

**Dolton School District 148**  
**Curriculum Mapping Grade 6**  
**Reading/Language Arts Assessment Frameworks**

**August/September**

\*\*\*The first four weeks of school are dedicated to teaching the four reciprocal reading strategies: predicting, clarifying, questioning and summarizing plus identifying genres. Every week, the reciprocal reading strategies and genres will be reinforced in addition to the teaching of new concepts.

<b>Time Frame</b>	<b>Illinois Assessment Frameworks</b>	<b>Textbook Lessons</b>	<b>Vocabulary/ Posters</b>	<b>Resources</b>	<b>Links</b>	<b>Assessment</b>
<b>Week 1</b>	<p>Teach the strategy of predicting.</p> <p><b>1.6.01</b> Determine meaning of unknown word using prefixes, suffixes &amp; word roots.</p>	<p><b>Measuring Up</b></p> <p>Chapter 2 Lesson 6 Make...Predictions p. 105-115</p> <p>Chapter 1 Lesson 1 Use Prefixes, Suffixes, and Roots p. 2-9</p>	<p><b>Vocabulary:</b> predicting prior knowledge</p> <p><b>Posters:</b></p> <ul style="list-style-type: none"> <li>• Reciprocal Reading Skills: predicting, clarifying, questioning, summarizing</li> <li>• Genre posters</li> <li>• Theme posters</li> </ul>	<p><b>Graphic Organizers:</b></p> <ul style="list-style-type: none"> <li>• Predicting Outcomes</li> <li>• Prediction Chart</li> <li>• Roots and Affixes</li> </ul> <p><b>FCRR Centers:</b></p> <ul style="list-style-type: none"> <li>• Affix Concentration 1.6.01</li> <li>• Meaningful Affixes 1.6.01</li> <li>• What do you know?</li> <li>• Plenty of Predictions</li> </ul>	<p>www.sanchezclass.com (reciprocal reading skills)</p> <p>http://www.smbds.org/page.cfm?p=904 (comprehension strategy and skill posters)</p> <p>hill.troy.k12.mi.us/staff/bnewingham/myweb3 (theme and genre posters)</p>	<p><b>Measuring Up</b></p> <p>Independent Practice for the Test p. 55-60 and p. 127-131</p>
<b>Week 2</b>	<p>Teach strategies to clarify word meaning and the meaning of the passage.</p> <p><b>1.6.03</b> Determine the meaning of an unknown word using word, sentence and cross-sentence</p>	<p>Chapter 1 Lesson 4 Use Context to Understand... p. 28-34</p> <p>Chapter 1 Lesson 3 Understand New Words in Context</p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• clarifying</li> </ul>	<p><b>Graphic Organizers:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>FCRR Centers:</b></p> <ul style="list-style-type: none"> <li>• Monitoring for Comprehension</li> <li>• Homonym Hoorah! 1.6.02</li> </ul>		<p>Independent Practice for the Test p. p. 55-60 and p. 289-296</p>

	<p>clues.</p> <p><b>1.6.10</b> Use information in charts, graphs, diagrams, maps and tables to understand</p> <p><b>1.6.02</b> Given words that are spelled alike are homonyms.</p>	<p>Chapter 4 Lesson 6 Interpret Tables, Diagrams, and Maps p. 277-282</p>				
<b>Week 3</b>	<p>Teach questioning strategies</p> <p><b>1.6.14</b> Determine the answer to a simple literal or simple inference question regarding the meaning of a passage</p>		<p><b>Vocabulary:</b> QAR literal question inferential question</p> <p><b>Posters:</b></p> <ul style="list-style-type: none"> <li>• QAR</li> <li>• Inference Poster</li> </ul>	<p><b>Graphic Organizers:</b></p> <ul style="list-style-type: none"> <li>• Asking Questions Thinkmark</li> <li>• Questions: Before, During, After</li> <li>• Thick and Thin Questions</li> </ul> <p><b>FCRR Centers:</b></p> <ul style="list-style-type: none"> <li>• Answer-Know-How (QAR) 1.6.14</li> <li>• Question Cards 1.6.14</li> <li>• Question-Answer Relationships 1.6.14</li> <li>• Stop and Ask</li> <li>• Question Creation</li> </ul>		
<b>Week 4</b>	<p>Teach summarizing</p> <p><b>1.6.12</b> Identify explicit &amp; implicit main ideas</p>	<p>Chapter 2 Lesson 7 Summarize p. 116-126</p> <p>Chapter 4 Lesson 3 Identify Topics,</p>	<p><b>Vocabulary:</b> main idea details summarize</p> <p><b>Posters:</b></p> <ul style="list-style-type: none"> <li>• Main Idea</li> </ul>	<p><b>Graphic organizers:</b></p> <ul style="list-style-type: none"> <li>• One-Sentence Summary Frames 1.6.17</li> <li>• Keyword Strategy: The Gist 1.6.17</li> <li>• Ranking Ladder</li> </ul>		<p>Independent Practice for the Test p. 127-131 and p. 289-296</p>

	<p><b>1.6.15</b> Distinguish main ideas and supporting details in any text.</p>	<p>Main Ideas, and Supporting Detail p. 251-259</p>	<ul style="list-style-type: none"> <li>Summarizing</li> </ul>	<p>1.6.17</p> <ul style="list-style-type: none"> <li>Explicit and Implicit Main Ideas</li> </ul> <p><b>FCRR Centers:</b></p> <ul style="list-style-type: none"> <li>Sum-thing Special 1.6.17</li> <li>Super Summary 1.6.17</li> </ul> <p><b>Foldable:</b></p> <ul style="list-style-type: none"> <li>Retelling Foldable</li> </ul>		
<p><b>Week 5</b></p>	<p><b>1.6.17</b> Summarize order of events</p> <p><b>1.6.16</b> Summarize a story or NF passage</p>			<p><b>Graphic organizers:</b></p> <ul style="list-style-type: none"> <li>Main Idea and Details</li> <li>Reflecting on Main Ideas</li> <li>Simple Summary</li> </ul> <p><b>FCRR Centers:</b></p> <ul style="list-style-type: none"> <li>Distinguishing Details</li> <li>Main Idea Mania</li> <li>Super Summary</li> <li>What's the Big Idea?</li> </ul>		
<p><b>Week 6</b></p>	<p><b>1.6.11</b> Locate and interpret information found in headings, graphs, and charts.</p>					
<p><b>Week 7</b></p>	<p><b>Review and assess</b></p>			<p><b>Graphic Organizer:</b></p> <ul style="list-style-type: none"> <li>Reciprocal Teaching</li> </ul>		<p><b>Short Cycle Assessment 1</b></p>

**Dolton School District 148  
Curriculum Mapping Grade 6  
Reading/Language Arts Assessment Frameworks**

October

Time Frame	Illinois Assessment Framework	Textbook Lessons	Vocabulary/ Posters	Resources	Links	Assessment
<b>Week 1</b>	<b>1.6.14</b> Determine answer to literal or simple inference question	<b>Measuring Up</b> Chapter 2 Lesson 6 Make Inferences...p. 105-115	<b>Vocabulary:</b> literal question inference question	<b>Graphic Organizers:</b> <ul style="list-style-type: none"> <li>• Main Idea and Details</li> <li>• Herringbone Organizer</li> <li>• Spider Map</li> </ul> <b>FCRR Centers:</b> <ul style="list-style-type: none"> <li>• Words in Context 1.6.03</li> <li>• Get a Clue! 1.6.03</li> <li>• Did you ask an inferential question today 1.6.14</li> <li>• Question-Answer Relationships 1.6.14</li> </ul>	www.sanchezclass.com (reciprocal reading skills)  http://www.smbd.org/page.cfm?p=904 (comprehension strategy and skill posters)  hill.troy.k12.mi.us/staff/bnewingham/myweb3 (theme and genre posters)	<b>Measuring Up</b>  Independent Practice for the Test p. 55-60 and 127-131
<b>Week 2</b>	<b>1.6.04</b> Connotations of a word  <b>1.6.19</b> Draw inferences, conclusions, or generalizations about text + support	Chapter 1 Lesson 5 Understand Connotation and Denotation p. 35-43  Chapter 2 Lesson 6 Make Inferences, Conclusions, Predictions, and Generalizations p. 105-115	<b>Vocabulary:</b> connotation inferences conclusions generalizations text support	<b>Graphic Organizers:</b> <ul style="list-style-type: none"> <li>• Draw Conclusions Graphic Organizer</li> </ul> <b>FCRR Centers:</b> <ul style="list-style-type: none"> <li>• More Incredible Inferences 1.6.19</li> <li>• Inference Innovations 1.6.19</li> </ul>		Independent Practice for the Test p. 55-60 and p. 127-131

<b>Week 3</b>	<b>1.6.13</b> Identify cause and effect organizational patterns in fiction and nonfiction		<b>Vocabulary:</b> cause and effect  <b>Poster:</b> Cause and Effect	<b>Graphic organizers:</b> <ul style="list-style-type: none"> <li>• Cause and Effect Chain</li> <li>• Cause and Effect Foldable</li> </ul> <b>FCRR Centers:</b> <ul style="list-style-type: none"> <li>• Write cause or effect</li> </ul>		
<b>Week 4</b>	<b>Review and assess</b>					<b>Short Cycle Assessment 2</b>

**Dolton School District 148  
Curriculum Mapping Grade 6  
Reading/Language Arts Assessment Frameworks**

**November/December**

<b>Time Frame</b>	<b>Illinois Assessment Framework</b>	<b>Textbook Lessons</b>	<b>Vocabulary/ Posters</b>	<b>Resources</b>	<b>Links</b>	<b>Assessment</b>
<b>Week 1</b>	<p><b>1.6.05</b> Use synonyms &amp; antonyms</p> <p><b>Review 1.6.15</b> Distinguish the main ideas and supporting details in any text.</p>		<p><b>Vocabulary:</b> synonym antonym</p>		<p><a href="http://www.sanchezclass.com">www.sanchezclass.com</a> (reciprocal reading skills)</p> <p><a href="http://www.smbd.org/page.cfm?p=904">http://www.smbd.org/page.cfm?p=904</a> (comprehension strategy and skill posters)</p> <p><a href="http://hill.troy.k12.mi.us/staff/bnewingham/myweb3">hill.troy.k12.mi.us/staff/bnewingham/myweb3</a> (theme and genre posters)</p>	
<b>Week 2</b>	<p><b>1.6.06</b> Meaning of word/context that have multiple meanings</p>	<p>Chapter 1 Lesson 3 Understand New Words in Context</p>	<p><b>Vocabulary:</b> context</p>			<p>Independent Practice for the Test p. 55-60</p>
<b>Week 3</b>	<p><b>1.6.20</b> Fact and opinion</p>		<p><b>Vocabulary:</b> fact opinion</p> <p><b>Poster:</b> Fact and Opinion Poster</p>	<p><b>Graphic organizers:</b></p> <ul style="list-style-type: none"> <li>• Fact and Opinion</li> </ul> <p><b>FCRR Centers:</b></p> <ul style="list-style-type: none"> <li>• Fact and Opinion Football 1.6.20</li> </ul>		
<b>Week 4</b>	<p><b>2.6.04</b> Identify the author's message or theme</p>	<p>Chapter 3 Lesson 7 Analyze Theme p.</p>	<p><b>Vocabulary:</b> theme author's message</p>	<p><b>Graphic Organizers:</b></p> <ul style="list-style-type: none"> <li>• Author's Purpose and Perspective 2.6.04</li> </ul>		<p>Independent Practice for the Test p. 238-242</p>

		177-184	<b>Poster:</b> <ul style="list-style-type: none"> <li>• Author's Message</li> <li>• Theme Posters</li> </ul>	<b>FCRR Centers:</b> <ul style="list-style-type: none"> <li>• What's the Purpose? 2.6.04</li> </ul>		
<b>Week 5</b>	<b>1.6.18</b> Identify the cause of events in a story		<b>Vocabulary:</b> cause and effect	<b>Graphic Organizers:</b> <ul style="list-style-type: none"> <li>• Cause and Effect</li> </ul> <b>FCRR Centers:</b> <ul style="list-style-type: none"> <li>• Write Cause or Effect 1.6.18</li> </ul>		
<b>Week 6</b>	<b>Review and assess</b>					<b>Short Cycle Assessment 3</b>

**Dolton School District 148  
Curriculum Mapping Grade 6  
Reading/Language Arts Assessment Frameworks**

January

Time Frame	Illinois Assessment Framework	Textbook Lessons	Vocabulary/ Posters	Resources	Links	Assessment
Week 1	<p><b>2.6.01</b> Identify elements of fiction: plot, character, setting, theme, character foils</p> <p><b>2.6.04</b> Identify the author's message or theme</p>	<p>Chapter 3 Lesson 4 Analyze Plot, Conflict, and Sequence p. 146-158</p> <p>Lesson 5 Analyze Characters and Dialogue p. 159-167</p> <p>Lesson 6 Analyze Setting p. 168-176</p> <p>Lesson 7 Analyze Theme p. 177-184</p>	<p><b>Vocabulary:</b> elements of fiction character plot setting theme character foils</p> <p><b>Posters:</b></p> <ul style="list-style-type: none"> <li>• Elements of Fiction</li> <li>• Author's Purpose</li> </ul>	<p><b>Graphic Organizers:</b></p> <ul style="list-style-type: none"> <li>• Use Story Structure 2.6.01</li> <li>• Story Map 2.6.01</li> <li>• Story Pyramid 2.6.01</li> <li>• Story Map 2 2.6.01</li> <li>• Theme/Heart of Author's Message 2.6.04</li> </ul> <p><b>Foldable:</b></p> <ul style="list-style-type: none"> <li>• Envelope Fold – Characters, Setting, Problem, Solution</li> </ul> <p><b>FCRR Centers:</b></p> <ul style="list-style-type: none"> <li>• Retelling Ring 2.6.01</li> <li>• What's the Purpose 2.6.04</li> </ul>	<p><a href="http://www.sanchezclass.com">www.sanchezclass.com</a> (reciprocal reading skills)</p> <p><a href="http://www.smbds.org/page.cfm?p=904">http://www.smbds.org/page.cfm?p=904</a> (comprehension strategy and skill posters)</p> <p><a href="http://hill.troy.k12.mi.us/staff/bnewingham/myweb3">hill.troy.k12.mi.us/staff/bnewingham/myweb3</a> (theme and genre posters)</p>	Independent Practice for the Test p. 238-242
Week 2	<p><b>2.6.02</b> Explain how elements of fiction contribute to meaning of literary selection</p>	<p>Chapter 3 Lesson 1 What is Fiction? p. 133-135</p> <p>Lesson 2 Strategies for Reading Fiction p. 136 - 141</p>		<p><b>Graphic Organizers:</b></p> <ul style="list-style-type: none"> <li>• Story Elements Map 2.6.02</li> <li>• Story Pyramid 2.6.02</li> <li>• Plot and Conflict Analysis 2.6.02</li> </ul>		Independent Practice for the Test p. 238-242



**Dolton School District 148  
Curriculum Mapping Grade 6  
Reading/Language Arts Assessment Frameworks**

February

<b>Time Frame</b>	<b>Illinois Assessment Framework</b>	<b>Textbook Lessons</b>	<b>Vocabulary/ Posters</b>	<b>Resources</b>	<b>Links</b>	<b>Assessment</b>
<b>Week 1</b>	<p><b>2.6.06</b> Recognize points of view/narratives</p> <p><b>2.6.07</b> Determine what characters are like by what they say or do or by how the author or illustrator portrays them</p>	<p>Chapter 3 Lesson 8 Analyze Point of View p. 185-194</p> <p>Lesson 5 Analyze Characters and Dialogue p. 159-167</p>	<b>Vocabulary:</b> point of view narratives	<p><b>Graphic Organizers:</b></p> <ul style="list-style-type: none"> <li>Character Study 2.6.07</li> <li>Character Web 2.6.07</li> <li>Character Development Story Map 2.6.07</li> </ul> <p><b>Foldable:</b></p> <ul style="list-style-type: none"> <li>Somebody, Wanted, But, So 2.6.07</li> </ul>	<p><a href="http://www.sanchezclass.com">www.sanchezclass.com</a> (reciprocal reading skills)</p> <p><a href="http://www.smbds.org/page.cfm?p=904">http://www.smbds.org/page.cfm?p=904</a> (comprehension strategy and skill posters)</p> <p><a href="http://hill.troy.k12.mi.us/staff/bnewingham/myweb3">hill.troy.k12.mi.us/staff/bnewingham/myweb3</a> (theme and genre posters)</p>	Independent Practice for the Test p. 238-242
<b>Week 2</b>	<p><b>2.6.08</b> Determine character motivation</p> <p><b>2.6.10</b> Explain the relationship between main and supporting characters</p>		<b>Vocabulary:</b> character motivation character traits	<p><b>Graphic Organizers:</b></p> <ul style="list-style-type: none"> <li>Character Frame 2.6.08</li> <li>Character Study 2.6.08</li> <li>Character Trait Challenge 2.6.08</li> </ul>		
<b>Week 3</b>	<b>2.6.09</b> Compare/contrast behavior or 2 characters	<p>Chapter 3 Lesson 12 Compare and Contrast Selections p. 222-230</p> <p>Chapter 4</p>		<p><b>Graphic Organizers:</b></p> <ul style="list-style-type: none"> <li>Character Comparison Venn Diagram 2.6.09</li> </ul>		Independent Practice for the Test p. 238-242 and p. 289-296

		Lesson 4 Compare and Contrast Information p. 260-268				
<b>Week 4</b>	<b>Review and assess</b>					<b>Short Cycle Assessment 5</b>

**Dolton School District 148  
Curriculum Mapping Grade 6  
Math Assessment Frameworks**

**August/September**

<b>Time Frame</b>	<b>Illinois Assessment Frameworks</b>	<b>Textbook Lessons</b>	<b>Vocabulary/ Posters</b>	<b>Resources</b>	<b>Links</b>	<b>Assessment</b>
<b>Week 1</b>	<p><b>6.6.01</b> model different representations of numbers</p> <p><b>6.6.07</b> model and compare whole numbers</p>	<p><b>Chapter 1</b> 1.1 Compare &amp; order numbers</p> <p>1.2 Estimate with whole numbers</p> <p>1.5 Number Properties</p> <p>1.6 Find and extend patterns sequences</p>	<p><b>Vocabulary:</b> compatible property underestimate overestimate</p> <p>associative property commutative property distributive property</p> <p><b>Posters:</b> Place value poster</p>	<p><b>Differentiation</b> Leveled Lessons: Reteach, Practice, Challenge, Reading and Problem Solving</p> <p>Laura Candler (LC) "Math Stations for Middle Grades" by Laura Candler pdf version</p> <p><b>LC Centers:</b></p> <ul style="list-style-type: none"> <li>• Number Read Around</li> <li>• I'm the Greatest</li> <li>• Place Value Partners</li> </ul>	<p>Online Teacher's Edition</p> <p>Internet 4 Classrooms</p> <p>PowerPoints <a href="http://www.pppst.com/">http://www.pppst.com/</a></p> <p>Games/Drills <a href="http://mrnussbaum.com/">http://mrnussbaum.com/</a></p> <p><a href="http://www.aaamath.com/">http://www.aaamath.com/</a></p>	<p><b>Lesson Quizzes</b> on Transparency</p> <p><b>Written in TE Margin</b> "Additional Examples"</p> <p><b>"Think and Discuss"</b> found in the SE</p>
<b>Week 2</b>	<p><b>6.6.02</b> model/interpret expressions</p> <p><b>6.6.06</b> represent factors using exponents</p> <p><b>6.6.15</b> order of operations in simple numeric expressions</p>	<p><b>Chapter 1</b> 1.3 Represent numbers with exponents</p> <p>1.4 Order of Operations</p>	<p><b>Vocabulary:</b> base exponent exponential form</p> <p>evaluate numerical expression order of operations</p> <p><b>Posters:</b> Order of</p>	<p><b>LC Centers:</b></p> <ul style="list-style-type: none"> <li>• Target Number Challenge</li> </ul> <p><b>AIMS:</b></p> <ul style="list-style-type: none"> <li>• Fascinating Triangle</li> </ul>		<p><b>Lesson Quizzes</b> on Transparency</p> <p><b>Written in TE Margin</b> "Additional Examples"</p> <p><b>"Think and Discuss"</b> found in the SE</p>

	<b>6.6.16</b> PS involving properties of operations		Operations			
<b>Week 3</b>	<b>6.6.05</b> decimals & place value to thousandths  <b>6.6.08</b> model & compare decimals to thousandths	<b>Chapter 3</b> 3.1 write, compare, order decimals  3.3 Add & subtract decimals  3.4 Multiply & divide decimal	<b>Vocabulary:</b> clustering front-end estimation scientific notation	<b>LC Centers:</b> <ul style="list-style-type: none"> <li>Decimal War</li> <li>Pair Decimal Writing</li> <li>Subtraction Decimals Showdown</li> </ul> <b>AIMS:</b> <ul style="list-style-type: none"> <li>What's the Point</li> <li>Dueling Decimals</li> <li>Show Me the Money</li> </ul>		<b>Lesson Quizzes</b> on Transparency  <b>Written in TE Margin</b> "Additional Examples"  <b>"Think and Discuss"</b> found in the SE
<b>Week 4</b>	<b>6.6.05</b> decimals & place value to thousandths  6.6.08 model & compare decimals to thousandths	<b>Chapter 4</b> 4.1 Divisibility rules  4.2 Prime factorizations  4.3 GCF	<b>Vocabulary:</b> divisible composite number prime number  factor prime factorization  GCF  <b>Posters:</b> <ul style="list-style-type: none"> <li>Prime and composite numbers</li> <li>GCF</li> <li>Divisibility Rules</li> </ul>	<b>AIMS:</b> <ul style="list-style-type: none"> <li>Clearing the Table (divisibility rules)</li> </ul>		<b>Lesson Quizzes</b> on Transparency  <b>Written in TE Margin</b> "Additional Examples"  <b>"Think and Discuss"</b> found in the SE
<b>Week 5</b>	<b>6.6.04</b> multiple representations of decimals,	<b>Chapter 4</b> 4.4 Convert between	<b>Vocabulary:</b> mixed numbers terminating	<b>AIMS:</b> <ul style="list-style-type: none"> <li>Jelly Bean Rounds</li> </ul>		<b>Lesson Quizzes</b> on Transparency

	<p>fractions &amp; percents</p> <p><b>6.6.10</b> identify decimals &amp; fractions on a number line</p> <p><b>6.6.13</b> PS number sentences with decimals</p>	<p>decimals and fractions</p>	<p>decimal repeating decimal</p> <p><b>Posters:</b> Fractions, Decimals, Percents</p>	<ul style="list-style-type: none"> <li>• The Big Banana Peel</li> <li>• Oranges for the Most Part</li> </ul>		<p><b>Written in TE Margin</b> “Additional Examples”</p> <p><b>“Think and Discuss”</b> found in the SE</p>
<b>Week 6</b>	<p><b>6.6.03</b> model equivalent representations of fractions</p> <p><b>6.6.09</b> model &amp; compare fractions</p> <p><b>6.6.14</b> PS number sentences with fractions</p>	<p><b>Chapter 4</b> 4.5 Equivalent fractions</p> <p>4.6 Compare &amp; order fractions</p> <p>4.7 Convert improper fractions to mixed numbers</p> <p>4.8 Add &amp; subtract like fractions</p>	<p><b>Vocabulary:</b> equivalent fractions simplest form like fractions unlike fractions common denominator improper fraction proper fraction</p> <p><b>Posters:</b> Fractions</p>	<p><b>LC Centers:</b></p> <ul style="list-style-type: none"> <li>• Comparing Fractions Showdown</li> <li>• Fraction Sorting</li> <li>• High Roller</li> <li>• Pattern B Fraction Puzzles</li> <li>• Fraction Feud</li> <li>• Equivalent Fractions Mix-N-Match</li> </ul> <p><b>AIMS:</b></p> <ul style="list-style-type: none"> <li>• Fraction Fringe</li> </ul>		<p><b>Lesson Quizzes</b> on Transparency</p> <p><b>Written in TE Margin</b> “Additional Examples”</p> <p><b>“Think and Discuss”</b> found in the SE</p>
<b>Week 7</b>	<b>Review and Assess</b>	<b>Chapters 1,2,4 Study Guide and Review</b>				<p><b>Short Cycle Assessment 1</b></p> <p><b>Textbook Short Response and Extended Problem Solving</b> SE Chapter Performance Assessment at the end of the chapter.</p>

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Curriculum Mapping Grade 6  
Math Assessment Frameworks**

October

Time Frame	Illinois Assessment Framework	Textbook Lessons	Vocabulary/ Posters	Resources	Links	Assessment
<b>Week 1</b>	<p><b>9.6.05</b> graph ordered pairs</p> <p><b>10.6.01</b> read &amp; interpret graphs</p> <p><b>10.6.02</b> compare/contrast graphs</p> <p><b>10.6.03</b> create graphs from data</p> <p><b>10.6.04</b> mean, median, mode</p> <p><b>6.6.11</b> PS odd/even, factors, &lt;, &gt;, square &amp; prime numbers</p>	<p><b>Chapter 6</b></p> <p>6.1 Use tables</p> <p>6.2 Range, mean, median, mode</p> <p>6.3 Outliers</p> <p>6.4 Analyze data in bar graphs</p> <p>6.6 Graph ordered pairs</p> <p>6.7 Display &amp; analyze data</p>	<p><b>Vocabulary:</b></p> <p>range mean median mode outlier bar graph double-bar graph coordinate grid ordered pair line graph double-line graph</p> <p><b>Posters:</b></p>	<p><b>Differentiation:</b></p> <p>Leveled Lessons: Reteach, Practice, Challenge, Reading and Problem Solving</p> <p><b>AIMS:</b></p> <ul style="list-style-type: none"> <li>Centering on Color</li> </ul> <p><b>Foldable:</b></p> <ul style="list-style-type: none"> <li>Measures of Central Tendency: mean, median, mode</li> </ul>	<p>Online Teacher's Edition</p> <p>Internet 4 Classrooms</p> <p>PowerPoints <a href="http://www.pppst.com/">http://www.pppst.com/</a></p> <p>Games/Drills <a href="http://mrnussbaum.com/">http://mrnussbaum.com/</a></p> <p><a href="http://www.aaamath.com/">http://www.aaamath.com/</a></p>	<p><b>Lesson Quizzes</b> on Transparency</p> <p><b>Written in TE Margin</b> "Additional Examples"</p> <p><b>"Think and Discuss"</b> found in the SE</p>
<b>Week 2</b>	<p><b>6.6.18</b> express ratios using appropriate notation</p> <p><b>6.6.19</b> PS with proportional relationships</p> <p><b>6.6.20</b> percents from 0% to</p>	<p><b>Chapter 8</b></p> <p>8.1 Write ratios</p> <p>8.2 Write &amp; solve proportions</p> <p>8.3 Use proportions</p>	<p><b>Vocabulary:</b></p> <p>ratio equivalent ratios rate unit rate proportion scale drawing scale percent</p> <p><b>Posters:</b></p>			<p><b>Lesson Quizzes</b> on Transparency</p> <p><b>Written in TE Margin</b> "Additional Examples"</p> <p><b>"Think and Discuss"</b> found in the SE</p>

	<p>100%</p> <p><b>6.6.21</b> PS involving percents</p>	<p>to make conversions in customary system</p> <p>8.6 Read map scales</p> <p>8.7 Write percents as decimals and as fractions</p> <p>8.8 Write decimals and fractions as percents</p> <p>8.9 Find missing value in a percent problem</p>				
<b>Week 3</b>	<p><b>8.6.04</b> determine a rule with two operations</p> <p><b>8.6.05</b> table of values and ordered pairs</p> <p><b>8.6.06</b> translate between tables, written, pictorial representations of whole numbers</p>	<p><b>Chapter 9</b></p> <p>9.1 Identify &amp; graph integers</p> <p>9.2 Compare &amp; order integers</p> <p>9.3 Graphing/ Coordinate Plane</p> <p>9.4 Add integers</p>	<p><b>Vocabulary:</b></p> <p>positive number negative number opposites integer absolute value coordinate plane axes x-axis y-axis quadrants origin coordinates x-coordinate y-coordinate</p>	<p><b>LC Centers:</b></p> <ul style="list-style-type: none"> <li>• Concentration</li> <li>• Writing Math Expressions</li> <li>• Integer Mat</li> <li>• Guess My Rule Function Machine</li> </ul>		<p><b>Lesson Quizzes</b> on Transparency</p> <p><b>Written in TE Margin</b> "Additional Examples"</p> <p><b>"Think and Discuss"</b> found in the SE</p>

		9.5 Subtract integers				
<b>Week 4</b>	<p><b>8.6.07</b> Identify/graph inequalities on a number line</p> <p><b>8.6.08</b> Represent problems with equations &amp; inequalities</p> <p><b>8.6.09</b> Solve for the unknown in an equation</p> <p><b>8.6.10</b> PS involving unknown quantities</p> <p><b>Review and Assess</b></p>	<p>9.6 Multiply integers</p> <p>9.7 Divide integers</p> <p>9.8 Solve equations with integers</p> <p><b>Chapters 6,8,9</b> <b>Study Guide and Review</b></p>				<p><b>Short Cycle Assessment 2</b></p> <p><b>Textbook Short Response and Extended Problem Solving</b> SE Chapter Performance Assessment at the end of the chapter.</p>

**Dolton School District 148  
Curriculum Mapping Grade 6  
Math Assessment Frameworks**

November/December

Time Frame	Illinois Assessment Framework	Textbook Lessons	Vocabulary/ Posters	Resources	Links	Assessment
<b>Week 1</b>	<p><b>9.6.01</b> identify &amp; draw 2-D shapes</p> <p><b>9.6.07</b> parallel/perpendicular</p> <p><b>9.6.06</b> reflections/rotations</p> <p><b>9.6.11</b> congruent/similar shapes</p> <p><b>9.6.12</b> similar figures/ relationship of parts</p>	<p><b>Chapter 7</b></p> <p>7.1 Describe figures using the terms of geometry</p> <p>7.4 Classify different lines</p> <p>7.8 Extend geometric patterns</p> <p>7.9 Congruency</p> <p>7.10 Translations, reflections and rotations to transform geometric shapes</p> <p>7.11 Line symmetry</p>	<p><b>Vocabulary:</b></p> <p>point line plane line segment ray</p> <p>parallel lines perpendicular lines skew lines</p> <p>line symmetry line of symmetry transformation translation rotation reflection line of reflection</p> <p><b>Posters:</b></p>	<p><b>Differentiation:</b></p> <p>Leveled Lessons: Reteach, Practice, Challenge, Reading and Problem Solving</p> <p><b>AIMS:</b></p> <ul style="list-style-type: none"> <li>• Geo-Panes</li> </ul>	<p>Online Teacher's Edition</p> <p>Internet 4 Classrooms</p> <p>PowerPoints <a href="http://www.pppst.com/">http://www.pppst.com/</a></p> <p>Games/Drills <a href="http://mrnussbaum.com/">http://mrnussbaum.com/</a></p> <p><a href="http://www.aaamath.com/">http://www.aaamath.com/</a></p>	<p><b>Lesson Quizzes</b> on Transparency</p> <p><b>Written in TE Margin</b> "Additional Examples"</p> <p><b>"Think and Discuss"</b> found in the SE</p>
<b>Week 2</b>	<p><b>9.6.02</b> identify &amp; draw 3-D shapes</p> <p><b>9.6.09</b> identify 3D shape from net</p> <p><b>9.6.10</b> composing/decomposing</p>	<p>7.7 Regular &amp; non-regular polygons</p> <p>10.6 Name solid figures</p>	<p><b>Vocabulary:</b></p> <p>polygon regular polygon</p> <p>polyhedron face edge</p>	<p><b>LC Centers:</b></p> <ul style="list-style-type: none"> <li>• Geometry Concentration</li> </ul>		<p><b>Lesson Quizzes</b> on Transparency</p> <p><b>Written in TE Margin</b> "Additional Examples"</p> <p><b>"Think and Discuss"</b></p>

	shapes		vertex prism base pyramid cylinder cone  <b>Posters:</b>			found in the SE
<b>Week 3</b>	<b>9.6.08</b> kinds of angles	7.2 Name, measure, classify and draw angles  7.3 Relationships of angles	<b>Vocabulary:</b> angle vertex acute angle right angle obtuse angle straight angle  congruent vertical angles adjacent angles complementary angles supplementary angles  <b>Posters:</b>	<b>LC Centers:</b> • Polygon-Angle Partners  <b>AIMS:</b> • Angles More or Less		<b>Lesson Quizzes</b> on Transparency  <b>Written in TE Margin</b> “Additional Examples”  <b>“Think and Discuss”</b> found in the SE
<b>Week 4</b>	<b>9.6.03</b> PS triangles & quadrilaterals	7.5 Classify & measure triangles	<b>Vocabulary:</b> acute triangle obtuse triangle right triangle scalene triangle isosceles triangle equilateral triangle trapezoid  <b>Posters:</b>	<b>LC Centers:</b> • Triangle Matching  <b>AIMS:</b> • Triangle Construction Company		<b>Lesson Quizzes</b> on Transparency  <b>Written in TE Margin</b> “Additional Examples”  <b>“Think and Discuss”</b> found in the SE

<p><b>Week 5</b></p>	<p><b>9.6.03</b> PS triangles &amp; <b>quadrilaterals</b></p> <p><b>9.6.13</b> distance between points on a number line</p>	<p>7.6 Identify, classify and compare quadrilaterals</p>	<p><b>Vocabulary:</b>  quadrilateral  parallelogram  rectangle  rhombus  square</p> <p><b>Posters:</b></p>	<p><b>LC Centers:</b></p> <ul style="list-style-type: none"> <li>• Geo-board</li> <li>Quadrilaterals</li> </ul> <p><b>AIMS:</b></p> <ul style="list-style-type: none"> <li>• Quad Squad</li> </ul>		<p><b>Lesson Quizzes</b> on Transparency</p> <p><b>Written in TE Margin</b>  “Additional Examples”</p> <p><b>“Think and Discuss”</b>  found in the SE</p>
<p><b>Week 6</b></p>	<p><b>Review and assess</b></p>	<p><b>Chapter 7 Study Guide and Review</b></p>				<p><b>Short Cycle Assessment 3</b></p>

**Dolton School District 148  
Curriculum Mapping Grade 6  
Math Assessment Frameworks**

**January**

<b>Time Frame</b>	<b>Illinois Assessment Framework</b>	<b>Textbook Lessons</b>	<b>Vocabulary/ Posters</b>	<b>Resources</b>	<b>Links</b>	<b>Assessment</b>
<b>Week 1</b>	<p><b>7.6.01</b> measure length, mass/weight, capacity</p> <p><b>7.6.03</b> compare &amp; estimate length, area, volume, mass</p>	<b>Chapter 10</b>		<p><b>Differentiation:</b> Leveled Lessons: Reteach, Practice, Challenge, Reading and Problem Solving</p>	<p>Online Teacher's Edition</p> <p>Internet 4 Classrooms</p> <p>PowerPoints <a href="http://www.pppst.com/">http://www.pppst.com/</a></p> <p>Games/Drills <a href="http://mrnussbaum.com/">http://mrnussbaum.com/</a></p> <p><a href="http://www.aaamath.com/">http://www.aaamath.com/</a></p>	<p><b>Lesson Quizzes</b> on Transparency</p> <p><b>Written in TE Margin</b> "Additional Examples"</p> <p><b>"Think and Discuss"</b> found in the SE</p>
<b>Week 2</b>	<p><b>7.6.02</b> PS perimeter, area of triangle &amp; parallelogram</p>	<p>10.1 Perimeters of polygons</p> <p>10.2 Area</p> <p>10.3 Break a polygon into simpler parts to find its area</p> <p>10.4 Area and Perimeter</p>	<p><b>Vocabulary:</b> perimeter area</p> <p><b>Posters:</b></p>	<p><b>AIMS:</b></p> <ul style="list-style-type: none"> <li>• Puzzling Polygons</li> <li>• Matter of Degrees</li> <li>• Geoboard Formulas</li> </ul>		<p><b>Lesson Quizzes</b> on Transparency</p> <p><b>Written in TE Margin</b> "Additional Examples"</p> <p><b>"Think and Discuss"</b> found in the SE</p>
<b>Week 3</b>	<p><b>7.6.05</b> PS time, length, weight/mass, volume of prisms</p> <p><b>7.6.06</b> PS involving map</p>	<p>10.7 Surface area</p> <p>10.8 Volume of prisms</p> <p>10.9 Volume of</p>	<p><b>Vocabulary:</b> surface area net volume</p> <p><b>Posters:</b></p>			<p><b>Lesson Quizzes</b> on Transparency</p> <p><b>Written in TE Margin</b> "Additional Examples"</p> <p><b>"Think and Discuss"</b></p>

	interpretations/ map scales	cylinders				found in the SE
<b>Week 4</b>	<b>Review and assess</b>	<b>Chapter 10 Study Guide and Review</b>				<b>Short Cycle Assessment 4</b>

**Dolton School District 148  
Curriculum Mapping Grade 6  
Math Assessment Frameworks**

**February**

<b>Time Frame</b>	<b>Illinois Assessment Framework</b>	<b>Textbook Lessons</b>	<b>Vocabulary/ Posters</b>	<b>Resources</b>	<b>Links</b>	<b>Assessment</b>
<b>Week 1</b>	<b>9.6.04</b> radius/diameter/chord of circles	<b>Chapter 10</b> 10.5 Parts of a circle	<b>Vocabulary:</b> circle center radius diameter circumference pi	<b>Differentiation:</b> Leveled Lessons: Reteach, Practice, Challenge, Reading and Problem Solving  <b>AIMS:</b> • The Amazing Circle	Online Teacher's Edition  Internet 4 Classrooms  PowerPoints <a href="http://www.pppst.com/">http://www.pppst.com/</a>  Games/Drills <a href="http://mnrussbaum.com/">http://mnrussbaum.com/</a>  <a href="http://www.aaamath.com/">http://www.aaamath.com/</a>	<b>Lesson Quizzes</b> on Transparency  <b>Written in TE Margin</b> "Additional Examples"  <b>"Think and Discuss"</b> found in the SE
<b>Week 2</b>	<b>10.6.04</b> PS with probability  <b>10.6.05</b> Fundamental counting principle	<b>Chapter 11</b> 11.1 Likelihood of an event  11.2 Experimental probability  11.3 Theoretical Probability  11.4 List of possible outcomes	probability  experiment outcome sample space experimental probability  theoretical probability equally likely fair	<b>AIMS:</b> • Fair Play		<b>Lesson Quizzes</b> on Transparency  <b>Written in TE Margin</b> "Additional Examples"  <b>"Think and Discuss"</b> found in the SE
<b>Week 3</b>	<b>10.6.04</b> PS with probability  <b>10.6.05</b> Fundamental counting principle	11.5 Compound event 11.6 Use probability to predict events	compound event  prediction			<b>Lesson Quizzes</b> on Transparency  <b>Written in TE Margin</b> "Additional Examples"  <b>"Think and Discuss"</b> found in the SE

<b>Week 4</b>	<b>Review and Assess</b>	<b>Chapters 10 &amp; 11 Study Guide and Review</b>				<b>Short Cycle Assessment 5</b>
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