CMP/TEKS CORRELATION

6th Grade

TEKS Description	CMP Unit	Investigation	Notes
6.01.(A) compare and order non-negative rational numbers	Bits and Pieces I	1.2 Using Fraction Strips 1.3 Comparing Classes 1.4 Exceeding the Goal 1.5 Using Symbolic Form 2.1 Comparing Notes 2.2 Finding Equivalent Fractions 2.3 Making a Number Line 2.4 Comparing Fractions to Benchmarks 2.5 Fractions Greater Than One	
6.01.(A) compare and order non-negative rational numbers	Bits and Pieces II	3.1 Getting Closer 3.2 Getting Even Closer	
6.01.(B) generate equivalent forms of rational numbers including whole numbers, fractions, and decimals	Bits and Pieces I	1.1 Reporting Our Progress 1.2 Using Fraction Strips 1.3 Comparing Classes 1.4 Exceeding the Goal 1.5 Using Symbolic Form 2.1 Comparing Notes 2.2 Finding Equivalent Fractions 2.3 Making A Number Line 2.5 Fractions Greater Than One 4.1 Designing A Garden 4.2 Making Smaller Parts 4.2 Making Smaller Parts (Follow-Up) 4.3 Using Decimal Benchmarks 5.1 Choosing the Best 5.2 Writing Fractions as Decimals 5.3 Moving From Fractions to Decimals 6.1 It's Raining Cats 6.2 Dealing With Discounts 6.3 Changing Forms	
6.01.(B) generate equivalent forms of rational numbers including whole numbers, fractions, and decimals	Bits and Pieces II	3.1 Getting Closer 3.2 Getting Even Closer 4.2 Redrawing the Map	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
6.01.(C) use integers to represent real-life situations			Warm-ups will suffice on problems that involve such topics as stocks, football yardage gains and losses, temperature, and golf scores. This will be covered in detail in the 7th grade unit Accentuate the Negative. This can be covered in casual conversation.
6.01.(D) write prime factorizations using exponents	Prime Time	5.1 Searching for Factor Strings (No Exponents) 5.2 Finding the Longest Factor String	
6.01.(E) identify factors and multiples including common factors and common multiples	Bits and Pieces II	6.4 Shifting Decimal Points	
6.01.(E) identify factors and multiples including common factors and common multiples	Prime Time	1.1 Playing the Factor Game 1.2 Playing to Win the Factor Game 2.1 Playing the Product Game 2.2 Making Your Own Product Game 2.3 Classifying Numbers 3.1 Arranging Space 4.1 Riding Ferris Wheels 4.2 Looking at Locust Cycles 4.3 Planning a Picnic 5.1 Searching for Factor Strings 5.2 Finding the Longest Factor String 5.3 Using Prime Factorization 6.1 Unraveling the Locker Problem	
6.02.(A) model addition and subtraction situations involving fractions with objects, pictures, words, and numbers	Bits and Pieces II	3.1 Getting Closer 3.2 Getting Even Closer 4.1 Dividing Land 4.3 Pirating Pizza	
6.02.(B) use addition and subtraction to solve problems involving fractions and decimals	Bits and Pieces II	4.2 Redrawing the Map 4.4 Designing Algorithms 6.1 Buying School Supplies 6.2 Moving the Decimal Points	

CMP/TEKS CORRELATION

6th Grade

TEKS Description	CMP Unit	Investigation	Notes
6.02.(C) use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates	Bits and Pieces I	3.1 Area Models for Fractions 3.2 Baking Brownies 5.3 Moving from Fractions to Decimals	
6.02.(C) use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates	Bits and Pieces II	5.1 Selling Brownies 5.2 Discounting Brownies 6.3 Multiplying Decimals 6.4 Shifting Decimal Point 6.5 Fencing a Yard	
6.02.(C) use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates	Covering and Surrounding	1.3 Computing Cost 3.1 Building Storm Shelters	
6.02.(D) estimate and round to approximate reasonable results and to solve problems where exact answers are not required	Bits and Pieces I	1.1 Reporting Our Progress 2.4 Comparing Fractions to Benchmarks 4.3 Using Decimal Benchmarks 5.2 Writing Fractions as Decimals	
6.02.(D) estimate and round to approximate reasonable results and to solve problems where exact answers are not required	Bits and Pieces II	1.2 Computing Tips 3.1 Getting Close 3.2 Getting Even Closer 6.1 Buying School Supplies 6.3 Multiplying Decimals	
6.02.(D) estimate and round to approximate reasonable results and to solve problems where exact answers are not required	Covering and Surrounding	2.1 Making the Shoe Fit 6.1 Finding Measures of Triangles 7.1 Pricing Pizza 7.2 Surrounding a Circle 7.3 Covering a Circle 7.4 “Squaring” a Circle 7.5 Replacing Trees	
6.02.(D) estimate and round to approximate reasonable results and to solve problems where exact answers are not required	Shapes and Designs	3.2 Estimating Angle Measures 3.3 Developing More Angle Benchmarks	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
6.03.(A) use ratios to describe proportional situations	Bits and Pieces I	1.1 Reporting Our Progress 1.2 Using Fraction Strips 1.3 Comparing Classes 1.4 Exceeding the Goal 2.1 Comparing Notes 5.1 Choosing the Best	Teacher must introduce terminology of "ratio" and "proportion."
6.03.(A) use ratios to describe proportional situations	Bits and Pieces II	2.1 Finding Percents 2.2 Finding a General Stategy 2.3 Clipping Coupons	
6.03.(A) use ratios to describe proportional situations	How Likely Is It?	1.1 Flipping for Breakfast 2.1 Tossing the Marshmallows 2.2 Pondering the Possible and Probable 3.1 Bargaining for a Better Bedtime 4.1 Predicting to Win 4.2 Drawing More Blocks 6.1 Scratching Spots 7.1 Curling Your Tongue 7.2 Tracing Traits	
6.03.(B) represent ratios and percents with concrete models, fractions, and decimals	Bits and Pieces I	1.1 Reporting Our Progress 1.2 Using Fraction Strips 1.3 Comparing Classes 1.4 Exceeding the Goal 2.1 Comparing Notes 5.1 Choosing the Best	
6.03.(B) represent ratios and percents with concrete models, fractions, and decimals	Bits and Pieces II	2.1 Finding Percents 2.2 Finding a General Stategy 2.3 Clipping Coupons	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
6.03.(B) represent ratios and percents with concrete models, fractions, and decimals	How Likely Is It?	1.1 Flipping for Breakfast 2.1 Tossing the Marshmallows 2.2 Pondering the Possible and Probable 3.1 Bargaining for a Better Bedtime 4.1 Predicting to Win 4.2 Drawing More Blocks 6.1 Scratching Spots 7.1 Curling Your Tongue 7.2 Tracing Traits	
6.03.(C) use ratios to make predictions in proportional situations	Bits and Pieces II	2.1 Finding Percent 2.2 Finding a General Strategy	
6.03.(C) use ratios to make predictions in proportional situations	How Likely Is It?	1.1 Flipping for Breakfast 2.1 Tossing the Marshmallows 2.2 Pondering Possible and Probable 3.1 Bargaining for a Better Bedtime 6.1 Scratching Spots	
6.03.(C) use ratios to make predictions in proportional situations	Shapes and Designs	4.1 Relating Sides to Angles	
6.04.(A) use tables and symbols to represent and describe proportional and other relationships involving conversions, sequences, perimeter, area, etc.	Bits and Pieces II	4.3 Pirating Pizza 6.3 Multiplying Decimals	
6.04.(A) use tables and symbols to represent and describe proportional and other relationships involving conversions, sequences, perimeter, area, etc.	Covering and Surrounding	1.1 Designing Bumper-Car Rides 1.2 Decoding Designs 2.1 Making the Shoe Fit 3.1 Building Storm Shelters 4.1 Fencing in Spaces 5.3 Rearranging Parallelograms 7.1 Pricing Pizza 7.2 Surrounding a Circle 7.4 “Squaring” a Circle	
6.04.(A) use tables and symbols to represent and describe proportional and other relationships involving conversions, sequences, perimeter, area, etc.	Data About Us	1.1 Organizing Your Data 4.1 Relating Height to Arm Span 5.4 Using Your Class’s Data 5.5 Watching Movies	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
6.04.(A) use tables and symbols to represent and describe proportional and other relationships involving conversions, sequences, perimeter, area, etc.	How Likely Is It?	1.1 Flipping for Breakfast 2.1 Tossing Marshmallows 3.1 Bargaining for a Better Bedtime 4.1 Predicting to Win 6.1 Scratching Spots	
6.04.(A) use tables and symbols to represent and describe proportional and other relationships involving conversions, sequences, perimeter, area, etc.	Prime Time	1.2 Playing to Win the Factor Game 2.2 Making Your Own Product Game 3.1 Arranging Space 3.2 Finding Patterns 6.1 The Locker Problem	
6.04.(A) use tables and symbols to represent and describe proportional and other relationships involving conversions, sequences, perimeter, area, etc.	Shapes and Designs	2.1 Building Triangles 2.2 Building Quadrilaterals 4.1 Relating Sides to Angles 4.2 Measuring Irregular Polygons	
6.04.(B) generate formulas to represent relationships involving perimeter, area, volume of a rectangular prism, etc., from a table of data.	Covering and Surrounding	3.1 Building Storm Shelters 3.2 Stretching the Perimeter 4.1 Fencing in Spaces 5.2 Designing Parallelograms Under Constraints 5.3 Rearranging Parallelograms 6.1 Finding Measures of Triangles 6.2 Designing Triangles Under Constraints 6.3 Making Parallelograms From Triangles 7.3 Covering a Circle 7.4 “Squaring” a Circle	
6.05.The student is expected to formulate an equation from a problem situation.	Bits and Pieces II	1.4 Spending Money 4.2 Redrawing the Map 4.3 Pirating Pizza 5.2 Discounting Brownies 5.3 Buying the Biggest Lot 6.5 Fencing a Yard	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
6.05.The student is expected to formulate an equation from a problem situation.	Covering and Surrounding	1.3 Computing Costs 3.1 Building Storm Shelters 4.1 Fencing in Spaces 5.3 Rearranging Parallelograms 6.3 Making Parallelograms From Triangles 7.2 Surrounding a Circle 7.4 “Squaring” a Circle	
6.06.(A) use angle measurements to classify angles as acute, obtuse, or right	Covering and Surrounding	1.1 Designing Bumper-Car Rides	Teacher must introduce terminology of “acute” and “obtuse.”
6.06.(A) use angle measurements to classify angles as acute, obtuse, or right	Shapes and Designs	1.1 Tiling a Beehive 3.1 Follow the Dancing Bee 3.2 Estimating Angle Measures 3.3 Developing More Angle Benchmarks	Teacher must introduce terminology of “acute” and “obtuse.”
6.06.(B) identify relationships involving angles in triangles and quadrilaterals	Shapes and Designs	4.1 Relating Sides to Angles 4.2 Measuring Irregular Polygons 4.3 Back to the Bees! 5.1 Flipping and Turning Triangles 5.2 Flipping and Turning Quadrilaterals	
6.06.(C) describe the relationship between radius, diameter, and circumference of a circle	Covering and Surrounding	7.1 Pricing Pizza 7.2 Surrounding a Circle	
6.07.The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.	Data About Us	4.1 Relating Height to Arm Span 4.2 Relating Travel Time to Distance	Investigation 4 Mathematical Reflections helps verify students understanding of ordered pairs.
6.07.The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.	Shapes and Designs	3.4 Playing Four in a Row	
6.08.(A) estimate measurements and evaluate reasonableness of results	Bits And Pieces I	1 ACE (8-12)	
6.08.(A) estimate measurements and evaluate reasonableness of results	Prime Time	1 ACE (18) 5 ACE (23-24)	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
6.08.(A) estimate measurements and evaluate reasonableness of results	Shapes and Designs	2.1 Building Triangles 2.2 Building Quadrilaterals 3.1 Follow the Dancing Bee 3.2 Estimating Angle Measures 3.3 Developing More Angle Benchmarks	
6.08.(B) select and use appropriate units, tools, or formulas to measure and to solve probledms involving length (including perimeter and circumference), area, time, temperature, capacity, and weight	Bits and Pieces I	5 ACE (7, 36-37)	
6.08.(B) select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter and circumference), area, time, temperature, capacity, and weight	Covering and Surrounding	1.3 Computing cost 1.4 Getting Yor Money's Worth 2 ACE (8-24) 3.1 Building Storm Shelters 4.1 Stretching the Perimeter 4.2 Adding Tiles to Pentominos 5.1 Finding Measures of Paralleograms 5.2 Designing Parallelograms 5.3 Rearranging Parallelograms 6.1 Finding Measures of Triangles 7.1 Pricing Pizza 7.2 Surrounding a Circle 7.5 Replacing Trees	
6.08.(B) select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter and circumference), area, time, temperature, capacity, and weight	Data About Us	4.1 Relating Height to Arm Span 5 ACE (6)	
6.08.(B) select and use appropriate units, tools, or formulas to measure and to solve probledms involving length (including perimeter and circumference), area, time, temperature, capacity, and weight	Prime Time	4.2 Looking at Locust Cyles 5 ACE (7, 36-37)	
6.08.(C) measure angles	Bits and Pieces II	2.4 Making Circle Graph	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
6.08.(C) measure angles	How Likely Is It?	3.1 Bargining for Better Bedtime	
6.08.(C) measure angles	Ruins of Montarek	4.1 Follow-Up	
6.08.(C) measure angles	Shapes and Designs	3.5 Using and Angle Ruler 3.6 Analysing Measuring Errors 4.1 Relating Sides to Angles 4.2 Measuring Irregular Polygon 4.3 Back to the Bees! 4 ACE (7, 10)	For the Teacher page 50d (Triangulation)
6.08.(D) convert measures within the same measurement system (customary and metric) based on relationships between units			Metric conversions are addressed in science classes, so you may want to work with your science teacher. Take the opportunity to teach some of the customary and metric conversions while doing ACE problems in Bits and Pieces I on pages 14–16, 35, 37, and 60–62. For example, use questions such as Is a quart of honey enough? or Is a pound of butter enough? when assigning #14 on page 35. Also see Bits and Pieces II page 36 problem 30. Use warm-ups. Use connections between equivalent fractions and scaling up and down. 6.08.(D) will be covered in the 7th grade unit Data Around Us.
6.09.(A) construct sample spaces using lists, tree diagrams, and combinations	How Likely Is It?	2.2 Pondering Possible and Probablity 4.3 Winning the Bonus Prize 4 ACE (9-10) 5.1 Follow-Up 6.1 Scratching Spots (Summarize) 7.2 Tracing Traits	Most of these investigations construct sample spaces using lists only. The ACE questions construct sample spaces using combinations.
6.09.(B) find the probabilities of a simple event and its complement and describe the relationship between the two	How Likely Is It?	4 ACE (1 - 2)	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
6.10.(A) draw and compare different graphical representations of the same data	Data About Us	1 ACE (1-2) 3 ACE (8) 4.1 Relating Height to Arm Span (Launch page 52c)	
6.10.(B) use median, mode, and range to describe data	Data About Us	1.3 Identifying the Mode and Range 1.4 Identifying the Median 1.5 Experimenting with the Median 2.2 Counting Pets 4 ACE (1-3, 5) 5 What Do We Mean by *Mean*? (Inv 1-5)	
6.10.(C) sketch circle graphs to display data	Bits and Pieces II	2.4 Making Circle Graphs	
6.10.(C) sketch circle graphs to display data	How Likely Is It?	3 ACE (10-12)	
6.10.(D) solve problems by collecting, organizing, displaying, and interpreting data	Covering and Surrounding	2.1 Making the Shoe Fit 7.2 Surrounding a Circle	
6.10.(D) solve problems by collecting, organizing, displaying, and interpreting data	Data About Us	1.1 Organizing Your Data 1.2 Interpreting Graphs 2.2 Counting Pets 3.1 Traveling to School 3.2 Jumping Rope 4.1 Relating Height to Arm Span 4.2 Relating Travel Time to Distance 5.1 Evening Things Out 5.2 Finding the Mean 5.3 Data With The Same Mean 5.4 Using Your Class's Data	
6.10.(D) solve problems by collecting, organizing, displaying, and interpreting data	Prime Time	1.2 Factor Game 2.3 Product Game 3.2 Factor Pairs	