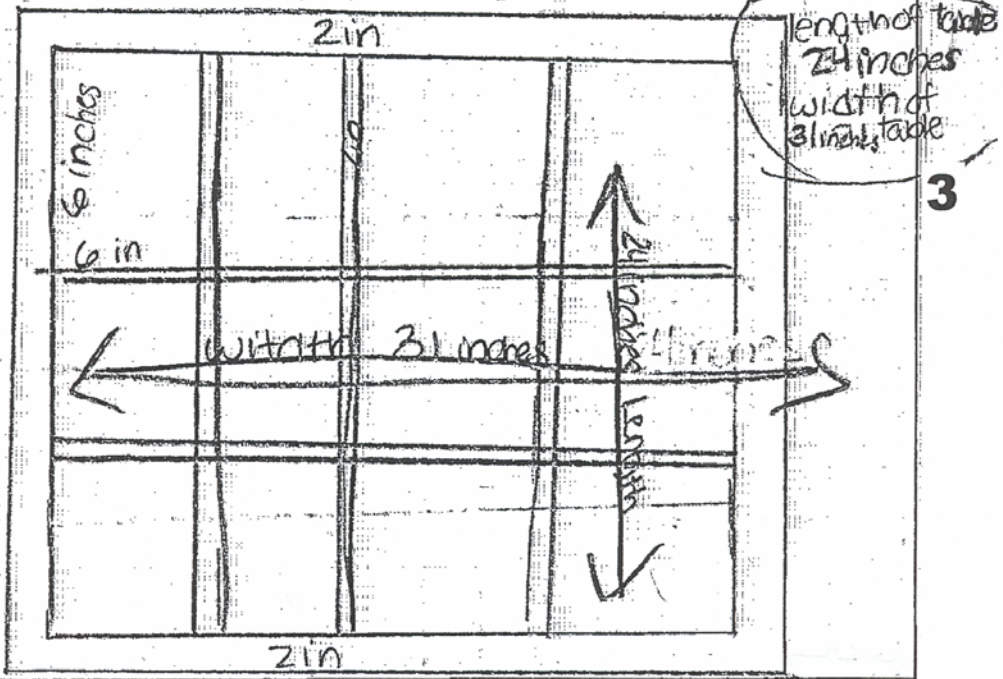6 in

width 31 inches

length

2 in

E1C A carpenter wants to build a table and plans to put **12** square tiles on the rectangular table top.

Show a design the carpenter could use given the following:

- There are a total of 12 square tiles that are 6 inches in width.
- The design can be either 3 rows of 4 tiles or 2 rows of 6 tiles.
- There is a 1-inch space between all tiles.
- There is a 2-inch border around the entire tabletop.

Find the total **length** of the table top. Find the total **width** of the table top. Label the total **length** and the total **width** of the table top in inches.
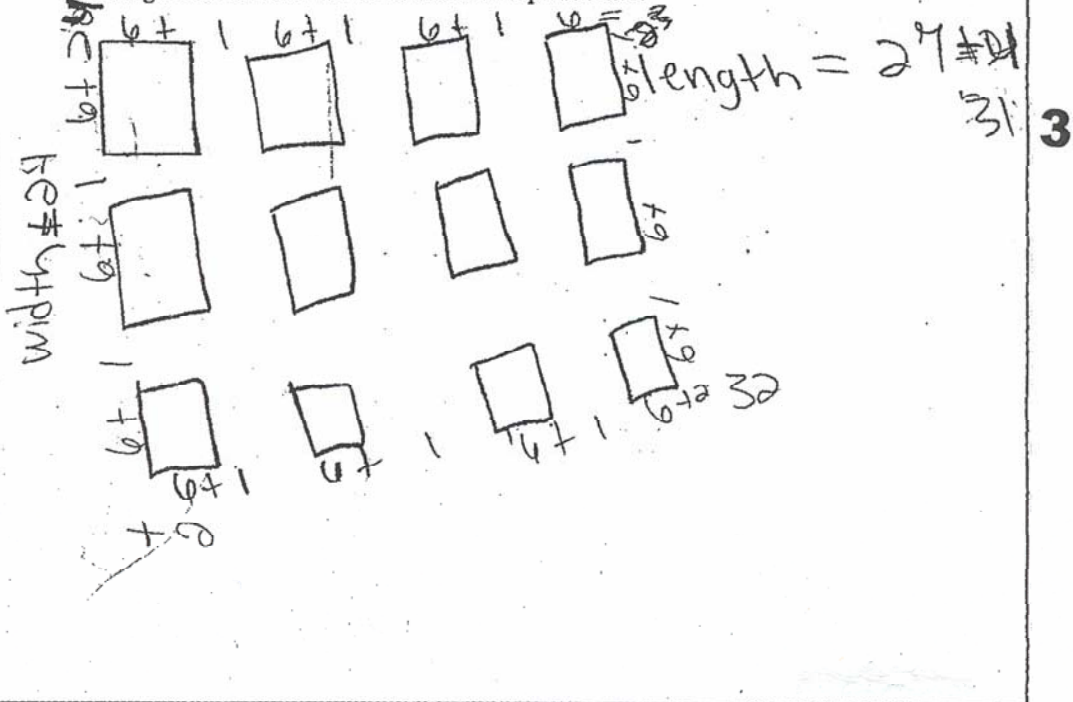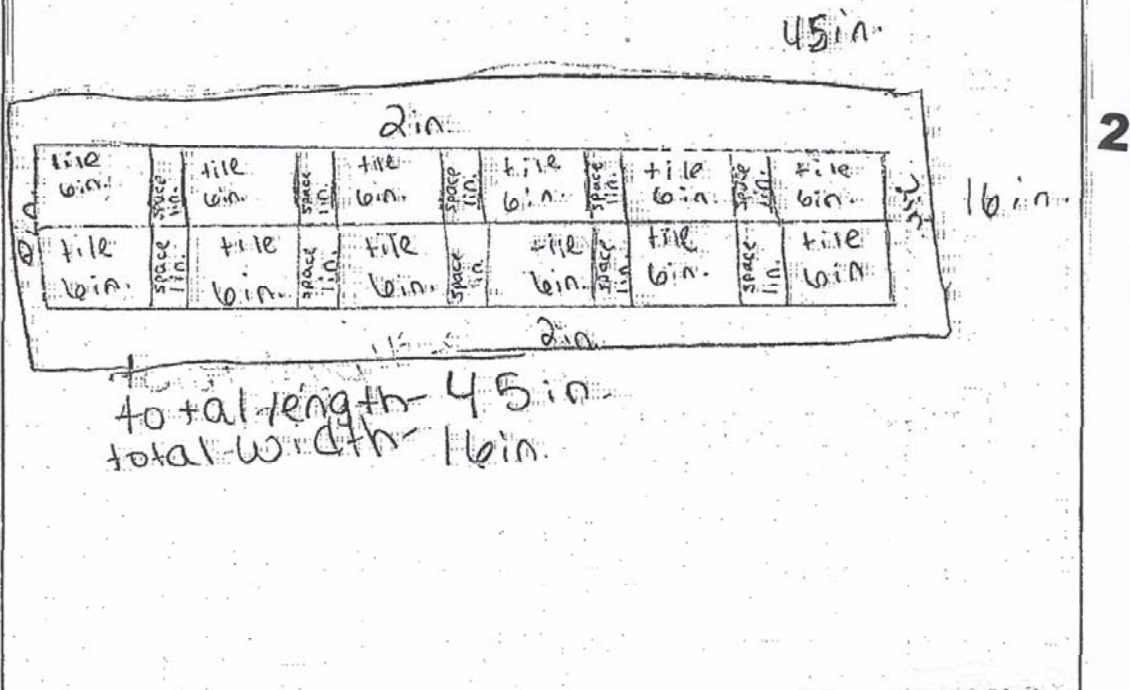

length = 27 ≠ 24

31 **3**

E1D A carpenter wants to build a table and plans to put 12 square tiles on the rectangular table top.

Show a design the carpenter could use given the following:

- There are a total of 12 square tiles that are 6 inches in width.
- The design can be either 3 rows of 4 tiles or 2 rows of 6 tiles.
- There is a 1-inch space between all tiles.
- There is a 2-inch border around the entire tabletop.

Find the total **length** of the table top. Find the total **width** of the table top. Label the total **length** and the total **width** of the table top in inches.

45in.

| tile 6in. | space 1in. | tile 6in. | space 1in. | tile 6in. | space 1in. | tile 6in. | space 1in. | tile 6in. | space 1in. | tile 6in. |
| tile 6in. | space 1in. | tile 6in. | space 1in. | tile 6in. | space in. | tile 6in. | space 1in. | tile 6in. | space 1in. | tile 6in. |

2in.

2in.

16in.

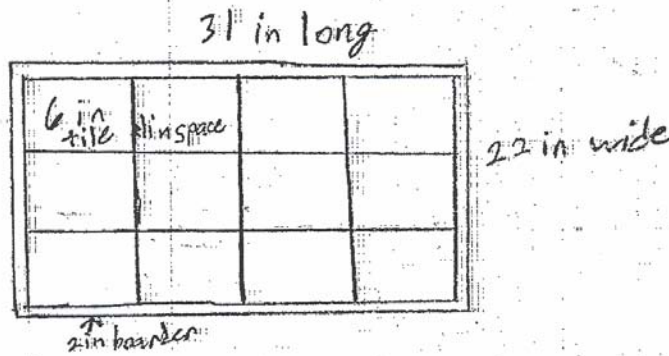2in.

total length 45in.
total width 16in.

2

241

E1E A carpenter wants to build a table and plans to put 12 square tiles on the rectangular table top.

Show a design the carpenter could use given the following:

- There are a total of 12 square tiles that are 6 inches in width.
- The design can be either 3 rows of 4 tiles or 2 rows of 6 tiles.
- There is a 1-inch space between all tiles.
- There is a 2-inch border around the entire tabletop.

Find the total **length** of the table top. Find the total **width** of the table top. Label the total **length** and the total **width** of the table top in inches.

31 in long

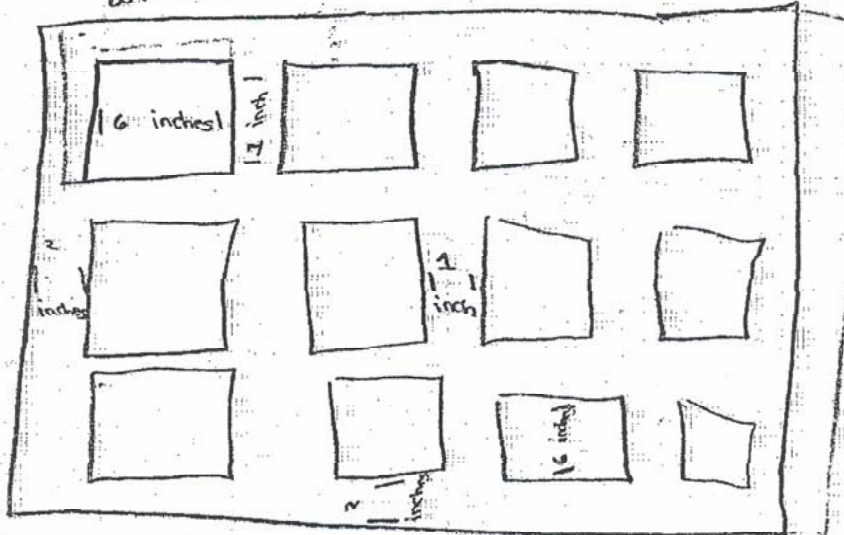6 in tile   1 in space

22 in wide

2 in border

2

242

E1F A carpenter wants to build a table and plans to put 12 square tiles on the rectangular table top.

Show a design the carpenter could use given the following:

- There are a total of 12 square tiles that are 6 inches in width.
- The design can be either 3 rows of 4 tiles or 2 rows of 6 tiles.
- There is a 1-inch space between all tiles.
- There is a 2-inch border around the entire tabletop.

Find the total **length** of the table top. Find the total **width** of the table top. Label the total **length** and the total **width** of the table top in inches.

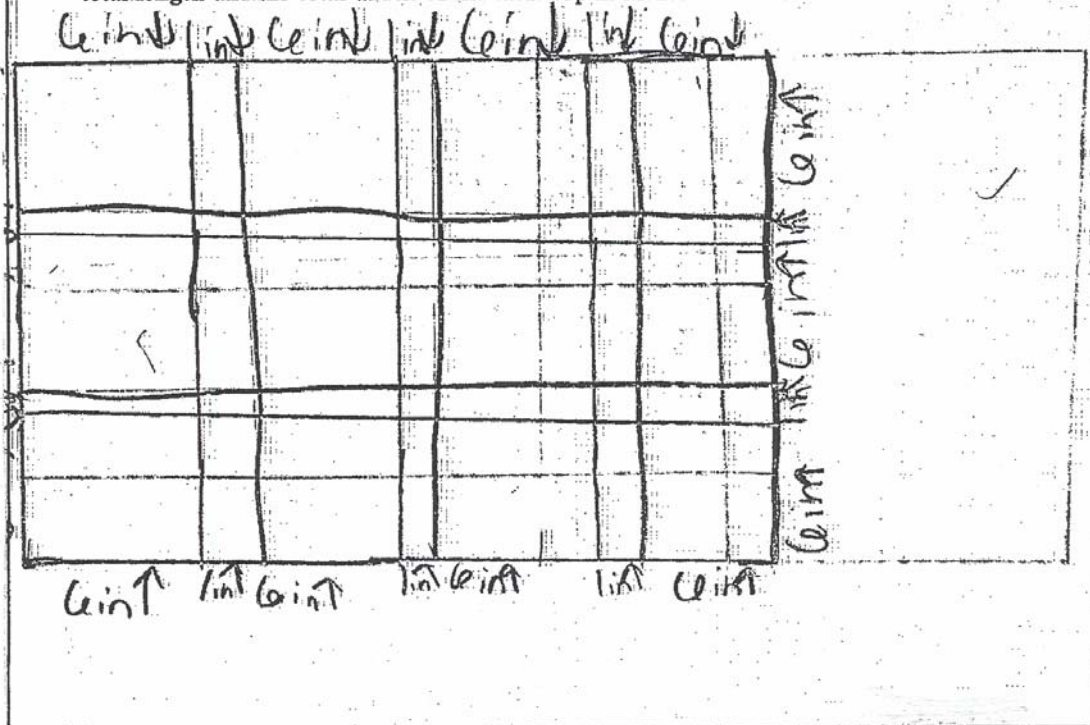length = 31 inches
width =

2

243

E1G A carpenter wants to build a table and plans to put 12 square tiles on the rectangular table top.

Show a design the carpenter could use given the following:

- There are a total of 12 square tiles that are 6 inches in width.
- The design can be either 3 rows of 4 tiles or 2 rows of 6 tiles.
- There is a 1-inch space between all tiles.
- There is a 2-inch border around the entire tabletop.

Find the total **length** of the table top. Find the total **width** of the table top. Label the total **length** and the total **width** of the table top in inches.

6 in↓ 1in 6 in↓ 1in 6 in↓ 1in 6 in↓

6 in↑ 1in 6 in↑ 1in 6 in↑ 1in 6 in↑
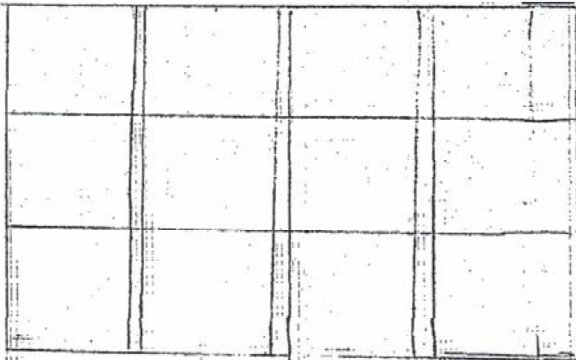
6in 1in 6in 1in 6in 1in

1

E1H A carpenter wants to build a table and plans to put 12 square tiles on the rectangular table top.
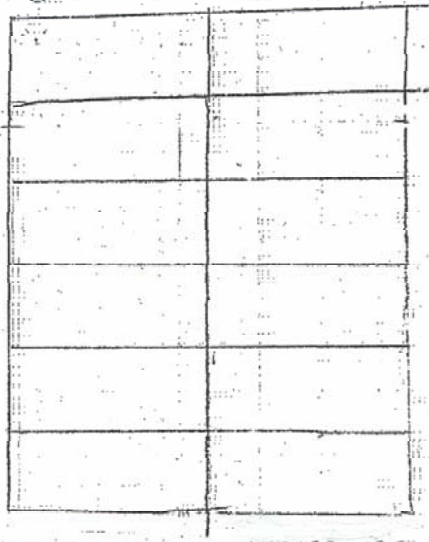
Show a design the carpenter could use given the following:

- There are a total of 12 square tiles that are 6 inches in width.
- The design can be either 3 rows of 4 tiles or 2 rows of 6 tiles.
- There is a 1-inch space between all tiles.
- There is a 2-inch border around the entire tabletop.

Find the total **length** of the table top. Find the total **width** of the table top. Label the total **length** and the total **width** of the table top in inches.
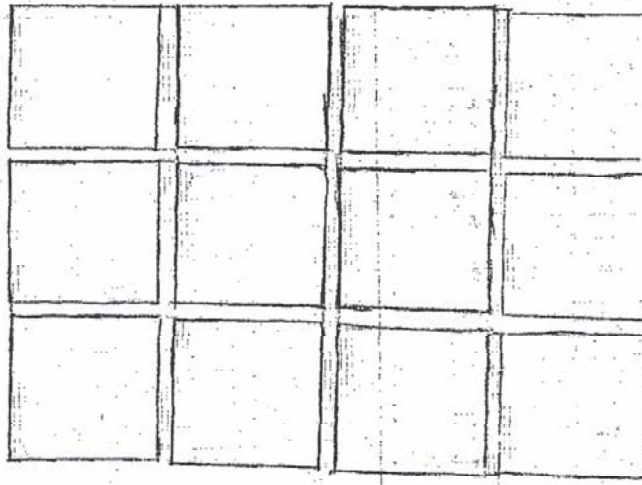
18 in long
45 in wide

22 in long
31 in wide

1

E1I A carpenter wants to build a table and plans to put 12 square tiles on the rectangular table top.

Show a design the carpenter could use given the following:

- There are a total of 12 square tiles that are 6 inches in width.
- The design can be either 3 rows of 4 tiles **or** 2 rows of 6 tiles.
- There is a 1-inch space between all tiles.
- There is a 2-inch border around the entire tabletop.

Find the total **length** of the table top. Find the total **width** of the table top. Label the total **length** and the total **width** of the table top in inches.

L= 26in   W= 20in

6 inch = 1 inch
1 inch = ¼ in

1

E1J A carpenter wants to build a table and plans to put 12 square tiles on the rectangular table top.

Show a design the carpenter could use given the following:

- There are a total of 12 square tiles that are 6 inches in width.
- The design can be either 3 rows of 4 tiles or 2 rows of 6 tiles.
- There is a 1-inch space between all tiles.
- There is a 2-inch border around the entire tabletop.

Find the total length of the table top. Find the total width of the table top. Label the total length and the total width of the table top in inches.
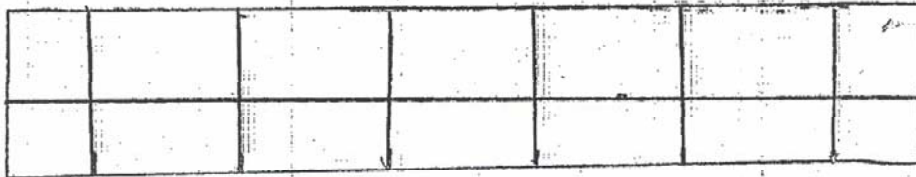
E1K A carpenter wants to build a table and plans to put 12 square tiles on the rectangular table top.

Show a design the carpenter could use given the following:

- There are a total of 12 square tiles that are 6 inches in width.
- The design can be either 3 rows of 4 tiles or 2 rows of 6 tiles.
- There is a 1-inch space between all tiles.
- There is a 2-inch border around the entire tabletop.

Find the total **length** of the table top. Find the total **width** of the table top. Label the total **length** and the total **width** of the table top in inches.

0

248

E1L A carpenter wants to build a table and plans to put 12 square tiles on the rectangular table top.

Show a design the carpenter could use given the following:

- There are a total of 12 square tiles that are 6 inches in width.
- The design can be either 3 rows of 4 tiles or 2 rows of 6 tiles.
- There is a 1-inch space between all tiles.
- There is a 2-inch border around the entire tabletop.

Find the total **length** of the table top. Find the total **width** of the table top. Label the total **length** and the total **width** of the table top in inches.

length - 3
width - 4

0

249

Connecticut Mastery Test – Fourth Generation
Mathematics Grade 6 Vocabulary List

About
Accurate
Add
All together
A.M.
Angle (s)
Answer
Area
Array
Arrange
Arrived at (as in determined)
Arrow
At least
Average
Axis
Bar graph
Between
Capacity
Cardinal numbers
Celsius degree
Centimeter
Change (as in money)
Chart
Circle
Circle graph
Classify
Clock (analog and digital)
Closest to
Column (s)
Combine
Combination
Common attribute
Compare
Conclusion
Congruent
Coordinates
Cube
Cup
Cylinder
Data
Day
Days of the week
Decimal
Denominator
Depth
Describe
Design

Determined
Diagram
Different
Difference
Digit
Divide
Elapsed time
Equal
Equation
Equilateral
Equilateral triangle
Equivalent
Estimate
Event
Exactly
Explain
Expression
Factor
Fahrenheit degrees
Fair
Farthest
Fewer, fewest
Fewer than
Figure (as in geometric figure)
Foot
Fraction
Fractional Part
Gallon
Grams
Graph
Greatest
Grid (dot paper)
Grouped
Growing patterns
Half
Half-Inch
Height (s)
Hexagon
Highest
Hour
How many more
How many less
Hundred (s)
Improper fraction

Inch
In common
Integers
Interval
Kilogram
Kilometer
Larger/larger than
Least
Least likely
Length
Less
Less than
Likely
Line graph
Line of Symmetry
Line Plot
Line segment
Liter
Locate (d)
Long, longer, longest
Lowest
Mass
Mathematical thinking
Mean
Measure
Median
Meter
Mile
Milligram
Milliliter
Minute
Missing
Mixed number
Mode
Month
More
More than
Most
Most likely
Multiple
Multiply
Nearest
No less
No more than
Number fact
Number line
Number sentence
Numerator

Odd number
Ones
Open Sentence
Operation
Order (numbers)
Ordinal numbers (first, second…)
Ordered Pairs
Ounce
Parallel
Parallelogram
Pattern
Pentagon
Percent
Perimeter
Pictograph
Pint
P.M.
Point (on a number line)
Polygon
Possible
Pound
Predict
Probability
Product
Quadrilateral
Quart
Quarter
Reasonable
Rectangle, rectangular
Rectangular prism
Reflection
Rename
Repeating patterns
Replaced
Represents
Ring (draw a ring around)
Rounding, rounded
Row (s)
Same/ the same as
Scale (graphs)
Schedule
Second

Segment
Set
Shaded
Shape
Short, shorter, shortest
Side (s)
Size
Smaller/ smaller than
Solve
Solution
Sort
Sphere
Spinner
Square
Square centimeter
Square foot
Square inch
Square unit
Square yard
Stem-and-leaf plot
Story problem
Subtract
Sum
Symbol
Symmetry
Table
Tall, taller, tallest
Tens
Thousands
Ton
Transformation
Translation
Trapezoid
Trend
Triangle
Unit
Unshaded
Value
Venn diagram
Volume
Week
Weight
Width
Yard
Year

This list, while not exhaustive, includes vocabulary with which all teachers and students should be familiar.
Bold words may be new vocabulary that should be used at this grade level.