SAXON MATH™ K

correlated to the

Florida
Course Standards and Access Points
Grade K: Mathematics - Grade Kindergarten
Course Code: 5012020

SAXON™
An Imprint of HMH
Supplemental Publishers Inc.

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**K**
COURSE TITLE:	**Mathematics - Kindergarten**
COURSE CODE:	**5012020**
SUBMISSION TITLE:	**Saxon Math K**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (WP) = Written Practice (GP) = Guided Class Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.K.A.1.1	Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.	Moderate	**Meeting(s):** 1–25 **Lesson(s):** 13 (NC), 42 (NC), 62 (NC), 74 (NC), 8 (LP), 5 (LP), 6 (NC), 7 (NC), 8 (LP), 9 (NC), 11 (NC), 12 (HP), 14 (LP), 15 (NC), 17 (HP), 18 (NC), 19 (HP), 21 (NC), 22 (NC), 23 (HP), 24 (NC), 25 (NC), 26 (HP), 27 (NC), 28 (NC), 29 (NC), 32 (HP), 33 (HP), 34 (HP), 35 (NC), 36 (NC), 37 (HP), 38 (NC), 41 (NC), 43 (HP), 44 (NC), 46 (HP), 47 (NC), 48 (NC), 50-2 (PS), 51 (NC), 52 (HP), 53 (LP), 54 (HP), 56 (HP), 57 (HP), 58 (NC), 59 (LP), 60-2 (PS), 61 (NC), 63 (NC), 64 (NC), 65 (NC), 67 (NC), 68 (NC), 69 (NC), 70-2 (PS), 71 (NC), 72 (NC), 73 (NC), 75 (NC), 77 (LP), 78 (NC), 79 (LP), 80-1 (NC), 80-2 (PS), 81 (NC), 82 (HP), 89 (NC), 90-1 (NC), 90-2 (PS), 91 (NC), 94 (NC), 96 (NC), 98 (NC), 99 (LP), 104 (NC), 105 (NC), 106 (NC), 107 (NC), 108 (NC), 110-1 (NC), 13 (NC), 114 (NC), 117 (NC), 118 (NC), 119 (NC), 120-1 (NC), 120.2 (PS), 121 (NC), 122 (NC), 125 (NC),126 (NC), 127 (NC), 128 (NC), 129 (HP), 130-1 (NC), 130-2 (PS), 131 (HP), 132 (NC), 134 (NC) **Overview(s): 1 (p 1)**	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**K**
COURSE TITLE:	**Mathematics - Kindergarten**
COURSE CODE:	**5012020**
SUBMISSION TITLE:	**Saxon Math K**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (WP) = Written Practice (GP) = Guided Class Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.K.A.1.2	Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20.	Moderate	**Meeting(s):** 7–25 **Lesson(s):** 5 (NC), 13 (NC), 46 (NC), 59 (NC), 71 (NC), 74 (NC), 80-1 (NC), 6 (NC), 8 (NC), 11 (NC), 17 (NC), 21 (NC), 22 (NC), 28 (NC), 29 (HP), 33 (LP), 35 (LP), 36 (LP), 37 (NC), 38 (LP), 49 (NC), 60-2 (PS), 64 (HP), 65 (LP), 66 (CP), 67 (CP), 69 (CP), 73 (HP), 87 (NC), 90-2 (PS), 91 (LP), 92 (HP), 93 (CP), 94 (HP), 95 (CP), 96 (HP), 97 (NC), 98 (CP), 99 (NC), 102 (NC), 103 (CP), 105 (CP), 106 (HP), 107 (NC), 109 (NC), 110-2 (PS), 111 (CP), 112 (HP), 113 (CP), 114 (HP), 115 (CP), 118 (CP), 120-1 (NC), 120-2 (PS), 122 (NC), 124 (CP), 125 (LP), 130-1 (NC) **Overview(s):** 4 (p 1), 11 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**K**
COURSE TITLE:	**Mathematics - Kindergarten**
COURSE CODE:	**5012020**
SUBMISSION TITLE:	**Saxon Math K**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (WP) = Written Practice (GP) = Guided Class Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.K.A.1.3	Solve word problems involving simple joining and separating situations.	High	**Lesson(s):** 44 (NC), 80-2 (PS), 89 (NC), 119 (NC), 127 (NC), 130-2 (PS), 132 (LP), 18 (NC), 27 (NC), 50-2 (PS), 51 (NC), 60-2 (PS), 65 (NC), 68 (NC), 71 (LP), 73 (LP), 74 (HP), 75 (HP), 77 (NC), 81 (NC), 90-2 (PS), 97 (NC), 98 (LP), 99 (LP), 100-2 (PS), 110-2 (PS), 117 (LP), 118 (LP), 120-2 (PS), 121 (NC), 122 (LP), 126 (LP), 128 (NC), 129 (HP), 131 (LP), 132 (LP) **Overview(s):** 8 (p 1)	I					
MA.K.G.2.1	Describe, sort and re-sort objects using a variety of attributes such as shape, size, and position.	Moderate	**Lesson(s):** 17 (NC), 34 (NC), 43 (NC), 54 (NC), 85 (NC), 112 (NC), 1 (NC), 2 (NC), 7 (NC), 11 (NC), 12 (NC), 13 (NC), 16 (NC), 19 (NC), 22 (NC), 23 (NC), 28 (LP), 31 (NC), 32 (NC), 37 (LP), 50-1 (NC), 58 (NC), 93 (NC), 105 (NC), 113 (NC), 123 (NC) **Overview(s):** 3 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**K**
COURSE TITLE:	**Mathematics - Kindergarten**
COURSE CODE:	**5012020**
SUBMISSION TITLE:	**Saxon Math K**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (WP) = Written Practice (GP) = Guided Class Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.K.G.2.2	Identify, name, describe and sort basic two-dimensional shapes such as squares, triangles, circles, rectangles, hexagons, and trapezoids.	Moderate	**Meeting(s):** 3, 7, 8, 10, 17, 19–25 **Lesson(s):** 15 (LP), 19 (NC), 37 (NC), 14 (LP), 16 (LP), 23 (NC), 29 (LP), 32 (NC), 43 (NC), 50-1 (NC), 54 (NC), 56 (LP), 60-1 (NC), 63 (NC), 65 (NC), 79 (LP), 85 (NC), 86 (NC), 91 (NC), 93 (NC), 104 (LP), 105 (NC), 108 (NC), 113 (NC), 114 (NC), 115 (NC), 117 (NC) **Overview(s):** 5 (p 1)	I					
MA.K.G.2.3	Identify, name, describe, and sort three-dimensional shapes such as spheres, cubes and cylinders.	Moderate	**Lesson(s):** 61 (NC), 93 (NC), 112 (NC), 62 (NC), 123 (NC), 14 (NC), 19 (NC), 23 (NC), 34 (NC), 41 (NC), 83 (NC, LP) **Overview(s):** 12 (p 1)	I					
MA.K.G.2.4	Interpret the physical world with geometric shapes, and describe it with corresponding vocabulary.	Moderate	**Lesson(s):** 19 (NC), 31 (NC), 93 (NC), 112 (NC), 123 (NC), 89 (NC), 3 (NC), 4 (LP), 14 (NC) 15 (NC), 29 (NC), 34 (NC), 41 (NC), 61 (NC), 62 (NC), 105 (NC), 108 (NC), 114 (NC) **Overview(s):** 2 (p 1)	I					
MA.K.G.2.5	Use basic shapes, spatial reasoning, and manipulatives to model objects in the environment and to construct more complex shapes.	High	**Lesson(s):** 27 (NC), 60-2 (PS), 79 (NC), 89 (NC), 108 (NC), 119 (NC), 3 (NC), 4 (NC), 15 (NC), 50-2 (PS), 70-2 (PS), 80-2 (PS), 104 (LP), 114 (NC), 127 (NC) **Overview(s):** 7 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**K**
COURSE TITLE:	**Mathematics - Kindergarten**
COURSE CODE:	**5012020**
SUBMISSION TITLE:	**Saxon Math K**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (WP) = Written Practice (GP) = Guided Class Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.K.G.3.1	Compare and order objects indirectly or directly using measurable attributes such as length, height, and weight.	Moderate	**Lesson(s):** 53 (NC), 80-1 (NC), 83 (NC), 87 (NC), 8 (NC), 9 (NC), 11 (NC), 17 (NC), 22 (NC), 72 (NC), 84 (NC), 93 (NC), 105 (NC), 106 (NC), 112 (NC), 115 (NC), 120-1 (NC), 126 (NC), 131 (NC), 133 (NC) **Overview(s):** 9 (p 1), 14 (p 1)	I					
MA.K.A.4.1	Identify and duplicate simple number and non-numeric repeating and growing patterns.	Moderate	**Meeting(s):** 1–25 **Lesson(s):** 25 (NC), 33 (NC), 55 (LP), 66 (NC), 95 (LP), 110-2 (PS), 8 (NC), 9 (NC), 26 (NC), 32 (NC), 35 (NC), 40-2 (PS), 52 (NC), 54 (LP), 55 (NC), 60-1 (NC), 88 (NC), 101 (NC), 117 (LP), 118 (LP), 125 (NC) **Overview(s):** 6 (p 1), 10 (p 1)	I					
MA.K.G.5.1	Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, shorter/longer.	Moderate	**Meeting(s):** 1, 6, 17, 1–25 **Lesson(s):** 40-1 (NC), 124 (NC), 135 (NC) **Overview(s):** 13 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**K**
COURSE TITLE:	**Mathematics - Kindergarten**
COURSE CODE:	**5012020**
SUBMISSION TITLE:	**Saxon Math K**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member			
				(Committee Member Use Only)			
OVERALL INSTRUCTIONAL QUALITY			**IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.** **The Examples can be from Student or Teacher Instructional Material.**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
The major tool introduces and builds mathematical concepts as a coherent whole. It provides opportunities to students to explore why a mathematical idea is important and in which contexts that mathematical idea can be useful. In other words, the major tool helps students learn the mathematics concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.			**Compare and order whole numbers and join and separate sets:** 13 (NC), 74 (NC), 127 (NC) **Describe shapes and space:** 17 (NC), 31 (NC), 93 (NC), 112 (NC) **Order objects by measurable attributes:** 53 (NC), 83 (NC), 87 (NC)				
Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives.			77 (NC), 97 (NC), Monitoring Student Progress binder (Math Center Activities booklet, p 22, Activity 70)				
Problem solving is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.			50-2 (PS), 80-2 (PS), 110-2 (PS)				
Tasks engage students in communicating mathematical ideas by writing, explaining, drawing, using symbols, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.			Monitoring Student Progress binder (Math Center Activities booklet, p 10, Activity 13; p 13, Activity 27; p 14, Activity 34)				
Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote use of multiple representations and translations among them. Students use a variety of tools to understand a single concept.			**Organize, record and communicate:** 17 (NC), Monitoring Student Progress binder (Math Center Activities booklet, p 21, Activity 66) **Multiple representations and a variety of tools:** 7 (NC), 73 (NC), 80-2 (PS)				

SUBJECT:	**Mathematics**
GRADE LEVEL:	**K**
COURSE TITLE:	**Mathematics - Kindergarten**
COURSE CODE:	**5012020**
SUBMISSION TITLE:	**Saxon Math K**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member			
				(Committee Member Use Only)			
OVERALL INSTRUCTIONAL QUALITY			**IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.** **The Examples can be from Student or Teacher Instructional Material.**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
The mathematics connects to other disciplines such as reading, art, science, and history. Tasks represent mathematical ideas as interconnected and building upon each other.			**Other disciplines:** 77 (NC), 80-2 (PS), 113 (NC), 135 (NC), Overview 5 (p 4 Literature Connections L41) I**nterconnect and build:** 67 (NC), 91 (NC), 113 (NC)				
Tasks require students to make conjectures, justify their thinking, defend their responses by using mathematical arguments, and prove mathematical statements. Students are encouraged to invent and justify solution methods. Students analyze correct and incorrect solution methods.			Meeting 17, 53 (NC), 64 (NC)				

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**K**
COURSE TITLE:	**Mathematics - Kindergarten**
COURSE CODE:	**5012030**
SUBMISSION TITLE:	**Saxon Math K**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

Committee Member (Committee Member Use Only)

ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.K.A.1.In.a	Represent quantities to 5 using sets of objects and number names.	Overview: 1 (p 2)Grade K Online Access Points Activities (p 2)	I					
MA.K.A.1.In.b	Use one-to-one correspondence to count and compare sets of objects to 5.	Overviews: 4 (p 2), 11 (p 2)Grade K Online Access Points Activities (p 2)	I					
MA.K.A.1.In.c	Solve problems with up to 5 objects involving simple joining (putting together) and separating (taking away) situations.	Overview: 8 (p 2)Grade K Online Access Points Activities (p 3)	I					
MA.K.A.1.Su.a	Represent quantities to 3 using sets of objects and number names.	Overview: 1 (p 2)Grade K Online Access Points Activities (p 3)	I					
MA.K.A.1.Su.b	Use one-to-one correspondence to count sets of objects to 3.	Overviews: 4 (p 2), 11 (p 2)Grade K Online Access Points Activities (p 3)	I					
MA.K.A.1.Su.c	Solve problems with up to 3 objects involving simple joining (putting together) situations.	Overview: 8 (p 2)Grade K Online Access Points Activities (p 4)	I					
MA.K.A.1.Pa.a	Indicate desire for more of an action or object.	Overview: 1 (p 2)Grade K Online Access Points Activities (p 4)	I					
MA.K.A.1.Pa.b	Indicate desire for no more or none of an action or object.	Overview: 1 (p 2)Grade K Online Access Points Activities (p 4)	I					
MA.K.A.1.Pa.c	Solve problems involving small quantities of objects or actions using language, such as enough, too much, or more.	Overviews: 4 (p 2), 8 (p 2), 11 (p 2)Grade K Online Access Points Activities (p 5)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**K**
COURSE TITLE:	**Mathematics - Kindergarten**
COURSE CODE:	**5012030**
SUBMISSION TITLE:	**Saxon Math K**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

Committee Member (Committee Member Use Only)

ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.K.G.2.In.a	Sort objects by single attributes, including shape and size.	Overview: 3 (p 2)Grade K Online Access Points Activities (p 8)	I					
MA.K.G.2.In.b	Match and name two-dimensional shapes, including circle and square.	Overview: 5 (p 2)Grade K Online Access Points Activities (p 8)	I					
MA.K.G.2.In.c	Match examples of three-dimensional objects, such as balls (spheres) and blocks (cubes).	Overview: 12 (p 2)Grade K Online Access Points Activities (p 8)	I					
MA.K.G.2.In.d	Identify shapes, including circle and square, in the environment.	Overview: 2 (p 2)Grade K Online Access Points Activities (p 8)	I					
MA.K.G.2.In.e	Identify spatial relationships, including in, out, up, down, top, bottom, on, and off.	Overview: 7 (p 2)Grade K Online Access Points Activities (p 9)	I					
MA.K.G.2.Su.a	Sort common objects by size.	Overview: 3 (p 2)Grade K Online Access Points Activities (p 9)	I					
MA.K.G.2.Su.b	Identify square objects or pictures when given the name.	Overview: 5 (p 2)Grade K Online Access Points Activities (p 9)	I					
MA.K.G.2.Su.c	Identify three-dimensional objects, such as a block (cube) or ball (sphere).	Overview: 12 (p 2)Grade K Online Access Points Activities (p 10)	I					
MA.K.G.2.Su.d	Identify square shapes in the environment when given the name.	Overview: 2 (p 2)Grade K Online Access Points Activities (p 10)	I					
MA.K.G.2.Su.e	Identify spatial relationships, including on, off, up, and down.	Overview: 7 (p 2)Grade K Online Access Points Activities (p 10)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**K**
COURSE TITLE:	**Mathematics - Kindergarten**
COURSE CODE:	**5012030**
SUBMISSION TITLE:	**Saxon Math K**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

Committee Member (Committee Member Use Only)

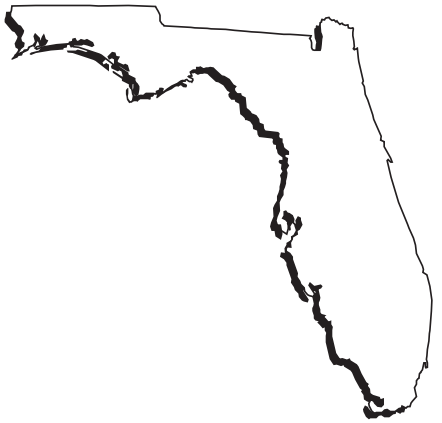
ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.K.G.2.Pa.a	Recognize a common object with a two-dimensional shape.	Overviews: 2 (p 2), 3 (p 2), 5 (p 2)Grade K Online Access Points Activities (p 11)	I					
MA.K.G.2.Pa.b	Recognize a common three-dimensional object.	Overviews: 2 (p 2), 3 (p 2), 12 (p 2)Grade K Online Access Points Activities (p 11)	I					
MA.K.G.2.Pa.c	Recognize a movement that reflects a spatial relationship, such as up and down.	Overview: 7 (p 2)Grade K Online Access Points Activities (p 11)	I					
MA.K.G.3.In.a	Compare overall size and length of objects and describe using terms such as big, small, long, and short.	Overviews: 9 (p 2), 14 (p 2)Grade K Online Access Points Activities (p 13)	I					
MA.K.G.3.Su.a	Identify size of objects using terms, such as big and little.	Overviews: 9 (p 2), 14 (p 2)Grade K Online Access Points Activities (p 13)	I					
MA.K.G.3.Pa.a	Recognize differences in size of objects.	Overviews: 9 (p 2), 14 (p 2)Grade K Online Access Points Activities (p 13)	I					
MA.K.A.4.In.a	Match two-element repeating patterns of sounds, physical movements, and objects.	Overviews: 6 (p 2), 10 (p 2)Grade K Online Access Points Activities (p 15)	I					
MA.K.A.4.Su.a	Match identical sounds, physical movements, and objects.	Overviews: 6 (p 2), 10 (p 2)Grade K Online Access Points Activities (p 15)	I					
MA.K.A.4.Pa.a	Recognize two objects that are identical to each other.	Overviews: 6 (p 2), 10 (p 2)Grade K Online Access Points Activities (p 16)	I					
MA.K.G.5.In.a	Identify concepts of time, including day, night, morning, and afternoon, by relating activities to a time period.	Overview: 13 (p 2)Grade K Online Access Points Activities (p 18)	I					
MA.K.G.5.Su.a	Identify concepts of time, including day and night, by relating daily events to a time period.	Overview: 13 (p 2)Grade K Online Access Points Activities (p 18)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**K**
COURSE TITLE:	**Mathematics - Kindergarten**
COURSE CODE:	**5012030**
SUBMISSION TITLE:	**Saxon Math K**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member (Committee Member Use Only)			
		*I/M = INDEPTH OR MENTIONED						
ACCESS POINT CODE	**ACCESS POINT DESCRIPTION**	**PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.K.G.5.Pa.a	Recognize common activities that occur every day.	Overview: 13 (p 2)Grade K Online Access Points Activities (p 18)	I					

SAXON MATH™ 1

correlated to the



Florida
Course Standards and Access Points
Grade 1: Mathematics - Grade One
Course Code: 5012030

SAXON™

An Imprint of HMH
Supplemental Publishers Inc.

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**1**
COURSE TITLE:	**Mathematics - Grade One**
COURSE CODE:	**5012030**
SUBMISSION TITLE:	**Saxon Math 1**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (WP) = Written Practice (GP) = Guided Class Practice	I/M*	Committee Member Evaluation (Committee Member Use Only) Thoroughly	Highly	Adequately	Minimally	Not At All
MA.1.A.1.1	Model addition and subtraction situations using the concepts of "part-whole," "adding to," "taking away from," "comparing," and missing addend."	Moderate	**Lesson(s):** 12 (NC), 15-1 (NC), 21 (NC), 23 (NC), 25-1 (NC), 33 (NC), 40-1 (NC), 44 (NC), 49 (NC), 58 (NC), 59 (NC), 68 (NC), 70-2 (PS), 76 (NC), 77 (NC), 82 (NC), 90-2 (PS), 94 (NC), 95-1 (NC), 101 (NC), 107 (NC), 111 (NC), 115-1 (NC), 118 (NC), 120-2 (PS), 121 (NC), 125-1 (NC), 127 (NC), 129 (NC), 132 (NC), 16–18 (GP), 22 (GP), 24 (GP), 26 (GP), 28 (GP), 29 (GP), 31 (GP), 32 (GP), 35-1 (GP), 38 (GP), 39 (GP), 42 (M), 43 (M), 45-2–48 (M), 50-1 (M), 50-2 (M), 51–57 (M), 60-1 (M), 60-2 (M), 61–63 (GP), 65-1 (GP), 66 (M), 67 (M), 70-1 (M), 71–75-2 (M), 79 (M), 80-1 (M), 80-2 (M), 83–90-1 (M), 91 (M), 92 (M), 93 (M), 95-2–100-2 (M), 102–106 (M), 108–110-2 (M), 112 (M), 113 (M), 115-2–117 (M), 119 (M), 120-1 (M), 122 (M), 123 (M), 124 (M), 126 (M), 128 (M), 130-1 (M), 130-2 (M), 131 (M), 133 (M), 134 (M), 135 (M), 6 (WP), 36 (NC), 37 (NC), 41 (NC), 69 (NC), 78 (NC), 81 (NC), 27 (NC), 34 (NC), 4 (NC), 19 (NC) **Overview(s):** 3 (p 1), 7 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**1**
COURSE TITLE:	**Mathematics - Grade One**
COURSE CODE:	**5012030**
SUBMISSION TITLE:	**Saxon Math 1**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (WP) = Written Practice (GP) = Guided Class Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.1.A.1.2	Identify, describe, and apply addition and subtraction as inverse operations.	Moderate	**Lesson(s):** 101 (NC), 132 (NC), 134 (NC), 134 (GP), 121 (NC), 125-1 (NC), 129 (NC), 111 (GP), 132 (GP), 121(GP), 122 (FP), 122 (M), 122(GP), 123 (NC), 123 (GP), 132 (FP), 132 (M) **Overview(s):** 14 (p 1)	I					
MA.1.A.1.3	Create and use increasingly sophisticated strategies, and use properties such as Commutative, Associative and Additive Identity, to add whole numbers.	Moderate	**Lesson(s):** 78 (NC), 94 (NC), 114 (NC), 41(NC), 15-1 (NC), 21 (NC), 34 (NC), 77 (NC), 89 (NC), 90-1 (NC), 94 (NC), 95-1 (NC), 58 (GP), 59 (GP), 96 (FP), 98 (FP), 100-1 (FP), 101 (NC), 102 (FP), 104 (FP), 105-1 (NC), 106 (NC), 111 (NC), 112 (FP), 113 (FP), 114 (NC), 115-1 (NC), 116 (NC), 117 (FP), 118 (FP), 119 (FP), 126 (NC), 129 (NC), 131 (FP), 132 (NC), 133 (FP), 134 (NC), A (NC) **Overview(s):** 12 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**1**
COURSE TITLE:	**Mathematics - Grade One**
COURSE CODE:	**5012030**
SUBMISSION TITLE:	**Saxon Math 1**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (WP) = Written Practice (GP) = Guided Class Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.1.A.1.4	Use counting strategies, number patterns, and models as a means for solving basic addition and subtraction fact problems.	High	**Lesson(s):** 23 (NC), 27 (NC), 28 (NC), 30-1 (NC), 36 (NC), 37 (NC), 41 (NC), 44 (NC), 45-1 (NC), 49 (NC), 61 (NC), 68 (NC), 69 (NC), 76 (NC), 77 (NC), 78 (NC), 79 (NC), 80-1(NC), 91 (NC), 94 (NC), 95-1 (NC), 101 (NC), 102 (NC), 105-1 (NC), 106 (NC), 121 (NC), 125-1 (NC), 129 (NC), A (NC), 24 (FP), 25-1 (FP), 26 (FP), 29 (FP), 30-2 (FP), 31 (FP), 33 (FP), 35-1 (GP), 38 (FP), 39 (FP), 42 (FP), 43 (FP), 46 (FP), 47 (FP), 48 (FP), 51 (FP), 52 (FP), 53 (FP), 54 (FP), 56 (FP), 57 (FP), 62 (FP), 63 (GP), 64 (FP), 65-1 (GP), 67 (FP), 71 (FP), 72 (FP), 82 (FP), 83 (FP), 84 (FP), 85-1 (GP), 87 (FP), 88 (FP), 92 (FP), 93 (FP), 96 (FP), 97 (FP), 98 (FP), 99 (FP), 103 (FP), 104 (FP), 107 (FP), 108 (FP), 109 (FP), 111 (FP), 112 (FP), 113 (FP), 117 (FP), 122 (FP), 124 (FP), 126 (FP), 128 (FP), 131 (FP), 132 (FP), 133 (FP), 134 (FP), 66 (NC), 73 (NC), 74 (NC), 75-1 (NC), 81 (NC), 86 (NC), 127 (NC), 32 (NC), 34 (NC), 40-1 (NC), 58 (NC), 59 (NC), 89 (NC), 90-1 (NC), 123 (NC) **Overview(s)**: 5 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**1**
COURSE TITLE:	**Mathematics - Grade One**
COURSE CODE:	**5012030**
SUBMISSION TITLE:	**Saxon Math 1**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (WP) = Written Practice (GP) = Guided Class Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.1.A.2.1	Compare and order whole numbers at least to 100.	Moderate	**Lesson(s):** 92 (NC), 4 (NC), 17 (NC), 32 (NC), 55-2 (NC), 85-1 (NC), 65-2 (NC), 52 (NC), 108 (NC), 115 2 (NC), 20-1 (NC), 7 (GP), 8 (GP), 13 (GP), 22 (GP, 23 (GP), 42 (GP), 45-1 (GP), 46–135 (M), 2 (NC), 44 (NC), 51 (NC) **Overview(s):** 10 (p 1)	I					
MA.1.A.2.2	Represent two digit numbers in terms of tens and ones.	Low	**Lesson(s):** 85-1 (NC), 85-2 (NC), 86 (NC), 11–15-1 (WP), 16–19 (WP), 21–25-1 (WP), 26–29 (WP), 31–35-1 (WP), 36–39 (WP), 41–45-1 (WP), 46–49 (WP), 51 (WP), 52 (WP), 54–55-1 (WP), 56–59 (WP), 61–65-1 (WP), 66–69 (WP), 71–75-1 (WP), 76–79 (WP), 82–84 (WP), 127 (NC), 81 (NC), 87–89 (WP), 92–95-1 (WP), 96–99 (WP), 101–105-1 (WP), 106–109 (WP), 7–10-2 (M), 15-2 (M), 20-1 (M), 20-2 (M), 90-1 (M), 113 (GP), 115-1 (GP), 117¬120-1 (M), 121 (M), 122 (M), 124–126 (M), 128¬130-2 (M), 91 (NC), 53 (NC), 120 2 (PS), 55-2 (NC) **Overview(s):** 9 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**1**
COURSE TITLE:	**Mathematics - Grade One**
COURSE CODE:	**5012030**
SUBMISSION TITLE:	**Saxon Math 1**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (WP) = Written Practice (GP) = Guided Class Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.1.A.2.3	Order counting numbers, compare their relative magnitudes, and represent numbers on a number line.	Moderate	**Lesson(s):** 52 (NC), 92 (NC), 32 (NC), 65-2 (NC), 108 (NC), 115-2 (NC), 1–135 (M), 77 (NC), 79 (NC), 80-1 (NC), 55-2 (NC) **Overview(s):** 10 (p 1)	I					
MA.1.G.3.1	Use appropriate vocabulary to compare shapes according to attributes and properties such as number and lengths of sides and number of vertices.	Moderate	**Lesson(s):** 6 (NC), 13 (NC), 24 (NC), 83 (NC), 112 (NC), 120-1 (NC), 124 (NC), 96 (NC), 25-2 (NC), 40-2 (PS), 14 (NC), 15-1 (GP), 16 (GP), 18 (GP), 7 (NC), 10-1 (NC), 38 (NC), 65-1 (NC), 22 (GP), 25-1 (GP), 31 (GP), 82 (GP), 84 (GP), 93 (GP), 95-1 (GP), 97 (GP), 99 (GP), 117 (GP), 121 (GP), 122 (GP), 127 (GP), 135 (GP) **Overview(s):** 2 (p 1)	I					
MA.1.G.3.2	Compose and decompose plane and solid figures, including making predictions about them, to build an understanding of part-whole relationships and properties of shapes.	High	**Lesson(s):** 67 (NC), 60-1 (NC), 65-1 (NC), 75-2 (NC), 88 (NC), 117 (NC), 107 (NC), 54 (NC), 55-1 (NC), 18 (NC), 31 (NC), 42 (NC), 45-2 (NC), 112 (NC), 120 1 (NC), 125-2 (NC), 71 (NC), 6 (NC), 56 (GP, 57 (GP), 59 (GP), 66 (GP), 68 (GP), 69 (GP), 72 (GP), 77 (GP), 79 (GP), 81 (GP), 89 (GP), 91–93 (GP), 96 (GP), 102 (GP), 109 (GP), 119 (GP), 129 (GP) **Overview(s):** 8 (p 1), 13 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**1**
COURSE TITLE:	**Mathematics - Grade One**
COURSE CODE:	**5012030**
SUBMISSION TITLE:	**Saxon Math 1**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (WP) = Written Practice (GP) = Guided Class Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.1.A.4.1	Extend repeating and growing patterns, fill in missing terms, and justify reasoning.	High	**Lesson(s):** 26 (NC), 51 (NC), 52 (NC), 56 (NC), 58 (NC), 59 (NC), 4 (WP), 30 2 (PS), 60 2 (PS), 130-2 (PS), 115-2 (NC), 2–135 (M), 32 (GP), 43 (NC), 47 (NC), 53 (NC), 64 (NC), 70-1 (NC), 89 (NC), 90-1 (NC), 126 (NC) **Overview(s):** 6 (p 1)	I					
MA.1.G.5.1	Measure by using iterations of a unit, and count the unit measures by grouping units.	Moderate	**Lesson(s):** 35-2 (NC), 39 (NC), 50-1 (NC), 55 2 (NC), 62 (NC), 75-2 (NC), 44 (GP), 95-2 (NC), 104 (NC), 110 1 (NC), 135(NC), 97 (NC), 119 (NC), 64 (GP), 68 (GP), 71 (GP), 77 (GP), 96 (GP), 98 (GP), 105-1 (GP), 107 (GP), 125-1 (GP), 129 (GP) **Overview(s):** 4 (p 1)	I					
MA.1.G.5.2	Compare and order objects according to descriptors of length, weight, and capacity.	Moderate	**Lesson(s):** 9 (NC), 4 (NC), 39 (NC), 50-1 (NC), 62 (NC), 95-2 (NC), 2 (NC), 7 (NC), 29 (NC), 55-2 (NC), 82 (NC), 27 (NC), 38 (NC), 104 (NC), 110 1 (NC), 135 (NC), 35-2 (NC), 44 (GP), 64 (GP, 69 (GP), 71 (GP), 77 (GP), 96 (GP), 98 (GP), 105-1 (GP), 125-1 (GP), 129 (GP) **Overview(s):** 6 (p 1), 7 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**1**
COURSE TITLE:	**Mathematics - Grade One**
COURSE CODE:	**5012030**
SUBMISSION TITLE:	**Saxon Math 1**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation				
			*I/M = INDEPTH OR MENTIONED		(Committee Member Use Only)				
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (WP) = Written Practice (GP) = Guided Class Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.1.A.6.1	Use mathematical reasoning and beginning understanding of tens and ones, including the use of invented strategies, to solve two-digit addition and subtraction problems.	High	**Lesson(s):** 73 (NC), 74 (NC), 75-1 (NC), 81 (NC), 85-2 (NC), 86 (NC), 127 (NC), 91 (NC), 120-2 (PS), 123 (NC), 76 (GP), 77 (GP), 79–90-2 (M), 82 (GP), 84 (GP), 87 (GP), 88 (GP), 116 (GP), 89 (NC), 90-1 (NC), 92 (GP), 95-1 (GP), 97 (M), 112 (GP), 113 (GP), 115-1 (GP), 116 (M), 118 (M), 119 (M), 120-2–130-2 (M), 131–134 (GP) **Overview(s):** 9 (p 1), 13 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**1**
COURSE TITLE:	**Mathematics - Grade One**
COURSE CODE:	**5012030**
SUBMISSION TITLE:	**Saxon Math 1**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation				
			*I/M = INDEPTH OR MENTIONED		(Committee Member Use Only)				
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (WP) = Written Practice (GP) = Guided Class Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.1.A.6.2	Solve routine and non-routine problems by acting them out, using manipulatives, and drawing diagrams. Continued on next page	High	**Lesson(s):** 12 (NC), 15-1 (NC), 19 (NC), 25-1 (NC), 38 (NC), 40-1 (NC), 50 2 (PS), 65-1 (NC), 75-2 (NC), 110-2 (PS), 2 (NC), 4 (NC), 5 (NC), 7 (NC), 10-1 (NC), 10 2 (PS), 13 (NC), 15-2 (NC), 16 (GP), 17 (GP), 18 (NC), 20-1 (NC), 20 2 (PS), 21 (NC), 22 (NC), 23 (NC), 24 (NC), 26 (NC), 27 (NC), 28 (GP), 29 (GP), 30-1 (NC), 30-2 (PS), 31 (GP), 32 (NC), 33 (NC), 34 (GP), 35-1 (GP), 36 (NC), 37 (NC), 39 (NC), 40-2 (PS), 41 (GP), 42 (GP), 44 (NC), 45-1 (NC), 46 (GP), 48 (GP), 49 (NC), 50-1 (NC), 51 (GP), 52 (GP), 53 (NC), 54 (GP), 55-1 (GP), 55-2 (NC), 56 (NC), 57 (NC), 58 (NC), 59 (NC), 60-1 (NC), 60 2 (PS), 61 (NC), 62 (NC), 67 (GP), 68 (NC), 69 (NC), 70-2 (PS), 73 (NC), 74 (NC), 75-1 (NC), 76 (NC), 77 (NC), 78 (GP), 79 (GP), 80-1 (NC), 80-2 (PS), 81 (NC), 82 (NC), 85-1 (NC), 85-2 (NC), 86 (NC), 88 (NC), 89 (NC), 90-1 (NC), 90-2 (PS), 91 (GP), 94 (NC), 95-1 (NC), 96 (GP), 100-2 (PS), 106 (NC), 101 (NC), 103 (NC), 104–105-2 (GP), 109 (NC), 113 (NC), 114 (NC), 115-1 (NC), 118 (NC), 117 (NC), 120 2 (PS), 121 (NC), 122 (NC), 123 (GP), 125-1 (NC), 127 (NC), 130-1 (NC), 130 2 (PS), 132 (NC), 134 (NC), 135 **Overview(s): 1 (p 1)**	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**1**
COURSE TITLE:	**Mathematics - Grade One**
COURSE CODE:	**5012030**
SUBMISSION TITLE:	**Saxon Math 1**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member			
				(Committee Member Use Only)			
OVERALL INSTRUCTIONAL QUALITY			**IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.** **The Examples can be from Student or Teacher Instructional Material.**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
The major tool introduces and builds mathematical concepts as a coherent whole. It provides opportunities to students to explore why a mathematical idea is important and in which contexts that mathematical idea can be useful. In other words, the major tool helps students learn the mathematics concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.			**Addition and Subtraction Strategies:** 25-1 (NC), 33 (NC), 41 (NC), 78 (NC), 101 (NC), 107 (NC), 114 (NC) **Whole Number Relationships:** 17 (NC), 52 (NC), 85-1 (NC), 85-2 (NC), 92 (NC) **Geometric shapes:** 6 (NC), 13 (NC), 24 (NC), 67 (NC), 60-1 (NC), 65-1 (NC)				
Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives.			7 (NC), 66 (NC), 82 (NC), 117 (NC), 118 (NC), Overview 8 (p 4, Extend and Challenge CD Activity 11)				
Problem solving is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.			10-2 (PS), 60-2 (PS), 80-2 (PS), 100-2 (PS), 110-2 (PS), 130-2 (PS)				
Tasks engage students in communicating mathematical ideas by writing, explaining, drawing, using symbols, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.			15-1 (NC), 25-1 (NC), 55-2 (NC), 72 (NC), Overview 6 (p 4, Journal Writing L54), Monitoring Student Progress binder (Math Center Activities booklet, p 13, Activity 29)				
Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote use of multiple representations and translations among them. Students use a variety of tools to understand a single concept.			**Organize, record, and communicate:** 82 (NC), 118 (NC), Monitoring Student Progress binder (Math Center Activities booklet, p 19, Activity 74) **Multiple representations and a variety of tools:** 57 (NC), 70-1 (NC)				

SUBJECT:	**Mathematics**
GRADE LEVEL:	**1**
COURSE TITLE:	**Mathematics - Grade One**
COURSE CODE:	**5012030**
SUBMISSION TITLE:	**Saxon Math 1**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member			
				(Committee Member Use Only)			
OVERALL INSTRUCTIONAL QUALITY			**IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.** **The Examples can be from Student or Teacher Instructional Material.**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
The mathematics connects to other disciplines such as reading, art, science, and history. Tasks represent mathematical ideas as interconnected and building upon each other.			**Other disciplines:** 16 (NC), 54 (NC), 128 (NC), Overview 10 (p 4, Literature Connections L97) **Interconnect and build:** 12 (NC), 15-1 (NC), 25-1 (NC), 36 (NC)				
Tasks require students to make conjectures, justify their thinking, defend their responses by using mathematical arguments, and prove mathematical statements. Students are encouraged to invent and justify solution methods. Students analyze correct and incorrect solution methods.			31 (NC), 55-2 (NC), 91 (NC), 100-2 (NC), 101 (NC)				

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**1**
COURSE TITLE:	**Mathematics - Grade One**
COURSE CODE:	**5012030**
SUBMISSION TITLE:	**Saxon Math 1**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

Committee Member Evaluation (Committee Member Use Only)

ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.1.A.1.In.a	Identify the meaning of addition as adding to and subtraction as taking away from.	Overviews: 3 (p 2), 7 (p 2), 11 (p 2), 14 (p 2)Grade 1 Online Access Points Activities (p 2)	I					
MA.1.A.1.In.b	Use counting and one-to-one correspondence as strategies to solve addition facts with sums to 10 and related subtraction facts represented by numerals with sets of objects and pictures.	Overviews: 5 (p 2), 12 (p 2)Grade 1 Online Access Points Activities (p 2)	I					
MA.1.A.1.Su.a	Demonstrate understanding of the meaning of joining (putting together) and separating (taking apart) sets of objects.	Overviews: 3 (p 2), 7 (p 2), 11 (p 2), 14 (p 2)Grade 1 Online Access Points Activities (p 3)	I					
MA.1.A.1.Su.b	Use one-to-one correspondence as a strategy for solving simple number stories involving joining (putting together) and separating (taking apart) with sets of objects to 5.	Overviews: 5 (p 2), 12 (p 2)Grade 1 Online Access Points Activities (p 3)	I					
MA.1.A.1.Pa.a	Recognize when an object or person is added to (addition) or is taken away from (subtraction) a situation.	Overviews: 3 (p 2), 7 (p 2), 11 (p 2), 14 (p 2)Grade 1 Online Access Points Activities (p 4)	I					
MA.1.A.1.Pa.b	Solve problems involving small quantities of objects or actions using language, such as enough, too much, or more.	Overviews: 5 (p 2), 12 (p 2)Grade 1 Online Access Points Activities (p 4)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**1**
COURSE TITLE:	**Mathematics - Grade One**
COURSE CODE:	**5012030**
SUBMISSION TITLE:	**Saxon Math 1**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED					
ACCESS POINT CODE	**ACCESS POINT DESCRIPTION**	**PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.1.A.2.In.a	Compare and order numbers 1 to 10.	Overview: 10 (p 2)Grade 1 Online Access Points Activities (p 6)	I					
MA.1.A.2.In.b	Use one-to-one correspondence to count sets of objects or pictures to 10.	Overview: 9 (p 2)Grade 1 Online Access Points Activities (p 6)	I					
MA.1.A.2.In.c	Represent numbers to 10 using sets of objects and pictures, number names, and numerals.	Overview: 10 (p 2)Grade 1 Online Access Points Activities (p 7)	I					
MA.1.A.2.Su.a	Use one-to-one correspondence to compare sets of objects to 5.	Overview: 10 (p 2)Grade 1 Online Access Points Activities (p 7)	I					
MA.1.A.2.Su.c	Represent quantities to 5 using sets of objects and number names.	Overview: 10 (p 2)Grade 1 Online Access Points Activities (p 8)	I					
MA.1.A.2.Pa.a	Associate quantities with language, such as many, a lot, or a little.	Overviews: 9 (p 2), 10 (p 2)Grade 1 Online Access Points Activities (p 8)	I					
MA.1.A.2.Pa.b	Recognize rote counting1 to 3.	Overview: 10 (p 2)Grade 1 Online Access Points Activities (p 8)	I					
MA.1.G.3.In.a	Sort and describe two-dimensional shapes by single attributes, such as number of sides and straight or round sides.	Overview: 2 (p 2)Grade 1 Online Access Points Activities (p 10)	I					
MA.1.G.3.In.b	Combine two shapes to make another shape and identify the whole-part relationship.	Overviews: 8 (p 2), 13 (p 2)Grade 1 Online Access Points Activities (p 10)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**1**
COURSE TITLE:	**Mathematics - Grade One**
COURSE CODE:	**5012030**
SUBMISSION TITLE:	**Saxon Math 1**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

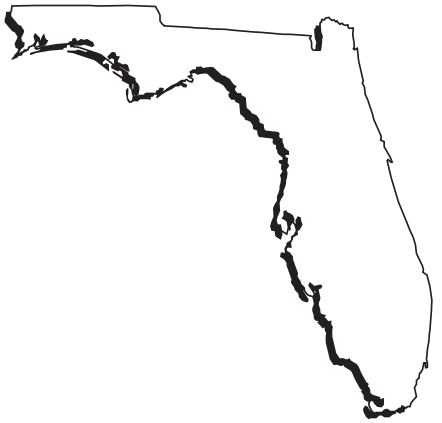
				Committee Member Evaluation (Committee Member Use Only)				
		*I/M = INDEPTH OR MENTIONED						
ACCESS POINT CODE	**ACCESS POINT DESCRIPTION**	**PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.1.G.3.Su.a	Match and name common two-dimensional objects by shape, including square and circle.	Overview: 2 (p 2)Grade 1 Online Access Points Activities (p 10)	I					
MA.1.G.3.Su.b	Sort common two- and three-dimensional objects by size, including big and little.	Overviews: 8 (p 2), 13 (p 2)Grade 1 Online Access Points Activities (p 11)	I					
MA.1.G.3.Pa.a	Recognize common objects with two-dimensional shapes, such as circle or square.	Overview: 2 (p 2)Grade 1 Online Access Points Activities (p 11)	I					
MA.1.G.3.Pa.b	Recognize common three-dimensional objects, such as balls (spheres) or blocks (cubes).	Overviews: 8 (p 2), 13 (p 2)Grade 1 Online Access Points Activities (p 11)	I					
MA.1.A.4.In.a	Match a two-element repeating visual pattern.	Overview: 6 (p 2)Grade 1 Online Access Points Activities (p 13)	I					
MA.1.A.4.Su.a	Match objects by single attributes, such as color, shape, or size.	Overview: 6 (p 2)Grade 1 Online Access Points Activities (p 13)	I					
MA.1.A.4.Pa.a	Recognize two objects that are the same size or color.	Overview: 6 (p 2)Grade 1 Online Access Points Activities (p 13)	I					
MA.1.G.5.In.a	Measure length of objects using nonstandard units of measure and count the units.	Overview: 4 (p 2)Grade 1 Online Access Points Activities (p 15)	I					
MA.1.G.5.In.b	Compare objects by concepts of length—using terms, such as longer, shorter, and same—and capacity, using terms, such as full and empty.	Overviews: 6 (p 2), 7 (p 2)Grade 1 Online Access Points Activities (p 15)	I					
MA.1.G.5.Su.a	Measure length of objects using nonstandard units of measure.	Overview: 4 (p 2)Grade 1 Online Access Points Activities (p 16)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**1**
COURSE TITLE:	**Mathematics - Grade One**
COURSE CODE:	**5012030**
SUBMISSION TITLE:	**Saxon Math 1**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member Evaluation (Committee Member Use Only)				
		*I/M = INDEPTH OR MENTIONED						
ACCESS POINT CODE	**ACCESS POINT DESCRIPTION**	**PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.1.G.5.Su.b	Compare objects by length using terms, such as long and short.	Overviews: 6 (p 2), 7 (p 2)Grade 1 Online Access Points Activities (p 16)	I					
MA.1.G.5.Pa.a	Recognize similarities and differences in size of common objects.	Overviews: 4 (p 2), 6 (p 2), 7 (p 2)Grade 1 Online Access Points Activities (p 16)	I					
MA.1.A.6.In.a	Solve real-world problems involving addition facts with sums to 10 and related subtraction facts using numerals with sets of objects and pictures.	Overviews: 1 (p 2), 9 (p 2), 13 (p 2)Grade 1 Online Access Points Activities (p 18)	I					
MA.1.A.6.Su.a	Solve real-world problems involving simple joining (putting together) and separating (taking apart) situations with sets of objects to 5.	Overviews: 1 (p 2), 9 (p 2), 13 (p 2)Grade 1 Online Access Points Activities (p 18)	I					
MA.1.A.6.Pa.a	Solve simple problems involving putting together and taking apart small quantities of objects.	Overviews: 1 (p 2), 9 (p 2), 13 (p 2)Grade 1 Online Access Points Activities (p 18)	I					

SAXON MATH™ 2

correlated to the



Florida
Course Standards and Access Points
Grade 2: Mathematics - Grade Two
Course Code: 5012040

SAXON™
An Imprint of HMH
Supplemental Publishers Inc.

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**2**
COURSE TITLE:	**Mathematics - Grade Two**
COURSE CODE:	**5012040**
SUBMISSION TITLE:	**Saxon Math 2**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (M) = Meeting (PS) = Problem Solving (NC) = New Concept (GP) = Guided Class Practice (FP) = Fact Practice	I/M*	Committee Member Evaluation (Committee Member Use Only) Thoroughly	Highly	Adequately	Minimally	Not At All
MA.2.A.1.1	Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds.	Moderate	**Lesson(s):** 76 (NC), 74 (NC), 77 (NC), 1 (NC), 36 (NC), 38 (NC), 62 (NC), 64 (NC), 88 (NC), 91 (NC), 2 (M), 3 (M), 4 (GP), 5 (M), 6 (GP), 7 (M), 8 (GP), 9–10-2 (M), 11 (GP), 12–35-2 (M), 37 (GP), 39 (GP), 40-1 (M), 40-2 (M), 41 (GP), 42 (GP), 43 (M), 44 (GP), 45-1–46 (M), 47 (GP), 61 (NC), 63 (NC), 68 (NC), 73 (NC), 78 (GP), 79 (NC), 80-1 (M), 80-2 (M), 81 (GP), 82 (GP), 83 (M), 84 (GP), 85-1 (M), 85-2 (M), 86 (GP), 87 (NC), 89 (NC), 90-1 (M), 90-2 (M), 92 (GP), 93 (GP), 94 (NC), 95-1 (GP), 95-2 (NC), 96 (GP), 97 (GP), 98 (NC), 99–101 (M), 102 (GP), 103 (GP), 104 (M), 105-1 (GP), 105-2 (M), 106 (M), 107 (GP), 108 (M), 109 (NC), 110-1–117 (M), 118 (GP), 119 (NC), 120-1 (M), 131–134 (M), 135 (GP) **Overview(s):** 8 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**2**
COURSE TITLE:	**Mathematics - Grade Two**
COURSE CODE:	**5012040**
SUBMISSION TITLE:	**Saxon Math 2**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation				
			*I/M = INDEPTH OR MENTIONED		(Committee Member Use Only)				
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (PS) = Problem Solving (NC) = New Concept (GP) = Guided Class Practice (FP) = Fact Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.2.A.1.2	Identify and name numbers through thousands in terms of place value, and apply this knowledge to expanded notation.	Low	**Lesson(s):** 76 (NC), 84 (NC), 74 (NC), 85-1 (GP), 85-2 (M), 86 (GP), 87 (M), 88 (GP), 89–92 (M), 93 (GP), 94 (M), 95-1 (GP), 95-2 (M), 96 (M), 97 (GP), 98–100-2 (M), 121–134 (M), 135 (GP) **Overview(s):** 9 (p 1)	I					
MA.2.A.1.3	Compare and order multi-digit numbers through the thousands.	Moderate	**Lesson(s):** 81 (NC), 77 (NC), 49 (NC), 8 (NC), 51 (GP), 52 (GP), 57 (GP), 59 (GP), 61 (GP), 63 (GP), 68 (GP), 70-1 (M), 76 (GP), 79 (GP), 83 (GP), 85-1 (GP), 88 (GP), 89 (GP), 91 (GP), 92 (GP), 94 (NC), 96 (GP), 129 (GP) **Overview(s):** 5 (p 1), 9 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**2**
COURSE TITLE:	**Mathematics - Grade Two**
COURSE CODE:	**5012040**
SUBMISSION TITLE:	**Saxon Math 2**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation				
			*I/M = INDEPTH OR MENTIONED		(Committee Member Use Only)				
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (PS) = Problem Solving (NC) = New Concept (GP) = Guided Class Practice (FP) = Fact Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.2.A.2.1	Recall basic addition and related subtraction facts.	Low	**Lesson(s):** 5 (NC), 10-1 (NC), 15-1 (NC), 20-1 (NC), 70-1 (NC), 75-1 (NC), 80-1 (NC), 85-1 (NC), 95-1 (NC), 29 (NC), 6–9 (FP), 10-2–14 (FP), 15-2 (M), 16–19 (FP), 20-2 (M), 21 (FP), 22 (NC), 23 (FP), 24 (FP), 25-1 (NC), 25-2 (M), 26–28 (FP), 30-1 (NC), 30-2 (M), 31–34 (FP), 35-1 (NC), 35-2 (M), 36–39 (FP), 40-1 (NC), 40-2 (M), 41–44 (FP), 45-1 (NC), 45-2 (M), 46–49 (FP), 50-1 (NC), 50-2 (M), 51–54 (FP), 55-1 (NC), 55-2 (M), 56–59 (FP), 60-1 (NC), 60-2 (M), 61–64 (FP), 65-1 (NC), 65-2 (M), 66–69 (FP), 70-2–74 (FP), 75-2–79 (FP), 80-2 (FP), 81 (NC), 82–84 (FP), 85-2–94 (FP), 95-2–99 (FP), 100-1 (NC), 100-2–104 (FP), 105-1 (NC), 105-2–110-2 (FP), 121–125-1 (M), 125-2 (FP), 126–130-1 (M), 130-2 (FP), 131–133 (M), 134 (NC), 135 (M), A (NC) **Overview(s):** 1 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**2**
COURSE TITLE:	**Mathematics - Grade Two**
COURSE CODE:	**5012040**
SUBMISSION TITLE:	**Saxon Math 2**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation				
			*I/M = INDEPTH OR MENTIONED		(Committee Member Use Only)				
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (PS) = Problem Solving (NC) = New Concept (GP) = Guided Class Practice (FP) = Fact Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.2.A.2.2	Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.	Moderate	**Lesson(s):** 109 (NC), 119 (NC), 53 (NC), 62 (NC), 64 (NC), 44 (NC), 71 (NC), 87 (NC), 88 (NC), 91 (NC), 23 (GP), 36 (NC), 37 (GP), 41 (GP), 43 (GP), 45-1 (GP), 46 (GP), 48 (GP), 49 (GP), 54 (NC), 55-1 (GP), 56 (GP), 59 (GP), 61 (NC), 63 (NC), 65-1 (GP), 66 (GP), 67 (GP), 69 (GP), 72 (GP), 73 (NC), 74 (GP), 75-1 (GP), 76–78 (GP), 79 (NC), 80-1 (M), 81–85-1 (GP), 86 (GP), 89 (NC), 92–95-1 (GP), 96–99 (GP), 101–105-1 (GP), 106–108 (GP), 110-2 (M), 111–115-1 (GP), 116 (GP), 118 (GP), 121–125-1 (GP), 126 (GP), 127 (NC), 128 (GP), 129 (GP), 131–133 (GP), 135 (GP), B (NC) **Overview(s):** 7 (p 1)	I					
MA.2.A.2.3	Estimate solutions to multi-digit addition and subtraction problems through three digits.	Moderate	**Lesson(s):** 98 (NC), 109 (NC), 119 (NC), 73 (NC), 99 (M), 101 (GP), 114 (GP), 125-1 (GP), 127 (GP), 129 (M), 131 (GP), 133 (GP) **Overview(s):** 12 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**2**
COURSE TITLE:	**Mathematics - Grade Two**
COURSE CODE:	**5012040**
SUBMISSION TITLE:	**Saxon Math 2**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation				
			*I/M = INDEPTH OR MENTIONED		(Committee Member Use Only)				
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (PS) = Problem Solving (NC) = New Concept (GP) = Guided Class Practice (FP) = Fact Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.2.A.2.4	Solve addition and subtraction problems that involve measurement and geometry.	High	**Lesson(s):** 104 (NC), 105-1 (GP), 107 (GP), 108 (GP), 111 (GP), 112 (M), 75-1 (M), 93 (GP), 94 (GP), 98 (GP), 99 (GP), 100-1 (M), 100-2 (NC), 101 (GP), 113 (GP), 119 (GP) **Overview(s):** 11 (p 1)	I					
MA.2.G.3.1	Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.	Moderate	**Lesson(s):** 43 (NC), 55-2 (NC), 72 (NC), 99 (NC), 102 (NC), 100-2 (M), 40-2 (NC), 56 (NC), 44 (GP), 46 (GP), 49 (GP), 51 (GP), 52 (GP), 54 (GP), 57 (GP), 59 (GP), 61 (GP), 63 (GP), 64 (GP), 66 (GP), 73–75-1 (GP), 76–79 (GP), 81–85-1 (GP), 86–89 (GP), 91–95-1 (GP), 96–98 (GP), 101 (GP), 103 (GP), 104 (NC), 105-1 (GP), 106–109 (GP), 121–125-1 (GP), 126–129 (GP), 130-2 (M), 131 (GP), 132 (GP)	I					
MA.2.G.3.2	Describe the inverse relationship between the size of a unit and number of units needed to measure a given object.	Moderate	**Lesson(s):** 55-2 (NC), 102 (NC), 9 (NC), 25-2 (NC), 30-2 (NC), 35-2 (NC) , 40-2 (NC), 75-2 (NC), 99 (NC), 100-2 (NC), 104 (NC), 110-2 (NC), 115-2 (NC), 131 (NC) **Overview(s):** 6 (p 1)	I					
MA.2.G.3.3	Apply the Transitive Property when comparing lengths of objects.	Moderate	**Lesson(s):** 55-2 (NC), 102 (NC) **Overview(s):** 4 (p 1), 5 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**2**
COURSE TITLE:	**Mathematics - Grade Two**
COURSE CODE:	**5012040**
SUBMISSION TITLE:	**Saxon Math 2**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation				
			*I/M = INDEPTH OR MENTIONED		(Committee Member Use Only)				
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (PS) = Problem Solving (NC) = New Concept (GP) = Guided Class Practice (FP) = Fact Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.2.G.3.4	Estimate, select an appropriate tool, measure, and/or compute lengths to solve problems.	High	**Lesson(s):** 102 (NC), 99 (NC), 104 (NC), 43 (NC), 55-2 (NC), 72 (NC), 93 (GP), 94 (GP), 98 (GP), 101 (GP), 105-1 (GP), 107 (GP), 111 (GP), 112 (GP), 113 (GP), 119 (GP) **Overview(s):** 10 (p 1)	I					
MA.2.A.4.1	Extend number patterns to build a foundation for understanding multiples and factors – for example, skip counting by 2's, 5's, 10's.	Moderate	**Lesson(s):** 4–7 (M), 14–16 (M), 32 (NC), 33–36 (M), 74 (NC), 92 (NC), 8 (GP), 9 (GP), 10-1–13 (M), 17–23 (M), 24 (GP), 25-1–27 (M), 28 (NC), 29–31 (M), 37 (M), 38 (NC), 39 (GP), 40-1 (M), 40-2 (M), 41 (GP), 42 (M), 43 (GP), 44 (M), 45-1 (GP), 45-2 (M), 46 (GP), 47 (GP), 48–50-2 (M), 51 (NC), 52–55-2 (M), 56 (GP), 57–70-1 (M), 70-2 (M), 71 (GP), 72 (M), 73 (M), 75-1 (M), 75-2 (M), 76 (GP), 77 (M), 78 (NC), 79 (GP), 80-1–81 (M), 82 (NC), 83 (GP), 84–86 (M), 87 (GP), 88–91 (M), 93–95-1 (M), 95-2 (NC), 96–101 (M), 102 (GP), 103 (NC), 104 (GP), 105-1–109 (M), 110-1 (NC), 110-2–114 (M), 115-1 (NC), 115-2–119 (M), 120-1 (NC), 120-2–122 (M), 123 (GP), 124 (M), 125-1 (NC), 125-2 (M), 126 (M), 127 (NC), 128 (M), 129 (M), 130-1 (NC), 130-2 (NC), 131–135 (M), A (NC) **Overview(s):** 4 (p 1), 13 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**2**
COURSE TITLE:	**Mathematics - Grade Two**
COURSE CODE:	**5012040**
SUBMISSION TITLE:	**Saxon Math 2**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation				
			*I/M = INDEPTH OR MENTIONED		(Committee Member Use Only)				
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (PS) = Problem Solving (NC) = New Concept (GP) = Guided Class Practice (FP) = Fact Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.2.A.4.2	Classify numbers as odd or even and explain why.	Moderate	**Lesson(s):** 13 (NC), 43 (M), 44 (M), 15-1 (NC), 37 (NC), 14 (M), 15-2 (M), 16 (GP), 17 (M), 18 (GP), 19 (GP), 20-1–23 (M), 24 (GP), 25-1 (GP), 25-2–27 (M), 28 (GP), 29–33 (M), 34 (GP), 35-1 (M), 35-2 (M), 36 (GP), 38–40-2 (M), 42 (M), 46 (GP), 48 (M), 62 (GP), 64 (M), 85-1 (GP) **Overview(s):** 2 (p 1)	I					
MA.2.A.4.3	Generalize numeric and non-numeric patterns using words and tables.	High	**Lesson(s):** 7 (NC), 8 (M), 15-2 (NC), 24 (M), 100-1 (PS), 20-2 (NC), 30-1 (PS), 60-1 (PS), 120-1 (PS), 4 (GP), 9–15-1 (M), 16–20-1 (M), 21 (M), 22 (GP), 23 (M), 25-1–29 (M), 30-2–45-2 (M), 46 (GP), 47 (GP), 48–59 (M), 60-2–99 (M), 100-2 (M), 111–119 (M), 120-2–124 (M), 125-1 (NC), 125-2–129 (M), 130-1 (NC), 130-2 (NC), 131–135 (M) **Overview(s):** 2 (p 1), 13 (p 1)	I					
MA.2.A.4.4	Describe and apply equality to solve problems, such as in balancing situations.	High	**Lesson(s):** 35-1 (NC), 35-2 (NC), 40-1 (NC), 45-1 (NC), 50-1 (NC), 55-1 (NC), 37 (GP), 42 (GP), 43 (GP), 47 (GP), 54 (GP), 76 (M), 81 (NC), 82 (GP), 86 (M), 89 (GP), 90-2 (M), 99 (GP), 112 (M), 115-1 (NC), 116 (M), 120-1 (NC), 125-1 (NC), 126 (GP), 131 (NC) **Overview(s):** 14 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**2**
COURSE TITLE:	**Mathematics - Grade Two**
COURSE CODE:	**5012040**
SUBMISSION TITLE:	**Saxon Math 2**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation				
			*I/M = INDEPTH OR MENTIONED		(Committee Member Use Only)				
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (PS) = Problem Solving (NC) = New Concept (GP) = Guided Class Practice (FP) = Fact Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.2.A.4.5	Recognize and state rules for functions that use addition and subtraction.	High	**Lesson(s):** 100-1 (PS), 120-1 (PS), 27 (M), 29 (M), 30-1 (M), 119 (GP), 132 (GP), 134 (GP), 32 (NC), 71 (NC) **Overview(s):** 10 (p 1)	I					
MA.2.G.5.1	Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.	Moderate	**Lesson(s):** 9 (NC), 19 (NC), 23 (NC), 24 (NC), 34 (NC), 39 (NC), 41 (NC), 12 (GP), 16 (GP), 21 (GP), 22 (GP), 25-1 (GP), 27 (GP), 29 (GP), 33 (GP), 37 (GP), 42–44 (GP), 48 (GP), 52 (GP), 55-1 (GP), 58 (GP), 59 (GP), 61 (GP), 62 (GP), 65-1 (GP), 67 (GP), 71 (GP), 73 (GP), 74 (GP), 77 (GP), 78 (GP), 80-2 (NC), 88 (GP), 93 (NC), 99 (GP) **Overview(s):** 4 (p 1)	I					
MA.2.G.5.2	Identify time to the nearest hour and half hour.	Low	**Lesson(s):** 3 (NC), 26 (NC), 67 (NC), 12 (NC), 123 (NC), 4 (M), 5 (M), 6 (GP), 7 (GP), 8 (GP), 9–11 (M), 13 (GP), 14 (M), 15-1 (GP), 15-2 (M), 16 (M), 17 (GP), 18 (GP), 19–22 (M), 23 (GP), 24 (GP), 25-1 (M), 25-2 (M), 27 (GP), 28 (GP), 29–30-2 (M), 31 (GP), 32 (M), 33 (M), 34 (GP), 35-1–40-2 (M), 51 (GP), 52–54 (M), 55-1 (GP), 55-2–66 (M), 68 (GP), 69 (GP), 70-1–70-2 (M), 83 (M), 121 (M), 122 (M)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**2**
COURSE TITLE:	**Mathematics - Grade Two**
COURSE CODE:	**5012040**
SUBMISSION TITLE:	**Saxon Math 2**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation				
			*I/M = INDEPTH OR MENTIONED		(Committee Member Use Only)				
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (PS) = Problem Solving (NC) = New Concept (GP) = Guided Class Practice (FP) = Fact Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.2.G.5.3	Identify, combine, and compare values of money in cents up to $1 and in dollars up to $100, working with a single unit of currency.	Moderate	**Lesson(s):** 28 (NC), 42 (NC), 46 (NC), 50-1 (PS), 51 (NC), 93 (NC), 107 (NC), 53 (NC), 54 (NC), 61 (NC), 62 (NC), 63 (NC), 86 (NC), 29 (GP), 30-1 (M), 30-2 (M), 31 (GP), 32 (GP), 33 (M), 34 (GP), 35-1 (GP), 35-2 (M), 36 (M), 37 (M), 38 (GP), 39 (GP), 40-1 (M), 40-2 (M), 41 (GP), 43 (GP), 44 (GP), 45-1 (GP), 45-2 (M), 47 (GP), 48 (M), 49 (GP), 50-2 (M), 52 (GP), 55-1 (GP), 55-2 (M), 56 (GP), 57 (GP), 58 (M), 59 (GP), 60-1 (M), 60-2 (M), 64 (NC), 65-1 (GP), 65-2 (M), 66 (GP), 67 (GP), 68 (M), 69 (GP), 70-1 (M), 70-2 (M), 71 (GP), 72 (GP), 73 (M), 74 (GP), 75-1 (GP), 75-2–84 (M), 85-1 (GP), 85-2 (M), 87 (GP), 88 (GP), 89 (M), 90-1 (PS), 90-2 (M), 91 (GP), 92 (M), 96 (GP), 97 (M), 98 (GP), 99 (GP), 108 (GP), 111 (GP), 112 (GP), 115-1 (GP), 116 (GP), 122 (GP), 127 (NC), 129 (GP), 134 (GP) **Overview(s):** 11 (p 1), 13 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**2**
COURSE TITLE:	**Mathematics - Grade Two**
COURSE CODE:	**5012040**
SUBMISSION TITLE:	**Saxon Math 2**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation				
			*I/M = INDEPTH OR MENTIONED		(Committee Member Use Only)				
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (PS) = Problem Solving (NC) = New Concept (GP) = Guided Class Practice (FP) = Fact Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.2.G.5.4	Measure weight/mass and capacity/volume of objects. Include the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (mL) and liters (L).	Low	**Lesson(s):** 75-2 (NC), 110-2 (NC), 131 (NC), 35-2 (NC), 45-2 (NC), 50-2 (NC) **Overview(s):** 8 (p 1)	I					
MA.2.A.6.1	Solve problems that involve repeated addition.	Moderate	**Lesson(s):** 92 (NC), 115-1 (NC), 130-1 (NC), A (NC), 34 (M), 40-1 (M), 60-1 (M), 64 (M), 96 (M), 100-1 (PS), 105-1 (GP), 106 (GP), 119 (GP), 120-1 (PS), 132 (GP), 134 (GP) **Overview(s):** 12 (p 1)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**2**
COURSE TITLE:	**Mathematics - Grade Two**
COURSE CODE:	**5012040**
SUBMISSION TITLE:	**Saxon Math 2**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member			
				(Committee Member Use Only)			
OVERALL INSTRUCTIONAL QUALITY			**IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.** **The Examples can be from Student or Teacher Instructional Material.**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
The major tool introduces and builds mathematical concepts as a coherent whole. It provides opportunities to students to explore why a mathematical idea is important and in which contexts that mathematical idea can be useful. In other words, the major tool helps students learn the mathematics concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.			**Numeration and place value:** 38 (NC), 42 (NC), 76 (NC), 77 (NC), 84 (NC) **Addition and subtraction fluency:** 10-1 (NC), 29 (NC), 62 (NC), 64 (NC), 91 (NC) **Linear measurement:** 43 (NC), 72 (NC), 99 (NC), 102 (NC), 104 (NC)				
Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives.			35-1 (NC), 50-2 (NC), 99 (NC), 110-2 (NC), Overview 7 (p 4, Extend and Challenge CD Activity 6)				
Problem solving is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.			23 (M), 40-1 (PS), 60-1 (PS), 100-1 (PS), 130-1 (PS)				
Tasks engage students in communicating mathematical ideas by writing, explaining, drawing, using symbols, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.			79 (NC), 24 (M), 81 (NC), Overview 3 (p 4, Journal Writing L22), Monitoring Student Progress binder (Math Center Activities booklet, p 13, Activity 29)				
Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote use of multiple representations and translations among them. Students use a variety of tools to understand a single concept.			**Organize, record, and communicate:** Monitoring Student Progress binder (Math Center Activities booklet, p 18, Activity 62 and p 21, Activity 94) **Multiple representations and a variety of tools:** 32 (NC), 33 (M), 46 (NC)				
The mathematics connects to other disciplines such as reading, art, science, and history. Tasks represent mathematical ideas as interconnected and building upon each other.			**Other disciplines:** 46 (NC), 50-2 (NC), 102 (NC), 127 (NC), Overview 8 (p 4, Literature Connections L76) **Interconnect and build:** 28 (NC), 46 (NC), 51 (NC), 93 (NC), 107 (NC)				

SUBJECT:	**Mathematics**
GRADE LEVEL:	**2**
COURSE TITLE:	**Mathematics - Grade Two**
COURSE CODE:	**5012040**
SUBMISSION TITLE:	**Saxon Math 2**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member			
				(Committee Member Use Only)			
OVERALL INSTRUCTIONAL QUALITY			**IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.** **The Examples can be from Student or Teacher Instructional Material.**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
Tasks require students to make conjectures, justify their thinking, defend their responses by using mathematical arguments, and prove mathematical statements. Students are encouraged to invent and justify solution methods. Students analyze correct and incorrect solution methods.			55-2 (NC), 64 (NC), 73 (NC), 99 (NC), 105 (GP)				

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**2**
COURSE TITLE:	**Mathematics - Grade Two**
COURSE CODE:	**5012040**
SUBMISSION	**Saxon Math 2**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Committee Member Evaluation (Committee Member Use Only) Thoroughly	Highly	Adequately	Minimally	Not At All
MA.2.A.1.In.a	Apply the concept of grouping to create sets of tens and ones to 20 as a strategy to aid in counting.	Overview: 8 (p 2)Grade 2 Online Access Points Activities (p 2)	I					
MA.2.A.1.In.b	Represent numbers to 20 using sets of objects and pictures, number names, and numerals.	Overview: 9 (p 2)Grade 2 Online Access Points Activities (p 2)	I					
MA.2.A.1.In.c	Identify and use ordinal numbers to fifth.	Overviews: 5 (p 2), 9 (p 2)Grade 2 Online Access Points Activities (p 2)	I					
MA.2.A.1.In.d	Use one-to-one correspondence to count, compare, and order whole numbers 0 to 20.	Overviews: 5 (p 2), 9 (p 2)Grade 2 Online Access Points Activities (p 3)	I					
MA.2.A.1.Su.a	Use one-to-one correspondence to count, compare, and order sets of objects to 5 or more.	Overviews: 5 (p 2), 8 (p 2), 9 (p 2)Grade 2 Online Access Points Activities (p 4)	I					
MA.2.A.1.Su.b	Represent quantities to 5 or more using sets of objects, number names, and numerals.	Overview: 9 (p 2)Grade 2 Online Access Points Activities (p 5)	I					
MA.2.A.1.Pa.a	Match one object to a designated space to show one-to-one correspondence.	Overviews: 5 (p 2), 8 (p 2), 9 (p 2)Grade 2 Online Access Points Activities (p 5)	I					
MA.2.A.1.Pa.b	Associate quantities 1 and 2 with number names.	Overview: 9 (p 2)Grade 2 Online Access Points Activities (p 5)	I					
MA.2.A.2.In.a	Identify the meaning of the +, -, and = signs in addition and subtraction problems.	Overviews: 1 (p 2), 3 (p 2)Grade 2 Online Access Points Activities (p 7)	I					
MA.2.A.2.In.b	Use counting and one-to one correspondence as strategies to solve problems involving addition facts with sums to 10 and related subtraction facts using numerals with sets of pictures.	Overviews: 7 (p 2), 12 (p 2)Grade 2 Online Access Points Activities (p 7)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**2**
COURSE TITLE:	**Mathematics - Grade Two**
COURSE CODE:	**5012040**
SUBMISSION	**Saxon Math 2**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member Evaluation				
			*I/M = INDEPTH OR MENTIONED	(Committee Member Use Only)				
ACCESS POINT CODE	**ACCESS POINT DESCRIPTION**	**PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.2.A.2.In.c	Solve real-world problems involving addition facts with sums to 10 and related subtraction facts, including measurement, geometry, and other problem situations.	Overview: 11 (p 2)Grade 2 Online Access Points Activities (p 8)	I					
MA.2.A.2.Su.a	Identify the meaning of addition as adding to and subtraction as taking away from, using sets of objects.	Overviews: 1 (p 2), 3 (p 2)Grade 2 Online Access Points Activities (p 8)	I					
MA.2.A.2.Su.b	Use counting and one to-one correspondence as strategies to solve number stories involving addition facts with sums to 5 and related subtraction facts using sets of objects.	Overviews: 7 (p 2), 12 (p 2)Grade 2 Online Access Points Activities (p 9)	I					
MA.2.A.2.Su.c	Solve real-world problems involving addition facts with sums to 5 and related subtraction facts using sets of objects.	Overview: 11 (p 2)Grade 2 Online Access Points Activities (p 9)	I					
MA.2.A.2.Pa.a	Compare quantities to 3 using language, such as more, less, or the same.	Overviews: 1 (p 2), 3 (p 2)Grade 2 Online Access Points Activities (p 10)	I					
MA.2.A.2.Pa.b	Solve simple real-world problems involving joining or separating small quantities of objects.	Overviews: 7 (p 2), 11 (p 2), 12 (p 2)Grade 2 Online Access Points Activities (p 10)	I					
MA.2.G.3.In.a	Use standard units of whole inches to measure the length of objects.	Overviews: 6 (p 2), 11 (p 2)Grade 2 Online Access Points Activities (p 12)	I					
MA.2.G.3.In.b	Compare and order objects of different lengths.	Overviews: 4 (p 2), 5 (p 2)Grade 2 Online Access Points Activities (p 12)	I					
MA.2.G.3.In.c	Select and use a ruler to measure and compare lengths to solve problems.	Overview: 10 (p 2)Grade 2 Online Access Points Activities (p 13)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**2**
COURSE TITLE:	**Mathematics - Grade Two**
COURSE CODE:	**5012040**
SUBMISSION	**Saxon Math 2**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member Evaluation				
			*I/M = INDEPTH OR MENTIONED	(Committee Member Use Only)				
ACCESS POINT CODE	**ACCESS POINT DESCRIPTION**	**PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.2.G.3.Su.a	Measure the length of objects using nonstandard units of measure and count to 5 or more units.	Overviews: 6 (p 2), 11 (p 2)Grade 2 Online Access Points Activities (p 13)	I					
MA.2.G.3.Su.b	Compare lengths of objects to solve real-world problems.	Overviews: 4 (p 2), 5 (p 2), 10 (p 2)Grade 2 Online Access Points Activities (p 13)	I					
MA.2.G.3.Pa.a	Recognize length of real objects, such as big, little, long, or short.	Overviews: 4 (p 2), 5 (p 2), 6 (p 2), 10 (p 2), 11 (p 2)Grade 2 Online Access Points Activities (p 14)	I					
MA.2.A.4.In.a	Identify two-element repeating visual patterns and extend with one repetition.	Overviews: 4 (p 2), 13 (p 2)Grade 2 Online Access Points Activities (p 16)	I					
MA.2.A.4.In.b	Fill in missing items in two-element repeating visual patterns.	Overviews: 2 (p 2), 13 (p 2)Grade 2 Online Access Points Activities (p 16)	I					
MA.2.A.4.In.c	Identify equal and unequal sets of objects and pictures to 20.	Overview: 14 (p 2)Grade 2 Online Access Points Activities (p 17)	I					
MA.2.A.4.In.d	Recognize rules for addition functions, including 1 more and 2 more.	Overviews: 2 (p 2), 10 (p 2)Grade 2 Online Access Points Activities (p 18)	I					
MA.2.A.4.Su.a	Match two-element repeating patterns of sounds, physical movements, and objects.	Overviews: 2 (p 2), 4 (p 2), 13 (p 2)Grade 2 Online Access Points Activities (p 18)	I					
MA.2.A.4.Su.b	Use one-to-one correspondence to identify sets ofobjects with the same number to 5.	Overview: 14 (p 2)Grade 2 Online Access Points Activities (p 19)	I					
MA.2.A.4.Su.c	Use the rule, 1 more, to identify the next number with numbers 1 to 5.	Overviews: 2 (p 2), 10 (p 2)Grade 2 Online Access Points Activities (p 19)	I					
MA.2.A.4.Pa.a	Recognize a repeated pattern of stimuli, such as sounds or lights.	Overviews: 2 (p 2), 4 (p 2), 13 (p 2)Grade 2 Online Access Points Activities (p 19)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**2**
COURSE TITLE:	**Mathematics - Grade Two**
COURSE CODE:	**5012040**
SUBMISSION	**Saxon Math 2**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member Evaluation				
			*I/M = INDEPTH OR MENTIONED	(Committee Member Use Only)				
ACCESS POINT CODE	**ACCESS POINT DESCRIPTION**	**PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.2.A.4.Pa.b	Use one-to-one correspondence to identify sets ofobjects with the same amount to 2.	Overviews: 2 (p 2), 10 (p 2), 14 (p 2)Grade 2 Online Access Points Activities (p 20)	I					
MA.2.G.5.In.a	Match parts with the whole using geometric shapes.	Overview: 4 (p 2)Grade 2 Online Access Points Activities (p 23)	I					
MA.2.G.5.In.b	Identify concepts of time, including before, after, yesterday, today, tomorrow, first, and next, by relating activities with the time period.	Overview: 3 (p 2)Grade 2 Online Access Points Activities (p 23)	I					
MA.2.G.5.In.c	Identify the days of the week in relation to the calendar.	Overview: 3 (p 2)Grade 2 Online Access Points Activities (p 24)	I					
MA.2.G.5.In.d	Identify analog and digital clocks as tools for telling time.	Overview: 3 (p 2)Grade 2 Online Access Points Activities (p 24)	I					
MA.2.G.5.In.e	Identify the purpose of coins and bills.	Overviews: 6 (p 2), 11 (p 2), 13 (p 2)Grade 2 Online Access Points Activities (p 24)	I					
MA.2.G.5.In.f	Compare objects by weight—using terms including heavy and light—and capacity, using terms including holds more and holds less.	Overviews: 8 (p 2), 14 (p 2)Grade 2 Online Access Points Activities (p 25)	I					
MA.2.G.5.Su.a	Identify part and whole of geometric shapes.	Overview: 4 (p 2)Grade 2 Online Access Points Activities (p 25)	I					
MA.2.G.5.Su.b	Identify the concepts of time, including morning, afternoon, before, after, and next, by relating activities with the time period.	Overview: 3 (p 2)Grade 2 Online Access Points Activities (p 26)	I					
MA.2.G.5.Su.c	Identify coins as money.	Overviews: 6 (p 2), 11 (p 2), 13 (p 2)Grade 2 Online Access Points Activities (p 26)	I					
MA.2.G.5.Su.d	Compare weight of objects using the concepts of heavy and light.	Overviews: 8 (p 2), 14 (p 2)Grade 2 Online Access Points Activities (p 26)	I					

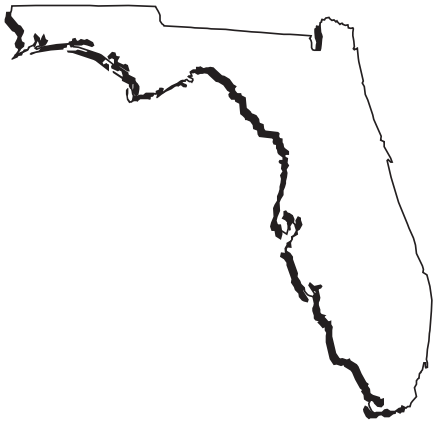
SUBJECT:	**Mathematics**
GRADE LEVEL:	**2**
COURSE TITLE:	**Mathematics - Grade Two**
COURSE CODE:	**5012040**
SUBMISSION	**Saxon Math 2**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member Evaluation				
			*I/M = INDEPTH OR MENTIONED	(Committee Member Use Only)				
ACCESS POINT CODE	**ACCESS POINT DESCRIPTION**	**PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.2.G.5.Pa.a	Recognize parts of common objects.	Overview: 4 (p 2)Grade 2 Online Access Points Activities (p 27)	I					
MA.2.G.5.Pa.b	Recognize common activities that occur at regular times, such as lunch, bedtime, or going to school.	Overview: 3 (p 2)Grade 2 Online Access Points Activities (p 27)	I					
MA.2.G.5.Pa.c	Associate giving an action or object with receiving an action or object.	Overviews: 6 (p 2), 11 (p 2), 13 (p 2)Grade 2 Online Access Points Activities (p 27)	I					
MA.2.G.5.Pa.d	Recognize differences in sizes of containers that hold liquids (capacity).	Overviews: 8 (p 2), 14 (p 2)Grade 2 Online Access Points Activities (p 28)	I					
MA.2.A.6.In.a	Solve problems involving addition of the same number such as 1+1 or 2+2 with sums to 10.	Overview: 12 (p 2)Grade 2 Online Access Points Activities (p 30)	I					
MA.2.A.6.Su.a	Solve problems involving combining sets with the same number of objects with sums to 4 using one-to one correspondence and counting.	Overview: 12 (p 2)Grade 2 Online Access Points Activities (p 30)	I					
MA.2.A.6.Pa.a	Solve simple problems involving joining sets of objects with the same quantity to 2.	Overview: 12 (p 2)Grade 2 Online Access Points Activities (p 31)	I					

SAXON MATH™

Intermediate 3

correlated to the



Florida
Course Standards and Access Points
Grade 3: Mathematics - Grade Three
Course Code: 5012050

SAXON™

An Imprint of HMH
Supplemental Publishers Inc.

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math Intermediate 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

Committee Member Evaluation (Committee Member Use Only)

BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.3.A.1.1	Model multiplication and division including problems presented in context: repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning.	Moderate	**Page(s):** 293-295, 307-308, 329-331, 340-342, 244-245, 446-447, 461-462, 466-468, 541-542, 298-300, 322-323, 335-337, 440-442, 535-536, 317-318, 411-413, 417-418, 174, 197, 206, 233, 277, 301, 304, 310, 313, 319, 324, 331, 334, 338, 340, 343, 355, 366, 371, 380, 397, 399, 403, 414, 415, 429, 431, 435, 448, 455, 463, 469, 452, 454, 474, 480, 503, 512, 532, 536, 548, 563, 564, 581, 585 **Florida Section Overview(s):** 6 **Page(s):** SOV6a	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math Intermediate 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

			*I/M = INDEPTH OR MENTIONED		Committee Member Evaluation (Committee Member Use Only)				
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.3.A.1.2	Solve multiplication and division fact problems by using strategies that result from applying number properties.	High	**Page(s):** 302-304, 417-418, 305, 309, 311, 314, 319, 321, 328, 332, 350, 368, 372, 394, 407, 416, 420, 424, 434, 440, 448, 454, 464, 465, 469, 471, 475, 480, 481, 485, 494, 499, 504, 516, 525, 540, 553, 559, 567, 573, 580, 582 **Teacher Edition** (Math Background) **Page(s):** 441, 456, 466 **Florida Section Overview(s):** 8 **Page(s):** SOV8a	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math Intermediate 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

Committee Member Evaluation (Committee Member Use Only)

BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.3.A.1.3	Identify, describe, and apply division and multiplication as inverse operations.	Moderate	**Page(s):** 466-468, 482, 487-488, 542, 451, 469, 475, 484, 494, 499, 504, 516, 525, 540, 544, 553, 559, 562, 573, 582 **Florida Section Overview(s):** 9, 11 **Page(s):** SOV9a, SOV11a	I					
MA.3.A.2.1	Represent fractions, including fractions greater than one, using area, set, and linear models.	Moderate	**Page(s):** 239-241, 157-158, 250-251, 224-225, 229-230, 261-263, 234-235, 266-267, 255-257, 160, 227, 242, 248, 252, 258, 264, 268, 273, 280, 282, 285, 290, 297, 316, 332, 337, 340, 344, 349, 354, 359, 368, 371, 375, 385, 388, 404, 410, 415, 419, 450, 458, 471, 479, 489, 512, 514, 525, 534, 559, 569 **Florida Section Overview(s):** 3 **Page(s):** SOV3a	I					
MA.3.A.2.2	Describe how the size of the fractional part is related to the number of equal sized pieces in the whole.	Moderate	**Page(s):** 229-230, 224-225, 255-257, 250-251, 234-235, 266-267, 258, 264, 268, 344, 348, 381, 407, 415, 489 **Florida Section Overview(s):** 3 **Page(s):** SOV3a	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math Intermediate 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Committee Member Evaluation (Committee Member Use Only) Thoroughly	Highly	Adequately	Minimally	Not At All
MA.3.A.2.3	Compare and order fractions, including fractions greater than one, using models and strategies.	Moderate	**Page(s):** 234-235, 266-267, 250-251, 261, 237, 248, 264, 268, 274, 287, 291, 306, 332, 334, 337, 348, 353-354, 355, 371, 376, 381, 407, 415, 434, 443, 445, 453, 502, 544, 545, **Florida Section Overview(s):** 5 **Page(s):** SOV5a	I					
MA.3.A.2.4	Use models to represent equivalent fractions, including fractions greater than 1, and identify representations of equivalence.	Moderate	**Page(s):** 254-257, 234, 250-251, 263, 258, 264, 269, 273, 286, 301, 304, 306, 313, 344, 355, 360, 371, 381, 489, 547 **Florida Section Overview(s):** 5 **Page(s):** SOV5a	I					
MA.3.A.4.1	Create, analyze, and represent patterns and relationships using words, variables, tables, and graphs.	High	**Page(s):** 13-15, 56-58, 136-137, 187-188, 342, 207, 526, 18-19, 22-23, 331, 15, 17, 28, 36, 52, 68, 69, 78, 97, 110, 111, 122, 130, 134, 152, 156, 159, 183, 197, 201, 211, 220, 223, 249, 265, 270, 287, 297, 311, 321, 333, 345, 348, 378, 398, 399, 412-413, 425, 450, 465, 471, 476, 486, 489, 530, 534, 563, 567, 577, 585 **Florida Section Overview(s):** 2, 8, 10 **Page(s):** SOV2a, SOV 8a, SOV10a	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math Intermediate 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.3.A.6.1	Represent, compute, estimate, and solve problems using numbers through hundred thousands.	High	**Page(s):** 33-55, 59-155, 161-165, 174-179, 197-200, 211-220, 292-325, 328-349, 410-424, 440-470, 476-490, 494-524, 530-544, 549-552, 564-568, 573-576 **Florida Section Overview(s):** 2, 10 **Page(s):** SOV2a, SOV10a	I					
MA.3.A.6.2	Solve non-routine problems by making a table, chart ,or list and searching for patterns.	High	**Page(s):** 56-58, 166-168, 275-276, 326-327, 538-539, 244-245, 38, 277, 340-341, 350, 431, 525, 530, 564, 227, 231, 258, 433, 528 **Florida Section Overview(s):** 1 **Page(s):** SOV1a	I					
MA.3.G.3.1	Describe, analyze, compare, and classify two-dimensional shapes using sides and angles - including acute, obtuse, and right angles - and connect these ideas to the definition of shapes.	Moderate	**Page(s):** 278-279, 356-358, 362-365, 369-370, 374-375, 288, 555, 561, 79, 280, 285, 305, 314, 353, 359, 371, 372, 376, 380, 390, 393, 394, 403, 420, 429, 434, 444, 449, 455, 459, 486, 490, 525, 551, 571 **Florida Section Overview(s):** 11 **Page(s):** SOV11a	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math Intermediate 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.3.G.3.2	Compose, decompose, and transform polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides.	High	**Page(s):** 363, 369, 375, 146, 216, 372, 418-419, 463, 557, 79 **Teacher Edition** **Page(s):** 278 (Math Background), 369 (Teacher Wrap, Example 1) **Florida Section Overview(s):** 7 **Page(s):** SOV7a	I					
MA.3.G.3.3	Build, draw, and analyze two-dimensional shapes from several orientations in order to examine and apply congruence and symmetry.	Moderate	**Page(s):** 369-370, 383-384, 491-493, 374-375, 380, 389, 393, 398, 409, 420, 425, 429, 435, 464, 469, 498, 522, 533, 544, 536, 551, 562, 573, 575 **Florida Section Overview(s):** 7 **Page(s):** SOV7a	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math Intermediate 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Committee Member Evaluation (Committee Member Use Only) Thoroughly	Highly	Adequately	Minimally	Not At All
MA.3.G.5.1	Select appropriate units, strategies, and tools to solve problems involving perimeter.	High	**Page(s):** 312-313, 336-337, 363-364, 357, 427-428, 457, 313, 314, 318, 324, 332, 337, 344, 348, 353, 359, 361, 367, 371, 373, 376, 393, 394, 419, 421, 423, 429, 448, 455, 464, 475, 476, 480, 498, 524, 525, 529, 544, 552, 562, 568, 571, 577 **Florida Section Overview(s):**6 **Page(s):** SOV6a	I					
MA.3.G.5.2	Measure objects using fractional parts of linear units such as 1/2, 1/4, and 1/10.	Low	**Page(s):** 191-194, 283-284, 222, 239, 265, 277, 286, 306, 308, 321, 325, 334, 361, 367, 378, 388, 494, 506, 516, 540, 564 **Florida Section Overview(s):** 4 **Page(s):** SOV4a	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math Intermediate 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
				*I/M = INDEPTH OR MENTIONED					
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.3.G.5.3	Tell time to the nearest minute and to the nearest quarter hour, and determine the amount of time elapsed.	Moderate	**Page(s):** 207-208, 18-19, 499, 553, 582, 29-31, 33, 36, 42, 43, 44, 48, 52, 59, 65, 69, 75, 84, 85, 92, 96, 102, 119, 124, 140, 165, 185, 211, 215, 216, 223, 232, 233, 239, 242, 244, 254, 270, 292, 328, 344, 345, 359, 371, 373, 381, 385, 388, 390, 392, 397, 407, 443, 453, 471, 481, 499, 508, 530, 545, 549, 569, 582 **Florida Section Overview(s):** 4 **Page(s):** SOV4a	I					
MA.3.S.7.1	Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.	High	**Page(s):** 56-58, 326-327, 166-168, 275-276, 271, 114, 185, 410, 516 **Florida Section Overview(s):** 1 **Page(s):** SOV1a	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math Intermediate 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

		Committee Member (Committee Member Use Only)			
OVERALL INSTRUCTIONAL QUALITY	**IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.** **The Examples can be from Student or Teacher Instructional Material.**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
The major tool introduces and builds mathematical concepts as a coherent whole. It provides opportunities to students to explore why a mathematical idea is important and in which contexts that mathematical idea can be useful. In other words, the major tool helps students learn the mathematics concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.	**Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts:** **Page(s):** 293-295, 297-300, 302-304, 307-308, 317-318, 329-331, 411-413, 417-418, 441-442, 445-447, 461-462, 451-452, 466-468, 482-483, 541-543 **Develop an understanding of fractions and fraction equivalence:** **Page(s):**157-158, 224-225, 229-230, 234-235, 239-241, 250-251, 254-257, 261-263, 266-267 **Describe and analyze properties of two-dimensional shapes:** **Page(s):** 278-279, 356-358, 362-365, 369-370, 374-375, 383-384, 491-493, 554-555, 561				

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math Intermediate 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

		Committee Member (Committee Member Use Only)			
OVERALL INSTRUCTIONAL QUALITY	**IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.** **The Examples can be from Student or Teacher Instructional Material.**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives.	**Tasks are engaging and interesting enough that students want to pursue them:** **Page(s):** 19, 112-113, 192-193, 202, 221-222, 275-276, 326-327, 330, 352, 370, 383-384, 446-447, 583 **Real world problems are realistic and relevant to students' lives:** **Page(s):** 56-58, 60-61, 108-110, 147-150, 198–199, 212–213 322-323, 363-364, 452, 461 462, 541-543				
Problem solving is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.	**Page(s):** 1-6**,** 7 (and TE 7H), 21 (and TE 21B), 38 (and TE 38B), 69 (and TE 69B), 97–98 (and TE 97B), 108 (and TE 108B), 161–162 (and TE 161B), 244–245 (and TE 244B), 316–317 (and TE 316B), 361–362 (and TE 361B), 534 (and TE 534B)				
Tasks engage students in communicating mathematical ideas by writing, explaining, drawing, using symbols, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.	**Page(s):** 39–41, 89, 117, 171, 177, 198–199, 208, 262, 294, 299, 356, 362, 369, 482, 509, 511				

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math Intermediate 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

		Committee Member (Committee Member Use Only)			
OVERALL INSTRUCTIONAL QUALITY	**IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.** **The Examples can be from Student or Teacher Instructional Material.**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote use of multiple representations and translations among them. Students use a variety of tools to understand a single concept.	**Page(s):** 14-15, 34–35, 60-63, 147-150, 157-158, 166-168, 234-235, 275–276, 307-308, 351 353, 445-447, 491-493				
The mathematics connects to other disciplines such as reading, art, science, and history. Tasks represent mathematical ideas as interconnected and building upon each other.	**The mathematics connects to other disciplines such as reading, art, science, and history:** **Page(s):** 56, 181-182, 213, 252, 257, 264, 268, 280, 309, 383, 491-492 **Tasks represent mathematical ideas as interconnected and building upon each other:** **Page(s):** 45-46, 174-177, 198-199, 212, 217, 293-294, 307, 456-457, 466-467, 487-488				
Tasks require students to make conjectures, justify their thinking, defend their responses by using mathematical arguments, and prove mathematical statements. Students are encouraged to invent and justify solution methods. Students analyze correct and incorrect solution methods.	**Page(s):** 143, 149, 186, 240, 267, 278-279, 513-514, 523, 531–532, 538-539				

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math Intermediate 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

Committee Member Evaluation (Committee Member Use Only)

ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.3.A.1.In.a	Solve problems that involve combining (multiplying) equal sets with quantities to 18 using objects and pictures with numerals.	Florida Section Overview: 6 (SOV6a) Grade 3 Online Access Points Activities (p 3)	I					
MA.3.A.1.In.b	Solve addition facts with sums to 18 and related subtraction one-digit fact families using the formal algorithm with numerals and signs (+, -, =).	Florida Section Overview: 8 (SOV8a) Grade 3 Online Access Points Activities (p 3)	I					
MA.3.A.1.In.c	Use one-to-one correspondence, grouping, and counting as strategies to solve real-world problems involving addition facts with sums to 18 and related subtraction facts.	Grade 3 Online Access Points Activities (p 4)	I					
MA.3.A.1.In.d	Use objects and pictures to represent the inverse relationship between addition and subtraction facts.	Florida Section Overviews: 9 (SOV9a), 11 (SOV11a) Grade 3 Online Access Points Activities (p 4)	I					
MA.3.A.1.Su.a	Solve problems that involve combining (multiplying) equal sets with sums to 9 using objects and pictures.	Florida Section Overview: 6 (SOV6a) Grade 3 Online Access Points Activities (p 5)	I					
MA.3.A.1.Su.b	Solve addition facts with sums to 9 and related subtraction facts using numerals with objects and pictures.	Florida Section Overviews: 9 (SOV9a), 11 (SOV11a) Grade 3 Online Access Points Activities (p 5)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math Intermediate 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED					
ACCESS POINT CODE	**ACCESS POINT DESCRIPTION**	**PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.3.A.1.Su.c	Use one-to-one correspondence and counting as strategies to solve real-world problems with addition facts with sums to 9 and related subtraction facts.	Florida Section Overview: 8 (SOV8a) Grade 3 Online Access Points Activities (p 6)	I					
MA.3.A.1.Pa.a	Solve simple problems involving joining or separating sets of objects to 3.	Florida Section Overviews: 6 (SOV6a), 8 (SOV8a) Grade 3 Online Access Points Activities (p 6)	I					
MA.3.A.1.Pa.b	Recognize when 1 or 2 items have been added to or removed from sets of objects to 3.	Florida Section Overviews: 9 (SOV9a), 11 (SOV11a) Grade 3 Online Access Points Activities (p 7)	I					
MA.3.A.2.In.a	Represent half and whole using area and sets of objects.	Florida Section Overviews: 3 (SOV3a), 5 (SOV5b) Grade 3 Online Access Points Activities (p 9)	I					
MA.3.A.2.In.b	Identify the relationship between half and whole.	Florida Section Overviews: 3 (SOV3b), 5 (SOV5a) Grade 3 Online Access Points Activities (p 9)	I					
MA.3.A.2.Su.a	Recognize part and whole using area and sets of objects.	Florida Section Overviews: 3 (SOV3a, 3b), 5 (SOV5a, 5b) Grade 3 Online Access Points Activities (p 10)	I					
MA.3.A.2.Pa.a	Recognize parts of whole objects and parts of sets of objects.	Florida Section Overviews: 3 (SOV3a, 3b), 5 (SOV5a, 5b) Grade 3 Online Access Points Activities (p 10)	I					
MA.3.G.3.In.a	Identify attributes, including number of sides, curved or straight sides, and number of corners (angles), in two-dimensional shapes.	Florida Section Overview: 11 (SOV11b) Grade 3 Online Access Points Activities (p 12)	I					
MA.3.G.3.In.b	Combine (compose) and separate (decompose) two-dimensional shapes to make other shapes.	Florida Section Overview: 7 (SOV7a) Grade 3 Online Access Points Activities (p 12)	I					
MA.3.G.3.In.c	Identify two-dimensional shapes that are the same shape and size (congruent).	Florida Section Overviews: 7 (SOV7b), 9 (SOV9b) Grade 3 Online Access Points Activities (p 12)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math Intermediate 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member Evaluation (Committee Member Use Only)				
		*I/M = INDEPTH OR MENTIONED						
ACCESS POINT CODE	**ACCESS POINT DESCRIPTION**	**PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.3.G.3.Su.a	Sort two-dimensional shapes by single attributes, including numbers of sides and curved or straight sides.	Florida Section Overview: 11 (SOV11b) Grade 3 Online Access Points Activities (p 13)	I					
MA.3.G.3.Su.b	Combine (compose) two shapes to make other shapes.	Florida Section Overview: 7 (SOV7a) Grade 3 Online Access Points Activities (p 13)	I					
MA.3.G.3.Su.c	Match two-dimensional shapes that are the same shape and size (congruent).	Florida Section Overviews: 7 (SOV7b), 9 (SOV9b) Grade 3 Online Access Points Activities (p 14)	I					
MA.3.G.3.Pa.a	Recognize common objects with two-dimensional shapes, such as circle and square.	Florida Section Overviews: 7 (SOV7a), 11 (SOV11b) Grade 3 Online Access Points Activities (p 14)	I					
MA.3.G.3.Pa.b	Recognize two-dimensional shapes, including circle and square, that are the same shape and size (congruent).	Florida Section Overviews: 7 (SOV7b), 9 (SOV9b) Grade 3 Online Access Points Activities (p 14)	I					
MA.3.A.4.In.a	Complete growing visual and number patterns.	Florida Section Overviews: 2 (SOV2a), 8 (SOV8b), 10 (SOV10a) Grade 3 Online Access Points Activities (p 16)	I					
MA.3.A.4.Su.a	Match a two-element repeating visual pattern using objects and pictures.	Florida Section Overviews: 2 (SOV2a), 8 (SOV8b), 10 (SOV10a) Grade 3 Online Access Points Activities (p 16)	I					
MA.3.A.4.Pa.a	Recognize the next step in a simple pattern or sequence of activities.	Florida Section Overviews: 2 (SOV2a), 8 (SOV8b), 10 (SOV10a) Grade 3 Online Access Points Activities (p 17)	I					
MA.3.G.5.In.a	Use a ruler to solve problems involving the length of sides of squares and rectangles.	Florida Section Overview: 6 (SOV6b) Grade 3 Online Access Points Activities (p 19)	I					
MA.3.G.5.In.b	Identify half and whole of the length of objects.	Florida Section Overview: 4 (SOV4a) Grade 3 Online Access Points Activities (p 19)	I					
MA.3.G.5.In.c	Identify time to hour and half hour using analog and digital clocks.	Florida Section Overview: 4 (SOV4a) Grade 3 Online Access Points Activities (p 20)	I					
MA.3.G.5.In.d	Identify the months of the year in relation to calendars.	Grade 3 Online Access Points Activities (p 20)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math Intermediate 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

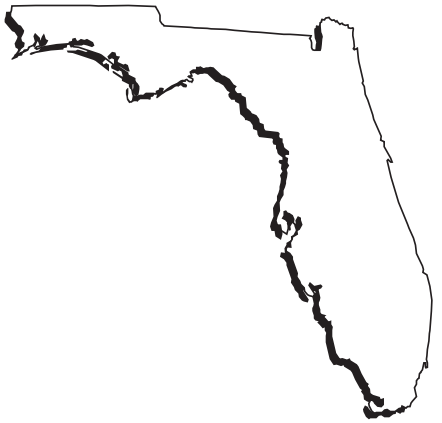
				Committee Member Evaluation (Committee Member Use Only)				
		*I/M = INDEPTH OR MENTIONED						
ACCESS POINT CODE	**ACCESS POINT DESCRIPTION**	**PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.3.G.5.Su.a	Use nonstandard measurement units to solve problems for length of sides of squares.	Florida Section Overview: 6 (SOV6b) Grade 3 Online Access Points Activities (p 20)	I					
MA.3.G.5.Su.b	Recognize part and whole of the length of objects.	Florida Section Overview: 4 (SOV4a) Grade 3 Online Access Points Activities (p 21)	I					
MA.3.G.5.Su.c	Identify concepts of time, including yesterday, today, and tomorrow, by relating activities to the time period.	Florida Section Overview: 4 (SOV4a) Grade 3 Online Access Points Activities (p 21)	I					
MA.3.G.5.Su.d	Identify the days of the week using a calendar.	Grade 3 Online Access Points Activities (p 21)	I					
MA.3.G.5.Pa.a	Recognize the sides of a square or rectangle.	Florida Section Overviews: 4 (SOV4a), 6 (SOV6b) Grade 3 Online Access Points Activities (p 22)	I					
MA.3.G.5.Pa.b	Recognize part of a day, such as morning or afternoon, associated with a common activity.	Florida Section Overview: 4 (SOV4a) Grade 3 Online Access Points Activities (p 22)	I					
MA.3.A.6.In.a	Express, represent, and solve problems with cardinal numbers 0 to 30 and ordinal numbers to tenth using sets of objects or pictures, number names, and numerals.	Florida Section Overviews: 2 (SOV2a), 10 (SOV10b) Grade 3 Online Access Points Activities (p 24)	I					
MA.3.A.6.In.b	Apply the concepts of counting and grouping to create sets of tens and ones to identify the value of whole numbers to 30.	Florida Section Overview: 1 (SOV1a) Grade 3 Online Access Points Activities (p 24)	I					
MA.3.A.6.Su.a	Express, represent, and solve problems with numbers to 10 using sets of objects and pictures, number names, and numerals.	Florida Section Overviews: 2 (SOV2a), 10 (SOV10b) Grade 3 Online Access Points Activities (p 25)	I					
MA.3.A.6.Su.b	Use one-to-one correspondence to count sets of objects to 10.	Florida Section Overview: 1 (SOV1a) Grade 3 Online Access Points Activities (p 25)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math Intermediate 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED					
ACCESS POINT CODE	**ACCESS POINT DESCRIPTION**	**PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.3.A.6.Pa.a	Recognize quantities 1 to 3 using sets of objects, pictures, or number names.	Florida Section Overviews: 2 (SOV2a), 10 (SOV10b) Grade 3 Online Access Points Activities (p 26)	I					
MA.3.A.6.Pa.b	Match objects to marked spaces to show one-to-one correspondence for quantities 1 to 3.	Florida Section Overview: 1 (SOV1a) Grade 3 Online Access Points Activities (p 26)	I					
MA.3.S.7.In.a	Sort and count objects and pictures into three labeled categories and display data in an object graph or pictograph.	Florida Section Overview: 1 (SOV1b) Grade 3 Online Access Points Activities (p 27)	I					
MA.3.S.7.Su.a	Sort objects representing data into two labeled categories and count the number in each category.	Florida Section Overview: 1 (SOV1b) Grade 3 Online Access Points Activities (p 27)	I					
MA.3.S.7.Pa.a	Identify items that belong together to form a set (data).	Florida Section Overview: 1 (SOV1b) Grade 3 Online Access Points Activities (p 27)	I					

SAXON MATH™ 3

correlated to the



Florida
Course Standards and Access Points
Grade 3: Mathematics - Grade Three
Course Code: 5012050

SAXON™

An Imprint of HMH
Supplemental Publishers Inc.

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

Committee Member Evaluation (Committee Member Use Only)

BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (GP) = Guided Class Practice	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.3.A.1.1	Model multiplication and division including problems presented in context: repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning.	Moderate	**Lesson(s):** 57 (NC), 56 (NC), 63 (NC), 87 (NC), 116 (NC), 126 (NC), 107 (NC), 108 (NC), 37 (NC), 55-1 (NC), 120-2 (NC), 15-2 (NC), 55-1 (NC), 59 (GP), 63 (GP), 70-1 (NC), 81 (M), 87 (GP), 88 (NC), 88 (GP), 90-1 (NC), 91 (GP), 93 (GP), 99 (GP), 107 (M), 107 (GP), 108 (M), 108 (GP), 109 (M), 109 (GP), 111 (GP), 115-1 (GP), 118 (GP), 121 (GP)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (GP) = Guided Class Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.3.A.1.2	Solve multiplication and division fact problems by using strategies that result from applying number properties.	High	**Lesson(s):** 70-1 (NC), 55-1 (NC), 59 (NC), 45-1 (NC), 85-1 (NC), 90-1 (NC), 95-1 (NC), 100-1 (NC), 105-1 (NC), 109 (NC), 110-1 (NC), 115-1 (NC), 118 (NC), 120-1 (NC), 120-2 (NC), 125-1 (NC), 47 (FP), 47 (NC), 47 (GP), 48 (GP), 49 (FP), 52 (GP), 55-1 (GP), 56 (M), 56 (FP), 58 (M), 58 (FP), 58 (GP), 59 (GP), 61 (GP), 62 (M), 62 (GP), 63 (GP), 66 (M), 66 (GP), 68 (GP), 71–122 (M), 71 (WP), 71 (GP), 72 (FP), 72 (GP), 73 (FP), 74 (FP), 74 (GP), 75-1 (FP), 76 (WP), 76 (GP), 77 (GP), 78 (GP), 81 (GP), 83 (GP), 85-1 (NC), 86 (FP), 87 (FP), 87 (GP), 88 (FP), 89 (FP), 90-1 (FP), 91 (FP), 95-1 (GP), 105-1 (GP), 112 (GP), 115-1 (GP), 118 (GP), 119 (GP), 121 (GP), 124–135 (M), 124 (GP), 125-1 (GP), 126 (GP), 131 (GP), 135 (GP)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (GP) = Guided Class Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.3.A.1.3	Identify, describe, and apply division and multiplication as inverse operations.	Moderate	**Lesson(s):** 59 (NC), 90-1 (NC), 105-1 (NC), 122 (NC), 70-1 (NC), 125-1 (NC), 91–95 (FP), 106 (FP), 107 (M), 108 (FP), 109 (M), 110-1 (M), 126–130-1 (FP)	I					
MA.3.A.2.1	Represent fractions, including fractions greater than one, using area, set, and linear models.	Moderate	**Lesson(s):** 12 (NC), 17 (NC), 21 (NC), 24 (NC), 25-2 (NC), 26 (NC), 37 (NC), 54 (NC), 61 (NC), 73 (NC), 74 (NC), 94 (NC), 99 (NC), 111 (NC), 131 (NC), 36 (NC), 97 (NC), 119 (NC), 17 (GP), 18 (GP), 21–25-1 (GP), 26–29 (GP), 31–32 (GP), 35-1 (GP), 35-2 (M), 36–38 (GP), 41–42 (GP), 45-2 (M), 54 (GP), 55-1 (M), 55-2 (M), 61–63 (GP), 65-1 (GP), 66–69 (GP), 72 (GP), 73 (GP), 74 (WP), 91 (GP), 94 (GP), 95-1 (GP), 96 (GP), 98 (GP), 99 (GP), 101–102 (GP), 106 (GP), 108 (GP), 111–114 (GP), 116 (GP), 118–119 (GP), 122 (GP), 126 (GP), 131–132 (M), 131–132 (GP)	I					
MA.3.A.2.2	Describe how the size of the fractional part is related to the number of equal sized pieces in the whole.	Moderate	**Lesson(s):** 12 (NC), 17 (NC), 21 (NC), 24 (NC), 25-2 (NC), 73 (NC), 74 (NC), 93 (NC), 94 (NC), 131 (NC), 36 (NC), 60-2 (NC), 99 (NC), 12 (GP), 15-1 (GP), 17–18 (GP), 21–23 (GP), 24 (GP), 36 (GP), 74 (WP)	I					
MA.3.A.2.3	Compare and order fractions, including fractions greater than one, using models and strategies.	Moderate	**Lesson(s):** 73 (NC), 74 (NC), 93 (NC), 94 (NC), 60-2 (NC), 71 (GP), 74 (WP), 74 (GP), 95 (GP), 135 (GP)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (GP) = Guided Class Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.3.A.2.4	Use models to represent equivalent fractions, including fractions greater than 1, and identify representations of equivalence.	Moderate	**Lesson(s):** 94 (NC), 73 (NC), 74 (NC), 98 (NC), 99 (NC), 25-2 (NC), 74 (WP), 77 (GP), 95-1(GP), 95-1(WP)	I					
MA.3.G.3.1	Describe, analyze, compare, and classify two-dimensional shapes using sides and angles - including acute, obtuse, and right angles - and connect these ideas to the definition of shapes.	Moderate	**Lesson(s):** 7 (NC), 10-2 (NC), 20-2 (NC), 43 (NC), 100-2 (NC), 113 (NC), 49 (NC), 23–25-1 (GP), 28 (GP), 34–35-1 (GP), 43 (GP), 45-1 (GP), 58 (GP), 115-1 (GP), 119 (GP), 122 (GP)	I					
MA.3.G.3.2	Compose, decompose, and transform polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides.	High	**Lesson(s):** 10-2 (NC), 12 (NC)	I					
MA.3.G.3.3	Build, draw, and analyze two-dimensional shapes from several orientations in order to examine and apply congruence and symmetry.	Moderate	**Lesson(s):** 12 (NC), 58 (NC), 12 (GP), 16 (GP), 58 (GP), 61 (GP), 62 (GP), 64 (GP), 66 (GP), 69 (GP)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (GP) = Guided Class Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.3.A.4.1	Create, analyze, and represent patterns and relationships using words, variables, tables, and graphs.	High	**Lesson(s):** 40-1 (NC), 16 (NC), 55-1 (NC), 59 (NC), 70-1 (NC), 100-1 (NC), 110-1 (NC), 120-1 (NC), 125-1 (NC), 1–135 (M), 3 (NC), 9 (NC), 13 (NC), 14 (NC), 16 (NC), 25-1 (NC), 29 (NC), 45-1 (NC), 61 (NC), 68–70-1 (NC), 101 (NC), 109 (NC), 115-1 (NC), 117 (NC), 8–9 (GP), 11–12 (GP), 18–19 (GP), 23 (GP), 26 (GP), 32 (GP), 34 (GP), 40-1 (GP), 41 (GP), 56 (GP), 70-1 (PS), 70-1 (GP), 72 (GP), 78 (GP), 80-1 (PS), 80-2 (NC), 92 (GP), 117 (GP), 119 (GP), 121 (GP), 126–127 (GP), 135 (GP)	I					
MA.3.G.5.1	Select appropriate units, strategies, and tools to solve problems involving perimeter.	High	**Lesson(s):** 49 (NC), 50-2 (NC), 49 (GP), 51 (M), 51–52 (GP), 54–55-1 (GP), 55-1 (M), 65-1 (GP), 73 (GP), 85-1 (GP), 92 (GP), 115-1 (GP), 115-2 (M), 134 (GP)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation				
			*I/M = INDEPTH OR MENTIONED		(Committee Member Use Only)				
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (GP) = Guided Class Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.3.G.5.2	Measure objects using fractional parts of linear units such as 1/2, 1/4, and 1/10.	Low	**Lesson(s):** 54 (NC), 99 (NC), 127 (NC), 57–59 (GP), 61–65-1 (GP), 66–69 (GP), 72 (GP), 74 (GP), 76 (GP), 78 (GP), 87 (GP), 91 (GP), 93–95-1 (GP), 96–99 (GP), 101–105-1 (GP), 106–109 (GP), 111–113 (GP), 119 (NC), 127 (GP)	I					
MA.3.G.5.3	Tell time to the nearest minute and to the nearest quarter hour, and determine the amount of time elapsed.	Moderate	**Lesson(s):** 65-2 (NC), 39 (NC), 71 (NC), 97 (NC), 1 (NC), 4 (NC), 2–135 (M), 2 (GP), 4 (GP), 6 (GP), 8 (GP), 11 (GP), 14 (GP), 17 (GP), 26 (GP), 29 (GP), 34 (GP), 42 (GP), 44 (GP), 46 (GP), 48 (GP), 55-1 (GP), 58 (GP), 62–63 (GP), 71 (FP), 71 (GP), 73 (GP), 75-1 (GP), 76 (GP), 78 (GP), 84–85-1 (GP), 97–98 (GP), 101 (GP), 104 (GP), 106 (GP), 109 (GP), 115-1 (GP), 124 (GP), 127–129 (GP)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (GP) = Guided Class Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.3.A.6.1	Represent, compute, estimate, and solve problems using numbers through hundred thousands.	High	**Lesson(s):** 103 (NC), 130-2 (NC), 134 (NC), 27 (NC), 41 (NC), 64 (NC), 104 (NC), 3 (NC), 8 (NC), 14 (NC), 18–19 (NC), 22 (NC), 31 (NC), 34 (NC), 42 (NC), 44 (NC), 47 (NC), 52 (NC), 53 (NC), 62 (NC), 67–69 (NC), 72 (NC), 76 (NC), 91 (NC), 96 (NC), 101 (NC), 104 (NC), 111 (NC), 133 (NC), 134 (NC), 1–135 (M), 2 (WP), 3 (GP), 5–7 (GP), 18–19 (GP), 21–25-1 (GP), 27–29 (GP), 31–35-1 (GP), 36–38 (GP), 41–45-1 (GP), 46–50-1 (GP), 50-1 (PS), 51–55-1 (GP), 56–59 (GP), 61 (GP), 62 (GP), 64–65-1 (GP), 66–70-1 (GP), 70-1 (PS), 71–75-1 (GP), 76–79 (GP), 81 (GP), 84–85-1 (GP), 86–89 (GP), 91–95-1 (GP), 96–80-1 (GP), 101–105-1 (GP), 106 (GP), 108–109 (GP), 101–104 (GP), 106–109 (GP), 124 (GP), 126 (GP), 128 (GP), 133–135 (GP)	I					
MA.3.A.6.2	Solve non-routine problems by making a table, chart ,or list and searching for patterns.	High	**Lesson(s):** 10-1 (PS), 15-2 (NC), 22 (NC), 34 (NC), 40-1 (PS), 50-1 (PS), 60-1 (PS), 70-1 (PS), 80-1 (PS), 79 (NC), 100-1 (PS), 125-1 (NC), 2 (M), 110-2 (M), 20-1 (M), 60-1 (GP), 100-2 (M), 121–123 (M), 121–123 (GP), 127 (M), 127 (GP), 130-1 (M)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL** (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (GP) = Guided Class Practice	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.3.S.7.1	Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.	High	**Lesson(s):** 2 (NC), 30-2 (NC), 40-2 (NC), 55-2 (NC), 80-2 (NC), 83 (NC), 3–5 (GP), 13–15-5 (GP), 19 (GP), 19–25-2 (M), 24 (GP), 33 (GP), 36–37 (GP), 45-1 (GP), 47 (GP), 49 (GP), 54 (GP), 56 (GP), 59 (GP), 63–64 (GP), 96 (GP), 99 (GP), 103 (GP), 105-1 (GP), 113 (GP), A (NC), C (NC), D (NC), E (NC)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member			
				(Committee Member Use Only)			
OVERALL INSTRUCTIONAL QUALITY			**IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.** **The Examples can be from Student or Teacher Instructional Material.**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
The major tool introduces and builds mathematical concepts as a coherent whole. It provides opportunities to students to explore why a mathematical idea is important and in which contexts that mathematical idea can be useful. In other words, the major tool helps students learn the mathematics concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.			**Multiplication and division:** 56 (NC), 59 (NC), 105-1 (NC), Monitoring Student Progress binder (Math Center Activities booklet, p 22, Activity 74) **Fractions and fraction equivalence:** 17 (NC), 26 (NC), 94 (NC), 61 (NC), Monitoring Student Progress binder (Math Center Activities booklet, p 25, Activity 100) **Properties of 2-dimensional shapes:** 20-2 (NC), 100-2 (NC), 7 (NC), 43 (NC), 113 (NC)				
Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives.			30-2 (NC), 37 (NC), 65-2 (NC), Overview 4 (p 4, Extend and Challenge CD Activity 3), Monitoring Student Progress binder (Math Center Activities booklet, p 14, Activity 21)				
Problem solving is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.			10-1 (PS), 30-1 (PS), 50-1 (PS), 60-1 (PS), 80-1 (PS), 120-1 (PS)				
Tasks engage students in communicating mathematical ideas by writing, explaining, drawing, using symbols, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.			12 (M), 40-1 (PS), 47 (NC), Overview 4 (p 4, Journal Writing L40-2), Monitoring Student Progress binder (Math Center Activities booklet, p 10, Activity 2 and p 17, Activity 44)				

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member			
				(Committee Member Use Only)			
OVERALL INSTRUCTIONAL QUALITY			**IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.** **The Examples can be from Student or Teacher Instructional Material.**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote use of multiple representations and translations among them. Students use a variety of tools to understand a single concept.			**Create, organize, record, and communicate:** 40-2 (NC), Monitoring Student Progress binder (Math Center Activities booklet, p 15, Activity 31) **Multiple representations and a variety of tools:** 59 (NC), 40-2 (NC), 56 (GP), 70-2 (NC), 112 (GP), A (NC)				
The mathematics connects to other disciplines such as reading, art, science, and history. Tasks represent mathematical ideas as interconnected and building upon each other.			**Other disciplines:** 65-2 (NC), 70-2 (NC), 83 (NC), Overview 3 (p 4, Literature Connections L21), Overview 6 (p 4, Extend and Challenge CD Activity 6), Monitoring Student Progress binder (Math Center Activities booklet, p 25, Activity 98) **Interconnect and build:** 21 (NC), 24 (NC), 54 (NC), 61 (NC), 98 (NC)				
Tasks require students to make conjectures, justify their thinking, defend their responses by using mathematical arguments, and prove mathematical statements. Students are encouraged to invent and justify solution methods. Students analyze correct and incorrect solution methods.			85-2 (NC), 101 (GP), 56 (GP), 96 (GP), 85-1 (GP), Overview 8 (p 4, Journal Writing L76), Overview 14 (p 4, Journal Writing L132)				

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

Committee Member Evaluation (Committee Member Use Only)

ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.3.A.1.In.a	Solve problems that involve combining (multiplying) equal sets with quantities to 18 using objects and pictures with numerals.	Grade 3 Online Access Points Activities (p 3)	I					
MA.3.A.1.In.b	Solve addition facts with sums to 18 and related subtraction one-digit fact families using the formal algorithm with numerals and signs (+, –, =).	Grade 3 Online Access Points Activities (p 3)	I					
MA.3.A.1.In.c	Use one-to-one correspondence, grouping, and counting as strategies to solve real-world problems involving addition facts with sums to 18 and related subtraction facts.	Grade 3 Online Access Points Activities (p 4)	I					
MA.3.A.1.In.d	Use objects and pictures to represent the inverse relationship between addition and subtraction facts.	Grade 3 Online Access Points Activities (p 4)	I					
MA.3.A.1.Su.a	Solve problems that involve combining (multiplying) equal sets with sums to 9 using objects and pictures.	Grade 3 Online Access Points Activities (p 5)	I					
MA.3.A.1.Su.b	Solve addition facts with sums to 9 and related subtraction facts using numerals with objects and pictures.	Grade 3 Online Access Points Activities (p 5)	I					
MA.3.A.1.Su.c	Use one-to-one correspondence and counting as strategies to solve real-world problems with addition facts with sums to 9 and related subtraction facts.	Grade 3 Online Access Points Activities (p 6)	I					
MA.3.A.1.Pa.a	Solve simple problems involving joining or separating sets of objects to 3.	Grade 3 Online Access Points Activities (p 6)	I					
MA.3.A.1.Pa.b	Recognize when 1 or 2 items have been added to or removed from sets of objects to 3.	Grade 3 Online Access Points Activities (p 7)	I					
MA.3.A.2.In.a	Represent half and whole using area and sets of objects.	Grade 3 Online Access Points Activities (p 9)	I					
MA.3.A.2.In.b	Identify the relationship between half and whole.	Grade 3 Online Access Points Activities (p 9)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Committee Member Evaluation (Committee Member Use Only) Thoroughly	Highly	Adequately	Minimally	Not At All
MA.3.A.2.Su.a	Recognize part and whole using area and sets of objects.	Grade 3 Online Access Points Activities (p 10)	I					
MA.3.A.2.Pa.a	Recognize parts of whole objects and parts of sets of objects.	Grade 3 Online Access Points Activities (p 10)	I					
MA.3.G.3.In.a	Identify attributes, including number of sides, curved or straight sides, and number of corners (angles), in two-dimensional shapes.	Grade 3 Online Access Points Activities (p 12)	I					
MA.3.G.3.In.b	Combine (compose) and separate (decompose) two-dimensional shapes to make other shapes.	Grade 3 Online Access Points Activities (p 12)	I					
MA.3.G.3.In.c	Identify two-dimensional shapes that are the same shape and size (congruent).	Grade 3 Online Access Points Activities (p 12)	I					
MA.3.G.3.Su.a	Sort two-dimensional shapes by single attributes, including numbers of sides and curved or straight sides.	Grade 3 Online Access Points Activities (p 13)	I					
MA.3.G.3.Su.b	Combine (compose) two shapes to make other shapes.	Grade 3 Online Access Points Activities (p 13)	I					
MA.3.G.3.Su.c	Match two-dimensional shapes that are the same shape and size (congruent).	Grade 3 Online Access Points Activities (p 14)	I					
MA.3.G.3.Pa.a	Recognize common objects with two-dimensional shapes, such as circle and square.	Grade 3 Online Access Points Activities (p 14)	I					
MA.3.G.3.Pa.b	Recognize two-dimensional shapes, including circle and square, that are the same shape and size (congruent).	Grade 3 Online Access Points Activities (p 14)	I					
MA.3.A.4.In.a	Complete growing visual and number patterns.	Grade 3 Online Access Points Activities (p 16)	I					
MA.3.A.4.Su.a	Match a two-element repeating visual pattern using objects and pictures.	Grade 3 Online Access Points Activities (p 16)	I					
MA.3.A.4.Pa.a	Recognize the next step in a simple pattern or sequence of activities.	Grade 3 Online Access Points Activities (p 17)	I					
MA.3.G.5.In.a	Use a ruler to solve problems involving the length of sides of squares and rectangles.	Grade 3 Online Access Points Activities (p 19)	I					
MA.3.G.5.In.b	Identify half and whole of the length of objects.	Grade 3 Online Access Points Activities (p 19)	I					
MA.3.G.5.In.c	Identify time to hour and half hour using analog and digital clocks.	Grade 3 Online Access Points Activities (p 20)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member Evaluation (Committee Member Use Only)				
		*I/M = INDEPTH OR MENTIONED						
ACCESS POINT CODE	**ACCESS POINT DESCRIPTION**	**PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.3.G.5.In.d	Identify the months of the year in relation to calendars.	Grade 3 Online Access Points Activities (p 20)	I					
MA.3.G.5.Su.a	Use nonstandard measurement units to solve problems for length of sides of squares.	Grade 3 Online Access Points Activities (p 20)	I					
MA.3.G.5.Su.b	Recognize part and whole of the length of objects.	Grade 3 Online Access Points Activities (p 21)	I					
MA.3.G.5.Su.c	Identify concepts of time, including yesterday, today, and tomorrow, by relating activities to the time period.	Grade 3 Online Access Points Activities (p 21)	I					
MA.3.G.5.Su.d	Identify the days of the week using a calendar.	Grade 3 Online Access Points Activities (p 21)	I					
MA.3.G.5.Pa.a	Recognize the sides of a square or rectangle.	Grade 3 Online Access Points Activities (p 22)	I					
MA.3.G.5.Pa.b	Recognize part of a day, such as morning or afternoon, associated with a common activity.	Grade 3 Online Access Points Activities (p 22)	I					
MA.3.A.6.In.a	Express, represent, and solve problems with cardinal numbers 0 to 30 and ordinal numbers to tenth using sets of objects or pictures, number names, and numerals.	Grade 3 Online Access Points Activities (p 24)	I					
MA.3.A.6.In.b	Apply the concepts of counting and grouping to create sets of tens and ones to identify the value of whole numbers to 30.	Grade 3 Online Access Points Activities (p 24)	I					
MA.3.A.6.Su.a	Express, represent, and solve problems with numbers to 10 using sets of objects and pictures, number names, and numerals.	Grade 3 Online Access Points Activities (p 25)	I					
MA.3.A.6.Su.b	Use one-to-one correspondence to count sets of objects to 10.	Grade 3 Online Access Points Activities (p 25)	I					
MA.3.A.6.Pa.a	Recognize quantities 1 to 3 using sets of objects, pictures, or number names.	Grade 3 Online Access Points Activities (p 26)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**3**
COURSE TITLE:	**Mathematics - Grade Three**
COURSE CODE:	**5012050**
SUBMISSION TITLE:	**Saxon Math 3**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

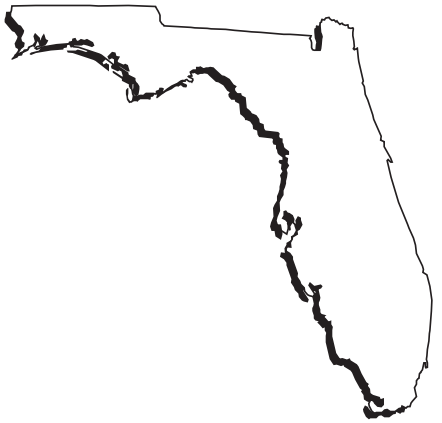
				Committee Member Evaluation (Committee Member Use Only)				
		*I/M = INDEPTH OR MENTIONED						
ACCESS POINT CODE	**ACCESS POINT DESCRIPTION**	**PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.3.A.6.Pa.b	Match objects to marked spaces to show one-to-one correspondence for quantities 1 to 3.	Grade 3 Online Access Points Activities (p 26)	I					
MA.3.S.7.In.a	Sort and count objects and pictures into three labeled categories and display data in an object graph or pictograph.	Grade 3 Online Access Points Activities (p 28)	I					
MA.3.S.7.Su.a	Sort objects representing data into two labeled categories and count the number in each category.	Grade 3 Online Access Points Activities (p 28)	I					
MA.3.S.7.Pa.a	Identify items that belong together to form a set (data).	Grade 3 Online Access Points Activities (p 28)	I					

SAXON MATH™

Intermediate 4

correlated to the

Florida
Course Standards and Access Points
Grade 4: Mathematics - Grade Four
Course Code: 5012060



SAXON™

An Imprint of HMH
Supplemental Publishers Inc.

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**4**
COURSE TITLE:	**Mathematics - Grade Four**
COURSE CODE:	**5012060**
SUBMISSION TITLE:	**Saxon Math Intermediate 4**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

Committee Member Evaluation (Committee Member Use Only)

BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.4.A.1.1	Use and describe various models for multiplication in problem-solving situations, and demonstrate recall of basic multiplication and related division facts with ease.	Moderate	**Page(s):** 313-314, 365-366, 163, 169-171, 176, 185-191, 200-202, 238-239, 265-266, 270-273, 283-284, 296-298, 302-303, 351-355, 199, 238, 294, 301, 370, 399, 429, 435, 455, 473, 477, 484, 509, 543, 552, 568, 591, 595, 602, 612, 618, 624, 630, 694, 715, 741, 55, 168, 175, 331, 337, 424, 446, 750, 167, 172-173, 177-178, 203-204, 241, 242, 285-286, 299-300, 304 305, 374-375, 402-403, 421, 423, 432, 433, 437-438, 457-459, 487-488, 513, 545-547, 554-556, 571-573, 593-594, 696-697, 717-718, 744-745 **Florida Section Overview(s):** 7 **Page(s):** SOV7a	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**4**
COURSE TITLE:	**Mathematics - Grade Four**
COURSE CODE:	**5012060**
SUBMISSION TITLE:	**Saxon Math Intermediate 4**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.4.A.1.2	Multiply multi-digit whole numbers through four digits fluently, demonstrating understanding of the standard algorithm, and checking for reasonableness of results, including solving real-world problems.	High	**Page(s):** 283-284, 307-309, 371-373, 429-431, 553-554, 568-570, 400-401, 544-545, 592-593, 683, 716, 199, 370, 399, 424, 446, 435, 473, 477, 543, 552, 568, 591, 595, 612, 618, 624, 630, 202-204, 241-242, 285-286, 310-311, 348-350, 384-386, 402-403, 437-438, 457-459, 494-495, 523-524, 551, 593-594, 634, 658, 673-674, 707-709, 744-745 **Florida Section Overview(s):** 7, 9 **Page(s):** SOV7a, SOV9a	I					
MA.4.A.2.1	Use decimals through the thousandths place to name numbers between whole numbers.	Low	**Page(s):** 234-235, 256-262, 579-581, 266-267, 280-281, 555, 557, 581, 582, 593, 599, 600 **Florida Section Overview(s):** 4 **Page(s):** SOV4a	I					
MA.4.A.2.2	Describe decimals as an extension of the base-ten number system.	High	**Page(s):** 579-581, 256-262, 649-651, 266-268, 280-281, 555, 557, 581, 582, 588, 593, 599, 600 **Florida Section Overview(s):** 5 **Page(s):** SOV5a	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**4**
COURSE TITLE:	**Mathematics - Grade Four**
COURSE CODE:	**5012060**
SUBMISSION TITLE:	**Saxon Math Intermediate 4**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.4.A.2.3	Relate equivalent fractions and decimals with and without models, including locations on a number line.	Moderate	**Page(s):** 256-261, 234-235, 649-651, 220-222, 266, 267, 275, 280, 581, 582, 588, 590, 593, 594, 599, 600, 622 **Florida Section Overview(s)**: 4 **Page(s):** SOV4a	I					
MA.4.A.2.4	Compare and order decimals, and estimate fraction and decimal amounts in real-world problems.	Moderate	**Page(s):** 257-262, 576-577, 650-651, 656-657, 325, 136-137, 181, 361, 378-379, 580-581, 267, 268, 275, 281, 298, 299, 300, 336, 363, 381, 583, 588, 604, 606, 635, 663, 665 **Florida Section Overview(s):** 11 **Page(s):** SOV11a	I					
MA.4.A.4.1	Generate algebraic rules and use all four operations to describe patterns, including nonnumeric growing or repeating patterns.	High	**Page(s):** 19-21, 190, 200-201, 239, 303, 372, 455, 595, 666, 680, 715, 725, 735, 746, 750, 202, 203, 204, 224, 225, 231, 232, 242, 248, 266, 267, 268, 350, 476, 513, 691, 722 **Florida Section Overivew(s):** 1 **Page(s):** SOV1a	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**4**
COURSE TITLE:	**Mathematics - Grade Four**
COURSE CODE:	**5012060**
SUBMISSION TITLE:	**Saxon Math Intermediate 4**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.4.A.4.2	Describe mathematics relationships using expressions, equations, and visual representations.	High	**Page(s):** 595-598, 754-755, 332-334, 383-384, 302-303, 295-298, 387-393, 8-12, 14-15, 35-37, 64-65, 72-74, 83-85, 95-96, 1488-149, 264-266, 307-309, 395-396, 636-639, 671-672, 43, 44, 58, 71, 97, 145, 149, 202, 204, 209, 211, 362, 379, 421, 437, 464, 495, 529, 556, 606, 609, 633, 652, 657, 668, 684, 690, 691, 696, 726 **Florida Section Overview(s):** 1 **Page(s):** SOV1a	I					
MA.4.A.4.3	Recognize and write algebraic expressions for functions with two operations.	High	**Page(s):** 595-598, 605, 606, 609, 611, 621, 623, 627, 629, 692, 696 **Florida Section Overview(s):** 10 **Page(s):** SOV10a	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**4**
COURSE TITLE:	**Mathematics - Grade Four**
COURSE CODE:	**5012060**
SUBMISSION TITLE:	**Saxon Math Intermediate 4**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

Committee Member Evaluation (Committee Member Use Only)

BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.4.A.6.1	Use and represent numbers through millions in various contexts, including estimation of relative sizes of amounts or distances.	Moderate	**Page(s):** 490-493, 122-126, 244-246, 250-252, 327, 440-443, 705-707, 282, 312, 344, 351, 364, 382, 399, 405, 466, 489, 568, 578, 591, 618, 735, 671, 130, 172, 173, 198, 253, 280, 281, 299, 300, 379, 380, 403, 431, 458, 459, 507, 528, 529, 531, 540, 582, 633, 652, 653, 685, 727, 753 **Florida Section Overview(s):** 2 **Page(s):** SOV2a	I					
MA.4.A.6.2	Use models to represent division as: the inverse of multiplication as partitioning as successive subtraction	Moderate	**Page(s):** 295-298, 338-341, 333-334, 412-414, 302-304, 328 370, 720, 330, 336, 367 14, 127, 370, 334, 342, 367, 408, 409, 421, 512 **Florida Section Overview(s):** 6 **Page(s):** SOV6a **Teacher Edition** **Page(s):** 302 (Math Background)	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**4**
COURSE TITLE:	**Mathematics - Grade Four**
COURSE CODE:	**5012060**
SUBMISSION TITLE:	**Saxon Math Intermediate 4**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				*I/M = INDEPTH OR MENTIONED	Committee Member Evaluation (Committee Member Use Only)				
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.4.A.6.3	Generate equivalent fractions and simplify fractions.	Moderate	**Page(s):** 688-690, 710-712, 720-722, 725-726, 746-747, 750-751, 574-577, 655-657, 658, 659, 663, 668, 673, 678, 679, 684, 685, 686, 691, 692, 696, 708, 713, 717, 718, 723, 727, 732, 738, 744, 745, 748, 753 **Florida Section Overview(s):** 9 **Page(s):** SOV12a	I					
MA.4.A.6.4	Determine factors and multiples for specified whole numbers.	Moderate	**Page(s):** 351-355, 185-186, 117, 270-272, 295-298, 414, 694, 730-731, 82, 94, 104, 110, 116, 127, 140, 147, 351, 563, 741, 356, 357, 358, 362, 363, 367, 369, 374, 375, 385, 458, 464, 500, 540, 708 **Florida Section Overview(s):** 6, 12 **Page(s):** SOV6a, SOV12a	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**4**
COURSE TITLE:	**Mathematics - Grade Four**
COURSE CODE:	**5012060**
SUBMISSION TITLE:	**Saxon Math Intermediate 4**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.4.A.6.5	Relate halves, fourths, tenths, and hundredths to decimals and percents.	Moderate	**Page(s):** 256-261, 228-229, 322-325, 539-540, 579-580, 649, 394, 399, 429, 266, 275, 280, 304, 305, 330, 336, 343, 348, 349, 350, 358, 363, 385, 397, 398, 410, 432, 433, 450, 551, 555, 588, 593, 599, 600, 605, 622, 633, 657 **Florida Section Overview(s):** 5 **Page(s):** SOV5a	I					
MA.4.A.6.6	Estimate and describe reasonableness of estimates; determine the appropriateness of an estimate versus an exact answer.	High	**Page(s):** 377-379, 270-273, 136-137, 309, 314, 650-651, 705-707, 233, 238, 301, 307, 331, 337, 344, 351, 359, 364, 382, 405, 411, 618, 729, 735, 88, 94, 150, 151, 174, 204, 255, 279, 305, 306, 329, 375, 402, 415, 475, 512, 535, 560, 581, 582, 634, 668, 678, 679, 717, 718, 748 **Florida Section Overview(s):** 2 **Page(s):** SOV2a	I					
MA.4.G.3.1	Describe and determine area as the number of same-sized units that cover a region in the plane, recognizing that a unit square is the standard unit for measuring area.	Moderate	**Page(s):** 186-191, 401-402, 680-684, 489, 204, 232, 240, 241, 248, 311, 530, 616, 665, 693 **Florida Section Overview(s):** 3 **Page(s):** SOV3a	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**4**
COURSE TITLE:	**Mathematics - Grade Four**
COURSE CODE:	**5012060**
SUBMISSION TITLE:	**Saxon Math Intermediate 4**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
				*I/M = INDEPTH OR MENTIONED					
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.4.G.3.2	Justify the formula for the area of the rectangle "area = base x height".	Moderate	**Page(s):** 186-191, 680-684, 232, 235, 236, 255, 311, 530, 600, 610, 662, 685, 692, 693, 697, 698 **Florida Section Overview(s):** 11 **Page(s):** SOV11a **Teacher Edition** **Page(s):** 569 (Math Background)	I					
MA.4.G.3.3	Select and use appropriate units, both customary and metric, strategies, and measuring tools to estimate and solve real-world area problems.	Moderate	**Page(s):** 680-684, 186-191, 702, 401-402, 687, 694, 370, 489, 235, 273, 304, 380, 386, 560, 561, 600, 610, 623, 653, 662, 665, 679, 692, 709, 734, 748, 749 **Florida Section Overview(s):** 3 **Page(s):** SOV3a	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**4**
COURSE TITLE:	**Mathematics - Grade Four**
COURSE CODE:	**5012060**
SUBMISSION TITLE:	**Saxon Math Intermediate 4**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

					Committee Member Evaluation (Committee Member Use Only)				
			*I/M = INDEPTH OR MENTIONED						
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
MA.4.G.5.1	Classify angles of two-dimensional shapes using benchmark angles (45°, 90°, 180°, and 360°)	Low	**Page(s):** 142-144, 496-498, 520-522, 584-588, 145, 172, 198, 254, 267, 316, 329, 368, 404, 423, 542, 561, 601, 629, 659, 748 **Florida Section Overview(s):** 8 **Page(s):** SOV8a	I					
MA.4.G.5.2	Identify and describe the results of translations, reflections, and rotations of 45, 90, 180, 270, and 360 degrees, including figures with line and rotational symmetry.	Moderate	**Page(s):** 466-469, 478-481, 498, 502-505, 526-528, 471, 476, 488, 500, 506, 507, 513, 531, 537, 542, 547, 551, 561, 572, 583, 601, 606, 617, 635, 669, 692, 714, 719, 734 **Florida Section Overview(s):** 8 **Page(s):** SOV8a	I					
MA.4.G.5.3	Identify and build a three-dimensional object from a two-dimensional representation of that object and vice versa.	Moderate	**Page(s):** 618-621, 624-627, 631-632, 635, 646, 699-703 **Florida Section Overview(s):** 10 **Page(s):** SOV10a	I					

SUBJECT:	**Mathematics**
GRADE LEVEL:	**4**
COURSE TITLE:	**Mathematics - Grade Four**
COURSE CODE:	**5012060**
SUBMISSION TITLE:	**Saxon Math Intermediate 4**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member			
				(Committee Member Use Only)			
OVERALL INSTRUCTIONAL QUALITY			**IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.** **The Examples can be from Student or Teacher Instructional Material.**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
The major tool introduces and builds mathematical concepts as a coherent whole. It provides opportunities to students to explore why a mathematical idea is important and in which contexts that mathematical idea can be useful. In other words, the major tool helps students learn the mathematics concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.			**Multiplication and division facts and fluency with whole number multiplication:** **Page(s):** 163, 169-171, 176, 199-202, 238-239, 294-298, 301-303, 429, 283-284, 307-309, 371-373, 400-402, 430-431, 544-545, 553-554, 568-570, 592, 716, 177, 203, 285, 375, 457, 458, 545, 546, 593, 594, 718 **Decimals and the connection between fractions and decimals:** **Page(s):** 256-262, 277-279, 318-319, 539-540, 579-581, 649-651, 574-577, 266, 280, 433, 555, 557, 581, 588, 593, 599, 622, 633, 745 **Area:** **Page(s):** 186-189, 401, 680-682, 702, 704-707, 204, 232, 240, 248, 311, 530, 606, 616, 662, 692, 709, 712, 717, 718, 722, 723, 726, 728, 734, 737, 744, 752				

SUBJECT:	**Mathematics**
GRADE LEVEL:	**4**
COURSE TITLE:	**Mathematics - Grade Four**
COURSE CODE:	**5012060**
SUBMISSION TITLE:	**Saxon Math Intermediate 4**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member			
				(Committee Member Use Only)			
OVERALL INSTRUCTIONAL QUALITY			**IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.** **The Examples can be from Student or Teacher Instructional Material.**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives.			**Tasks are engaging and interesting enough that students want to pursue them:** **Page(s):** 625-627, 527, 185-191, 574-577, 701-702, 126, 244-245, 250-252, 262, 353-354, 442, 636-639, 706 **Real world problems are realistic and relevant to students' lives:** **Page(s):** 164-165, 332-334, 371-373, 119, 83, 136-137, 270-273, 298, 313-314, 365-366, 383-384, 430-431				
Problem solving is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.			**Page(s):** 1-6, 88-89 (and TE 88B), 168-169 (and TE 168B), 294-295 (and TE 294), 14 (and TE 14B), 55 (and TE 55B), 147 (and TE 147B), 351 (and TE 351B), 370 (and TE 370B), 399-400 (and TE 399B), 489 (and TE 489B), 563 (and TE 563B), 735 (and TE 735B)				
Tasks engage students in communicating mathematical ideas by writing, explaining, drawing, using symbols, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.			**Page(s):** 339, 517, 497-498, 36-37, 62-66, 648, 73, 322–325, 333, 361, 383-384, 427, 442, 453, 497, 636-639, TE 60A, TE 122A				
Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote use of multiple representations and translations among them. Students use a variety of tools to understand a single concept.			**Page(s):** 294-295, 360-361, 387-392, 427, 590, 353-355, 365-366, 193-195, 447-448, 256-259, 514-518, 163, 296-298, 338-341				

SUBJECT:	**Mathematics**
GRADE LEVEL:	**4**
COURSE TITLE:	**Mathematics - Grade Four**
COURSE CODE:	**5012060**
SUBMISSION TITLE:	**Saxon Math Intermediate 4**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

				Committee Member			
				(Committee Member Use Only)			
OVERALL INSTRUCTIONAL QUALITY			**IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.** **The Examples can be from Student or Teacher Instructional Material.**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
The mathematics connects to other disciplines such as reading, art, science, and history. Tasks represent mathematical ideas as interconnected and building upon each other.			**The mathematics connects to other disciplines such as reading, art, science, and history:** **Page(s):** 209, 264-265, 303, 314, 74, 93, 139, 167, 237, 314, 439, 524 **Tasks represent mathematical ideas as interconnected and building upon each other:** **Page(s):** 35-37, 72-73, 90-95, 135-137, 148-149, 163, 185-191, 296-298, 302-303, 466-469, 539-540				
Tasks require students to make conjectures, justify their thinking, defend their responses by using mathematical arguments, and prove mathematical statements. Students are encouraged to invent and justify solution methods. Students analyze correct and incorrect solution methods.			**Page(s):** 377-379, 704-707, 576, 265, 303, 636–639, 648, 451-453, 447-448, 497-499, 503, 66, TE 18 (Mental Math sidebar), TE 192 (Mental Math sidebar)				

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**4**
COURSE TITLE:	**Mathematics - Grade Four**
COURSE CODE:	**5012060**
SUBMISSION	**Saxon Math Intermediate 4**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

Committee Member Evaluation (Committee Member Use Only)

ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.4.A.1.In.a	Solve problems involving combining (multiplying) or separating into (dividing) equal sets with quantities to 30 using objects and pictures with numerals.	Florida Section Overview: 7 (SOV7a) Grade 4 Online Access Points Activities (p 2)	I					
MA.4.A.1.In.b	Solve real-world addition and subtraction problems with two-digit numbers to 30 without regrouping, and check for accuracy.	Florida Section Overviews: 7 (SOV7b), 9 (SOV9a) Grade 4 Online Access Points Activities (p 3)	I					
MA.4.A.1.Su.a	Solve problems that involve combining (multiplying) and separating (dividing) into equal sets with quantities to 15 using objects and pictures.	Florida Section Overview: 7 (SOV7a) Grade 4 Online Access Points Activities (p 4)	I					
MA.4.A.1.Su.b	Solve real-world problems involving addition facts with sums to 15 and related subtraction facts using numerals with sets of pictures and the +, -, and = signs.	Florida Section Overviews: 7 (SOV7b), 9 (SOV9a) Grade 4 Online Access Points Activities (p 4)	I					
MA.4.A.1.Pa.a	Solve simple problems involving joining or separating sets of objects to 4.	Florida Section Overview: 7 (SOV7a) Grade 4 Online Access Points Activities (p 5)	I					
MA.4.A.1.Pa.b	Recognize when items have been added to or removed from sets of objects to 4.	Florida Section Overviews: 7 (SOV7b), 9 (SOV9a) Grade 4 Online Access Points Activities (p 5)	I					
MA.4.A.2.In.a	Apply the concepts of counting, grouping, and place value with whole numbers to create sets of tens and ones to identify the value of whole numbers to 50.	Florida Section Overviews: 4 (SOV4a), 5 (SOV5a) Grade 4 Online Access Points Activities (p 7)	I					

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**4**
COURSE TITLE:	**Mathematics - Grade Four**
COURSE CODE:	**5012060**
SUBMISSION	**Saxon Math Intermediate 4**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

Committee Member Evaluation (Committee Member Use Only)

ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.4.A.2.In.b	Express and represent fractions, including halves and fourths, as parts of a whole and parts of a set using objects, pictures, and number names.	Florida Section Overview: 4 (SOV4b) Grade 4 Online Access Points Activities (p 8)	I					
MA.4.A.2.In.c	Identify differences between halves, fourths, and a whole.	Florida Section Overview: 11 (SOV11a) Grade 4 Online Access Points Activities (p 8)	I					
MA.4.A.2.Su.a	Apply the concept of grouping to create sets of tens and ones to 18 as a strategy for counting objects.	Florida Section Overviews: 4 (SOV4a), 5 (SOV5a) Grade 4 Online Access Points Activities (p 9)	I					
MA.4.A.2.Su.b	Represent half and whole using area and sets of objects.	Florida Section Overview: 4 (SOV4b) Grade 4 Online Access Points Activities (p 9)	I					
MA.4.A.2.Su.c	Identify half as a part of a whole.	Florida Section Overview: 11 (SOV11a) Grade 4 Online Access Points Activities (p 10)	I					
MA.4.A.2.Pa.a	Match objects to designated spaces to show one-to one correspondence for quantities 1 to 4.	Florida Section Overviews: 4 (SOV4a), 5 (SOV5a) Grade 4 Online Access Points Activities (p 10)	I					
MA.4.A.2.Pa.b	Distinguish parts of objects from whole objects.	Florida Section Overview: 4 (SOV4b) Grade 4 Online Access Points Activities (p 10)	I					
MA.4.A.2.Pa.c	Recognize a half of an object as part of the whole object.	Florida Section Overview: 11 (SOV11a) Grade 4 Online Access Points Activities (p 11)	I					
MA.4.G.3.In.a	Identify the distance around all sides (perimeter) and area of squares and rectangles in the environment.	Florida Section Overview: 3 (SOV3a) Grade 4 Online Access Points Activities (p 13)	I					
MA.4.G.3.In.b	Find the length of the sides and the area of rectangular and square objects using square units.	Florida Section Overview: 11 (SOV11b) Grade 4 Online Access Points Activities (p 13)	I					

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**4**
COURSE TITLE:	**Mathematics - Grade Four**
COURSE CODE:	**5012060**
SUBMISSION	**Saxon Math Intermediate 4**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Committee Member Evaluation (Committee Member Use Only) Thoroughly	Highly	Adequately	Minimally	Not At All
MA.4.G.3.In.c	Measure whole inches and feet using a ruler to solve real-world linear measurement problems.	Florida Section Overview: 3 (SOV3b) Grade 4 Online Access Points Activities (p 14)	I					
MA.4.G.3.Su.a	Identify examples of the concept of area in the environment.	Florida Section Overview: 3 (SOV3a) Grade 4 Online Access Points Activities (p 14)	I					
MA.4.G.3.Su.b	Count the number of square units of a rectangle marked with a grid to determine its area.	Florida Section Overview: 11 (SOV11b) Grade 4 Online Access Points Activities (p 15)	I					
MA.4.G.3.Su.c	Measure length of sides of rectangles using whole inches.	Florida Section Overview: 3 (SOV3b) Grade 4 Online Access Points Activities (p 15)	I					
MA.4.G.3.Pa.a	Identify the sides of a square or rectangle.	Florida Section Overviews: 3 (SOV3a), 11 (SOV11b) Grade 4 Online Access Points Activities (p 16)	I					
MA.4.G.3.Pa.b	Recognize differences in the length of the sides of rectangles.	Florida Section Overview: 3 (SOV3b) Grade 4 Online Access Points Activities (p 16)	I					
MA.4.A.4.In.a	Identify and extend growing visual and number patterns using strategies, such as skip counting.	Florida Section Overview: 1 (SOV1a) Grade 4 Online Access Points Activities (p 18)	I					
MA.4.A.4.In.b	Describe equal and unequal sets using terms including greater than, less than, and equal to.	Florida Section Overview: 1 (SOV1b) Grade 4 Online Access Points Activities (p 18)	I					
MA.4.A.4.In.c	Identify the rule, including 1 less, 2 less, and 3 less, represented in number pairs.	Florida Section Overview: 10 (SOV10a) Grade 4 Online Access Points Activities (p 19)	I					
MA.4.A.4.Su.a	Identify and copy two-element repeating visual patterns using objects and pictures.	Florida Section Overview: 1 (SOV1a) Grade 4 Online Access Points Activities (p 19)	I					

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**4**
COURSE TITLE:	**Mathematics - Grade Four**
COURSE CODE:	**5012060**
SUBMISSION	**Saxon Math Intermediate 4**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

Committee Member Evaluation (Committee Member Use Only)

ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.4.A.4.Su.b	Determine if the number in two sets of objects to 10 is the same or different (equal or unequal).	Florida Section Overview: 1 (SOV1b) Grade 4 Online Access Points Activities (p 20)	I					
MA.4.A.4.Su.c	Use the rule, 1 more, to identify the next number with numbers 1 to 20.	Florida Section Overview: 10 (SOV10a) Grade 4 Online Access Points Activities (p 20)	I					
MA.4.A.4.Pa.a	Identify the next step in a pattern or sequence of activities.	Florida Section Overview: 1 (SOV1a) Grade 4 Online Access Points Activities (p 21)	I					
MA.4.A.4.Pa.b	Use one-to-one correspondence to compare sets of objects to 4 and determine if they are the same or different (equal or unequal).	Florida Section Overview: 1 (SOV1b) Grade 4 Online Access Points Activities (p 21)	I					
MA.4.A.4.Pa.c	Recognize the quantity of a set of objects to 3 and add 1 more.	Florida Section Overview: 10 (SOV10a) Grade 4 Online Access Points Activities (p 21)	I					
MA.4.G.5.In.a	Locate angles in two-dimensional shapes, including triangles and rectangles.	Florida Section Overview: 8 (SOV8a) Grade 4 Online Access Points Activities (p 23)	I					
MA.4.G.5.In.b	Identify examples of two-dimensional figures that are the same shape and size (congruency) and figures that are visually the same on both sides of a central dividing line (symmetry) in the environment.	Florida Section Overview: 8 (SOV8b) Grade 4 Online Access Points Activities (p 23)	I					
MA.4.G.5.In.c	Sort three-dimensional objects, such as cubes, cylinders, cones, rectangular prisms, and spheres.	Florida Section Overview: 10 (SOV10b) Grade 4 Online Access Points Activities (p 24)	I					

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**4**
COURSE TITLE:	**Mathematics - Grade Four**
COURSE CODE:	**5012060**
SUBMISSION	**Saxon Math Intermediate 4**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

Committee Member Evaluation (Committee Member Use Only)

ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.4.G.5.Su.a	Locate angles within a triangle.	Florida Section Overview: 8 (SOV8a) Grade 4 Online Access Points Activities (p 24)	I					
MA.4.G.5.Su.b	Identify two-dimensional figures that are visually the same on both sides of a central dividing line (symmetry).	Florida Section Overview: 8 (SOV8b) Grade 4 Online Access Points Activities (p 24)	I					
MA.4.G.5.Su.c	Match three-dimensional objects with models, such as a cube, cylinder, cone, and sphere.	Florida Section Overview: 10 (SOV10b) Grade 4 Online Access Points Activities (p 25)	I					
MA.4.G.5.Pa.a	Recognize corners (angles) in common objects with two-dimensional shapes, such as a square or rectangle.	Florida Section Overview: 8 (SOV8a) Grade 4 Online Access Points Activities (p 25)	I					
MA.4.G.5.Pa.b	Recognize the two sides of a two-dimensional figure created by a central dividing line (symmetry).	Florida Section Overview: 8 (SOV8b) Grade 4 Online Access Points Activities (p 25)	I					
MA.4.G.5.Pa.c	Recognize three-dimensional objects, such as ball (sphere), block (cube), or tube (cylinder).	Florida Section Overview: 10 (SOV10b) Grade 4 Online Access Points Activities (p 26)	I					
MA.4.A.6.In.a	Express, represent, and use whole numbers 0 to 50 in various contexts.	Florida Section Overview: 2 (SOV2a) Grade 4 Online Access Points Activities (p 29)	I					
MA.4.A.6.In.b	Use the inverse relationship of addition and subtraction as a strategy to solve problems.	Florida Section Overview: 6 (SOV6a) Grade 4 Online Access Points Activities (p 29)	I					
MA.4.A.6.In.c	Identify the relationship between halves, fourths, and a whole.	Florida Section Overviews: 5 (SOV5b), 9 (SOV9b) Grade 4 Online Access Points Activities (p 30)	I					

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**4**
COURSE TITLE:	**Mathematics - Grade Four**
COURSE CODE:	**5012060**
SUBMISSION	**Saxon Math Intermediate 4**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

Committee Member Evaluation (Committee Member Use Only)

ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.4.A.6.In.d	Use skip counting by 5s and 10s to determine amounts to 50.	Florida Section Overviews: 6 (SOV6b), 12 (SOV12a) Grade 4 Online Access Points Activities (p 30)	I					
MA.4.A.6.In.e	Use strategies such as comparing and grouping to estimate quantities to 20.	Florida Section Overview: 2 (SOV2b) Grade 4 Online Access Points Activities (p 31)	I					
MA.4.A.6.Su.a	Express, represent, and use whole numbers to 25 using sets of objects and pictures, number names, and numerals in various contexts.	Florida Section Overview: 2 (SOV2a) Grade 4 Online Access Points Activities (p 31)	I					
MA.4.A.6.Su.b	Use ordinal numbers, including first and second, in real-world situations.	Grade 4 Online Access Points Activities (p 32)	I					
MA.4.A.6.Su.c	Use objects and pictures to represent the relationship between addition with sums to 15 and related subtraction facts.	Florida Section Overview: 6 (SOV6a) Grade 4 Online Access Points Activities (p 32)	I					
MA.4.A.6.Su.d	Identify the relationship between half and whole.	Florida Section Overviews: 5 (SOV5b), 9 (SOV9b) Grade 4 Online Access Points Activities (p 33)	I					
MA.4.A.6.Su.e	Separate quantities to 25 into equal sets and identify the total number of sets and the number in each set.	Florida Section Overviews: 6 (SOV6b), 12 (SOV12a) Grade 4 Online Access Points Activities (p 33)	I					
MA.4.A.6.Su.f	Use strategies such as comparing and grouping to estimate quantities to 10.	Florida Section Overview: 2 (SOV2b) Grade 4 Online Access Points Activities (p 34)	I					
MA.4.A.6.Pa.a	Use quantities to 4 represented by objects, pictures, or number names in various contexts.	Florida Section Overview: 2 (SOV2a, SOV2b) Grade 4 Online Access Points Activities (p 35)	I					

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**4**
COURSE TITLE:	**Mathematics - Grade Four**
COURSE CODE:	**5012060**
SUBMISSION	**Saxon Math Intermediate 4**
TITLE ID:	**1572**
PUBLISHER:	**Saxon, an imprint of HMH Supplemental Publishers, Inc.**
PUBLISHER ID:	**33-0147571-02**

*I/M = INDEPTH OR MENTIONED

ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Committee Member Evaluation (Committee Member Use Only) Thoroughly	Highly	Adequately	Minimally	Not At All
MA.4.A.6.Pa.b	Separate groups of objects to 4 into sets with the same quantity.	Florida Section Overviews: 6 (SOV6a, SOV6b), 12 (SOV12a) Grade 4 Online Access Points Activities (p 35)	I					
MA.4.A.6.Pa.c	Match parts to whole objects.	Florida Section Overviews: 5 (SOV5b), 9 (SOV9b) Grade 4 Online Access Points Activities (p 36)	I					