

CMP/TEKS CORRELATION BY UNIT

6th Grade

CMP Unit	Investigation	TEKS Description	Notes
Bits and Pieces I	1.2 Using Fraction Strips	6.01.(A) compare and order non-negative rational numbers	
	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		
	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			
2.5 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			
Bits and Pieces I		3.1 Area Models for Fractions	6.02.(C) use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates
	3.2 Baking Brownies		
	5.3 Moving from Fractions to Decimals		
Bits and Pieces I	1.1 Reporting Our Progress	6.02.(D) estimate and round to approximate reasonable results and to solve problems where exact answers are not required	
	2.4 Comparing Fractions to Benchmarks		
	4.3 Using Decimal Benchmarks		
	5.2 Writing Fractions as Decimals		

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Bits and Pieces I	1.1 Reporting Our Progress	6.03.(A) use ratios to describe proportional situations	Teacher must introduce terminology of "ratio" and "proportion."
	1.2 Using Fraction Strips		
	1.3 Comparing Classes		
	1.4 Exceeding the Goal		
	2.1 Comparing Notes		
	5.1 Choosing the Best		
Bits and Pieces I	1.1 Reporting Our Progress	6.03.(B) represent ratios and percents with concrete models, fractions, and decimals	
	1.2 Using Fraction Strips		
	1.3 Comparing Classes		
	1.4 Exceeding the Goal		
	2.1 Comparing Notes		
	5.1 Choosing the Best		
Bits And Pieces I	1 ACE (8-12)	6.08.(A) estimate measurements and evaluate reasonableness of results	
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	
Bits and Pieces II	3.1 Getting Closer	6.01.(A) compare and order non-negative rational numbers	
	3.2 Getting Even Closer		
Bits and Pieces II	3.1 Getting Closer	6.01.(B) generate equivalent forms of rational numbers including whole numbers, fractions, and decimals	
	3.2 Getting Even Closer		
	4.2 Redrawing the Map		
Bits and Pieces II	6.4 Shifting Decimal Points	6.01.(E) identify factors and multiples including common factors and common multiples	
Bits and Pieces II	3.1 Getting Closer	6.02.(A) model addition and subtraction situations involving fractions with objects, pictures, words, and numbers	
	3.2 Getting Even Closer		
	4.1 Dividing Land		
	4.3 Pirating Pizza		

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Bits and Pieces II	4.2 Redrawing the Map 4.4 Designing Algorithms 6.1 Buying School Supplies 6.2 Moving the Decimal Points	6.02.(B) use addition and subtraction to solve problems involving fractions and decimals	
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	
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	
Bits and Pieces II	2.1 Finding Percents 2.2 Finding a General Strategy 2.3 Clipping Coupons	6.03.(A) use ratios to describe proportional situations	
Bits and Pieces II	2.1 Finding Percents 2.2 Finding a General Strategy 2.3 Clipping Coupons	6.03.(B) represent ratios and percents with concrete models, fractions, and decimals	
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	
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.	
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	6.05.The student is expected to formulate an equation from a problem situation.	
Bits and Pieces II	2.4 Making Circle Graph	6.08.(C) measure angles	

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CMP Unit	Investigation	TEKS Description	Notes
Bits and Pieces II	2.4 Making Circle Graphs	6.10.(C) sketch circle graphs to display data	
Covering and Surrounding	1.3 Computing Cost 3.1 Building Storm Shelters	6.02.(C) use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates	
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	
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.	
Covering and Surrounding	3.1 Building Storm Shelters 3.2 Stretching the Perimeter 4.1 Fencing in Spaces 5.2 Designing Parallelograms Under 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	6.04.(B) generate formulas to represent relationships involving perimeter, area, volume of a rectangular prism, etc., from a table of data.	

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Covering and Surrounding	1.3 Computing Costs	6.05.The student is expected to formulate an equation from a problem situation.	
	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		
Covering and Surrounding	7.4 "Squaring" a Circle		
	1.1 Designing Bumper-Car Rides	6.06.(A) use angle measurements to classify angles as acute, obtuse, or right	Teacher must introduce terminology of "acute" and "obtuse."
Covering and Surrounding	7.1 Pricing Pizza	6.06.(C) describe the relationship between radius, diameter, and circumference of a circle	
	7.2 Surrounding a Circle		
Covering and Surrounding	1.3 Computing cost	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	
	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		
Covering and Surrounding	2.1 Making the Shoe Fit	6.10.(D) solve problems by collecting, organizing, displaying, and interpreting data	
	7.2 Surrounding a Circle		
Data About Us	1.1 Organizing Your Data	6.04.(A) use tables and symbols to represent and describe proportional and other relationships involving conversions, sequences, perimeter, area, etc.	
	4.1 Relating Height to Arm Span		
	5.4 Using Your Class's Data		
	5.5 Watching Movies		

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CMP Unit	Investigation	TEKS Description	Notes
Data About Us	4.1 Relating Height to Arm Span 4.2 Relating Travel Time to Distance	6.07.The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.	Investigation 4 Mathematical Reflections helps verify students understanding of ordered pairs.
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 problems involving length (including perimeter and circumference), area, time, temperature, capacity, and weight	
Data About Us	1 ACE (1-2) 3 ACE (8) 4.1 Relating Height to Arm Span (Launch	6.10.(A) draw and compare different graphical representations of the same 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 <i>Mean</i> ? (Inv 1-5)	6.10.(B) use median, mode, and range to describe 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	

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CMP Unit	Investigation	TEKS Description	Notes
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.(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	
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	
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.	
How Likely Is It?	3.1 Bargaining for Better Bedtime	6.08.(C) measure angles	

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CMP Unit	Investigation	TEKS Description	Notes
How Likely Is It?	2.2 Pondering Possible and Probability 4.3 Winning the Bonus Prize 4 ACE (9-10) 5.1 Follow-Up 6.1 Scratching Spots (Summarize) 7.2 Tracing Traits	6.09.(A) construct sample spaces using lists, tree diagrams, and combinations	Most of these investigations construct sample spaces using lists only. The ACE questions construct sample spaces using combinations.
How Likely Is It?	4 ACE (1 - 2)	6.09.(B) find the probabilities of a simple event and its complement and describe the relationship between the two	
How Likely Is It?	3 ACE (10-12)	6.10.(C) sketch circle graphs to display data	
Prime Time	5.1 Searching for Factor Strings (No 5.2 Finding the Longest Factor String	6.01.(D) write prime factorizations using exponents	
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	6.01.(E) identify factors and multiples including common factors and common multiples	
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.	
Prime Time	1 ACE (18) 5 ACE (23-24)	6.08.(A) estimate measurements and evaluate reasonableness of results	

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Prime Time	4.2 Looking at Locust Cyles 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	
Prime Time	1.2 Factor Game 2.3 Product Game 3.2 Factor Pairs	6.10.(D) solve problems by collecting, organizing, displaying, and interpreting data	
Ruins of Montarek	4.1 Follow-Up	6.08.(C) measure angles	
Shapes and Designs	3.2 Estimating Angle Measures 3.3 Developing More Angle Benchmarks	6.02.(D) estimate and round to approximate reasonable results and to solve problems where exact answers are not required	
Shapes and Designs	4.1 Relating Sides to Angles	6.03.(C) use ratios to make predictions in proportional situations	
Shapes and Designs	2.1 Building Triangles 2.2 Building Quadrilaterals 4.1 Relating Sides to Angles 4.2 Measuring Irregular Polygons	6.04.(A) use tables and symbols to represent and describe proportional and other relationships involving conversions, sequences, perimeter, area, etc.	
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	6.06.(A) use angle measurements to classify angles as acute, obtuse, or right	Teacher must introduce terminology of "acute" and "obtuse."
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.(B) identify relationships involving angles in triangles and quadrilaterals	
Shapes and Designs	3.4 Playing Four in a Row	6.07.The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.	

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CMP Unit	Investigation	TEKS Description	Notes
Shapes and Designs	2.1 Building Triangles	6.08.(A) estimate measurements and evaluate reasonableness of results	
	2.2 Building Quadrilaterals		
	3.1 Follow the Dancing Bee		
	3.2 Estimating Angle Measures		
Shapes and Designs	3.3 Developing More Angle Benchmarks	6.08.(C) measure angles	For the Teacher page 50d (Triangulation)
	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)		
	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.	

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		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.