

**6<sup>th</sup> Grade Math & Reading Instructional Calendar  
2011 - 2012**

The following concepts are only a portion of the total curriculum. Many skills are on-going and will be included in instruction before and after the target period. The purpose of this instructional calendar is to focus instruction and help students achieve mastery on a limited number of critical concepts.

1<sup>st</sup> Semester

<b>Date</b>	<b>Math Concepts</b>	<b>Reading Concepts</b>
Aug 24 – Sept. 2 <i>CBM 8/24 – 9/30</i>	<b>Place Value: Order and Compare decimals through thousandths. 3</b>	Understand the meaning of the prefixes: re, pre, de, co, extra, over, trans, un, dis, mis, non, im, & in. 2
Sept. 5 – Sept. 9 <i>Labor Day Sept. 5</i>		<b><u>Assessment #1A and 1B</u></b>
September 12 -16		Understand the meaning of suffixes able/ible, er/or, less, & ous/ful. 1 <b><u>Assessment #2</u></b>
September 19 – 23	<b>Add and subtract decimals with horizontal and vertical alignment. 1</b> <b><u>Assessment #2</u></b>	Understand & use synonyms, antonyms, and homonyms (homophones and homographs) in context. 2
September 26 – Sept. 30	<b>Multiply whole numbers and decimals with 2-digit multipliers with horizontal and vertical alignment. 2</b> <b><u>Assessment #3</u></b>	<b><u>Assessment #3</u></b>
Oct. 3 - Oct. 5 <i>Oct. 6 In-service</i>		Using context clues to determine the meaning of unfamiliar words, multiple meaning words & compound words. 2
October 10 -14	<b>Division of whole numbers with 2-digit divisors using both symbols. 2</b> <b><u>Assessment #4</u></b>	<b><u>Assessment #4</u></b>
October 17 - 21		Infer meaning and draw conclusions from explicitly stated text and implied textual information. 2
October 24 - 28 <i>Early Release Oct. 28</i>	<b>Organize and use data in tables, graphs, and charts in order to answer questions. 2</b> <b><u>Assessment #5</u></b>	<b><u>Assessment #5</u></b>
October 31 – Nov. 4 <i>Conferences Nov 2 (K) - 4</i>		Author's purpose: inform, persuade, entertain, and explain. 4
November 7 -11	<b>Problem Solving; Review mean, median, mode, &amp; range; area &amp; perimeter; patterns; probability; measurement; coordinate graphing</b> <b><u>Assessment – Mean, Median, Mode or Teacher Made Tests 12/2</u></b>	<b><u>Assessment #6</u></b>
November 14 – 18 <i>Thanksgiving 11/21 – 11/25</i>		Compare & contrast information from multiple sources. 2
Nov 28 - Dec 2		<b><u>Assessment #7</u></b>
December 5 – 9		Determine cause & effect from written text. 2
December 12 - 16 <i>Early Release Dec 16</i> <i>Christmas 12/19 -1/2</i>	<b>Divisibility Rules 2</b> <b><u>Assessment #6</u></b>	<b><u>CBM Assessment #8</u></b>
January 3 – 6 <i>IRI 1/3 – 1/31</i>	<b>Order of Operations with and without exponents. 2</b> <b><u>Assessment #7</u></b>	Story Elements; character, setting, and plot (conflict/resolution). 2
January 9 - 13		<b><u>Assessment #9</u></b>
January 17 - 20 <i>MLK Jr. Holiday 1/16</i> <i>Early Release K-12 Jan. 20</i>		

2<sup>nd</sup> Semester

<b>Date</b>	<b>Math Concepts</b>	<b>Reading Concepts</b>
January 23 - 27	Division of decimals with the decimal point in the dividend, divisor, and/or both. 2 <u>Assessment #8</u>	Identify simile and metaphors (basic & extended) and personification. 2  <u>Assessment #10</u>
Jan. 30 - February 3 February 6 -10 <i>District DMA 2/8</i>	Determine GCF/LCM given a set of whole numbers. 2  <u>Assessment #9</u>	
February 13 -17	Identifying fractions in lowest terms and finding equivalency. 2  <u>Assessment #10</u>	Identify alliteration, idiom, hyperbole & onomatopoeia. 2  <u>Assessment #11</u>
February 21 – 24 <i>IELA 2/20 – 3/30</i> <i>Presidents' Day 2/20</i>	Convert improper fractions to mixed numbers and mixed numbers to improper fractions. 1  <u>Assessment #11</u>	
February 27 – March 2	Converting decimals, fractions, and percents. 2  <u>Assessment #12</u>	Determine main idea from written text. 4 weeks <i>(Team Time DWA 6 Practice)</i>
March 5 – 9 <i>District DWA 3/7</i>	Addition and subtraction with like and unlike denominators simplifying and regrouping as necessary. 2  <u>Assessment #13</u>	
March 12 -16 <i>Spring Math Assessment 3/12 – 3/16</i>	Measurement with customary and metric units. 1 <u>Assessment #14</u>	Sequencing skills: determine events in correct order. 2  <u>Assessment #13</u>
March 19 – 23 <i>Early Release Mar. 23</i> <i>Spring Break Mar 26 – Mar. 30</i>	Proportion and ratios 2  <u>Assessment #15</u>	
April 2 – 6	Probability 2  <u>Assessment #16</u>	Persuasive elements: of bias, assumption, validity of source & stereotyping. 2  <u>Assessment #14</u>
April 9 -13 <i>ISAT Window 4/9 - 5/10</i>	Estimation with whole numbers and decimals. 2  <u>Assessment #17</u>	
April 16 – 20 <i>CBM 4/16 – 5/18</i>	Geometry – Perimeter, area, and volume. 1  <u>Assessment #18</u>	Determine if a statement is true, false, fact, opinion or inference. 2  <u>Assessment #15</u>
April 23 - 27		
April 30 – May 4		Fluency 157 wpm 2  <i>CBM (Assessment #16)</i>
May 7 - 11		
May 14 – 18		Review reference skills: finding information in the table of contents, glossary, and index, and understanding text organization. 2  <u>Assessment #17</u>
May 21 - 25		
May 29 - June 1 <i>Memorial Day 5/28</i> <i>Early Release – 6/1</i>		

\*\*Fluency practice should be continuous throughout the school year with a minimum goal of 157 wpm by spring.

\*\*Instant recall of addition, subtraction, multiplication, and division facts through 12's should be continuous throughout the school year.