Correlation to the Common Core State Standards

Saxon Math 1 © 2012 Grade 1

Teacher's Manual
Volume 1

SAXON MATH 1

Nancy Larson
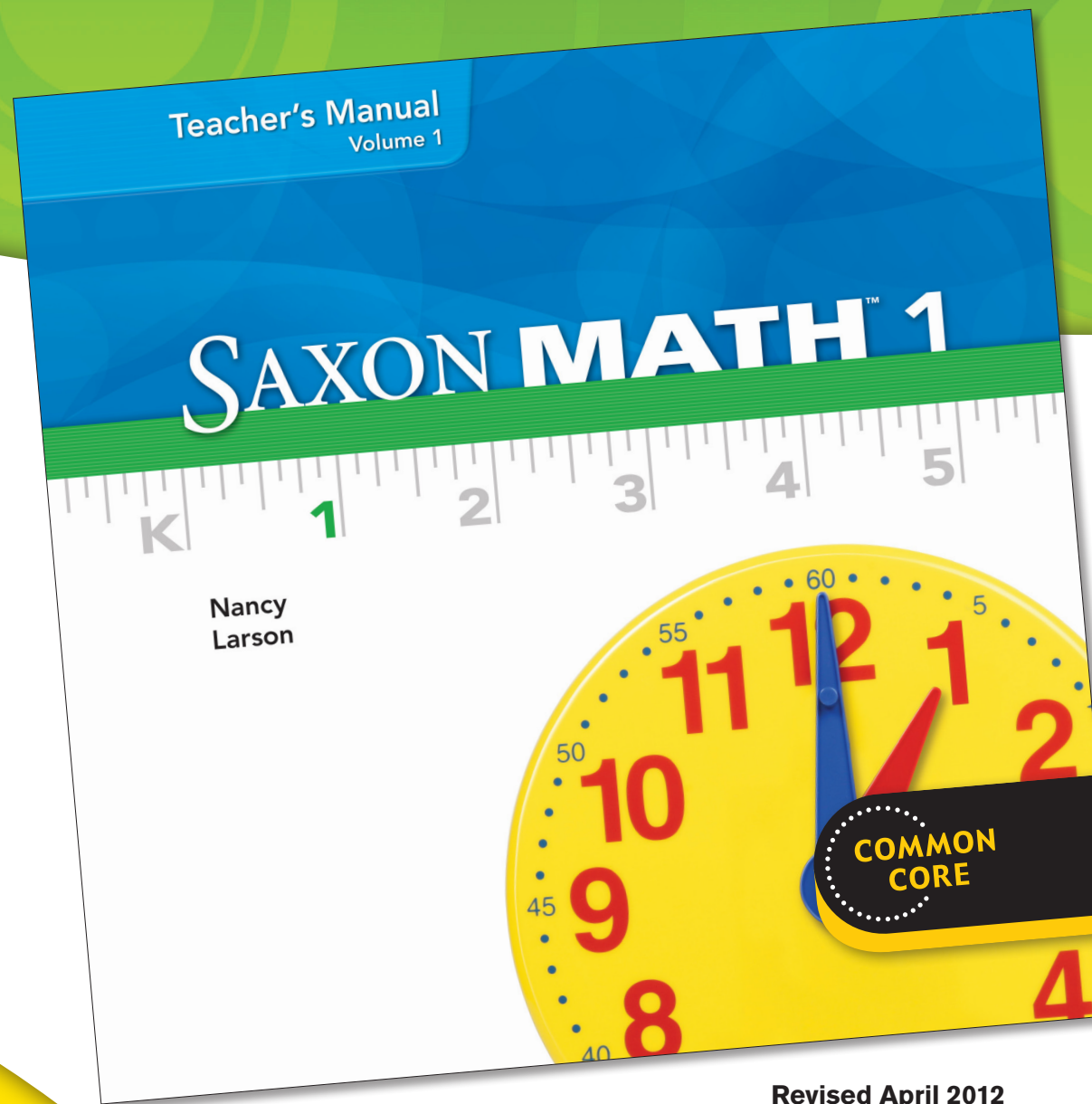
Revised April 2012

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Domain	Standard	Text of Objective	*Saxon Math 1* Citations	Description
Standards for Mathematical Practice	**1.**	Make sense of problems and persevere in solving them.	This standard is covered throughout the program; the following are examples. **INSTRUCTION:** **New Concept**: Lessons 12, 15-1, 25-1, 33, 42 **Problem-Solving Strategies:** Lessons 10-2, 20-2, 30-2, 40-2, 50-2, 60-2, 70-2, 80-2, 90-2, 100-2, 110-2, 120-2, 130-2 **MAINTENANCE:** **The Meeting** (Mystery Bag): Lessons 41, 47, 52, 68, 71 **Guided Class Practice Worksheet:** 19 (2, 3, 4), 21 (2, 3, 4), 31 (2, 3, 4, 5), 43 (2, 3, 4, 5), 88 (entire page), 103 (entire page), 109 (entire page), 115 (entire page), 125 (entire page), 126 (entire page) **Test-Taking Strategies Practice Masters:** 3A/B, 11A/B, CRA (5), 12A/B, 14A/B, 18A/B	Problem solving is integrated into the *Saxon Math™* program every day. Focusing on a four-step problem solving process, which guides students to understand, plan, solve and check, *Saxon Math* teaches students a consistent process for evaluating different problem solving situations and persevering in solving them. The four steps closely mirror the different aspects of this Standard for Mathematical Practice, encouraging students to understand the problem and make a plan before solving. Students also end by checking their solutions, providing opportunities to ask, "Does this make sense?" and re-direct if necessary. In *Math 1*, problem solving occurs in many different portions of the lessons. The daily Math Meeting offers discussion and communication on problem solving every day, with many of the problems focusing on numbers, patterns, and sorting/classifying. This prepares children for solving more complex problems as they move up the grade levels. The Teacher's Manuals also support teachers as they guide students through the four-step problem solving process during the instructional portion of the lesson. For example, in Teacher's Manual Volume 2, lesson 90-2 provides a modeled dialogue that highlights the understand, plan, solve and check process. This prepares students for a Performance Task where they apply their learning independently.

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Standards for Mathematical Practice	2.	Reason abstractly and quantitatively.	This standard is covered throughout the program; the following are examples. **INSTRUCTION:** **New Concept**: Lessons 12, 13, 15-1, 19, 21, 25-1, 27, 33, 39, 40-1, 66, 74, 81, 82, 85-2, 90-1, 91, 108, 114, 123 **MAINTENANCE:** **The Meeting** (Mystery Bag)\: Lessons 81, 84, 87, 91, 94 **The Meeting** (Counting Patterns): Lessons 31, 38, 53, 106, 125 **Lesson Worksheet**: 21, 74, 81, 90-1 **Guided Class Practice Worksheet:** 7 (2, 3, 4), 16 (entire page), 23 (entire page), 27 (entire page), 47 (entire page), 48 (entire page), 69 (entire page), 74 (entire page), 82 (entire page), 112 (entire page), 114 (entire page), 119 (entire page) **Math Center Activities:** p 17 Activity 63 (Lesson 75-1); p 19 Activity 75 (Lesson 86); p 21 Activity 91 (Lesson 108); p 21 Activity 96 (Lesson 114) **Test-Taking Strategies Practice Masters:** 12A/B; 13A/B; 14A/B; 16A/B; 18A/B; 20A/B; CRB (8, 13)	The goal of *Saxon Math* is to produce mathematically proficient students — including fluency with computational and conceptual understanding. In *Math 1*, during the daily lesson, new concepts are introduced with manipulatives and concrete objects for a concrete-pictorial-abstract approach. This allows students build a solid conceptual understanding so that they are able to solve complex and multi-step problems. By introducing concepts with concrete manipulatives, students better understand what numbers, patterns and operations mean. This understanding allows them to think flexibly in problem solving situations and builds the foundation for the ability to contextualize and decontextualize. For example, in the Teacher's Manual Volume 2, the New Concept portion of lesson 108 has children use linking cubes to compare quantities. By the time children reach the symbolic stage of using greater than, less than and equal symbols, they have a better understanding of what they mean since they were able to actually see and interact with the concepts using the manipulatives.

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Standards for Mathematical Practice	3.	Construct viable arguments and critique the reasoning of others.	This standard is covered throughout the program; the following are examples. **INSTRUCTION:** **New Concept**: Lessons 6, 7, 13, 29, 31, 35-1, 39, 44, 50-1, 55-2, 64, 75-2, 80-1, 82, 100-1, 104, 111, 115-1, 119, 130-1 **MAINTENANCE:** **The Meeting** (Weather Graph): Lessons 11, 12, 13, 14, 15-1 **The Meeting** (Mystery Bag): Lessons 41, 51, 72, 111, 129 **Performance Task Worksheet:** 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130 **Fact Homework:** 90, 95, 100, 105, 110 **Test-Taking Strategies Practice (booklets)**: 2, 3, 4, 5, 6	*Saxon Math* is based on the belief that people learn by doing. Students learn mathematics not only by watching or listening to others, but by communicating and solving the problems themselves. *Saxon Math*'s incremental and distributed structure enables students to view the big picture of mathematics and therefore make viable arguments between and among all of the math strands. In *Math 1*, the daily Math Meeting offers a forum for students to participate at their own levels and offer viable arguments on key topics. The Teacher Materials also provide modeled dialogues to help students demonstrate their understanding verbally. During the daily lessons, the New Concept instruction allows for student interaction between peers with open ended questions after a concept is taught. Additionally, Mathematical Practices discussion questions in the Section Overviews provide additional opportunities for students to explain their reasoning, critique the reasoning of others and solidify their learning. One example of this standard is found in the New Concept portion of lesson 130-1. Students interact with each other to discuss the words certain, likely and impossible. As a class, they construct viable arguments for situations that correspond to these words, providing many opportunities for children to critique the reasoning of others in a supportive setting.

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Standards for Mathematical Practice	**4.**	Model with mathematics.	This standard is covered throughout the program; the following are examples. **INSTRUCTION:** **New Concept**: Lessons 9, 10-1, 15-2, 19, 21, 25-1, 36, 44, 45-1, 50-1, 55-1, 61, 65-1, 68, 69, 72, 86, 91, 94, 99, 103, 105-2, 108, 109, 110-1, 113, 115-2, 117, 118, 123, 126, 128, 131 **MAINTENANCE:** **The Meeting** (Temperature Graph): Lessons 96,101, 107, 108, 109 **Lesson Worksheet**: 10-1, 21, 65-1, 86, 108 **Guided Class Practice Worksheet:** 7 (2, 3, 4), 12 (2), 13 (2, 3, 4), 17 (2, 3, 4, 5), 21 (2, 3, 4), 23 (2, 3, 5), 27 (2, 4), 38 (2, 3), 43 (2, 4, 5), 49 (2, 3, 4), 55 (2, 3, 4, 5), 61 (2, 3, 4), 67 (2, 3, 4, 5, 6), 76 (2, 4), 85 (2, 3, 4), 98 (2, 3, 4), 103 (3, 4, 5), 109 (2, 3, 4), 114 (2, 3), 123 (2, 3, 4) **Math Center Activities:** p 10 Activity 5 (Lesson 10-1); p 13 Activity 30 (Lesson 40-1); p 15 Activity 45 (Lesson 55-2) **Test-Taking Strategies Practice Masters**: 4A/B; 5A/B; 7A/B; 9A/B; CRA (10); 19A/B	Students use many different types of models throughout *Saxon Math* to analyze mathematical relationships and solve problems. Models serve as visual aids to help make sense of situations so students truly understand the problem at hand and both how and why their solutions work. For example, in the New Concept portion of lesson 9, students use linking cubes to visually order sets from smallest to largest. Children learn that modeling a situation makes it easier to make conclusions about it and solve problems.

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Standards for Mathematical Practice	5.	Use appropriate tools strategically.	This standard is covered throughout the program; the following are examples. **INSTRUCTION:** **New Concept**: Lessons 10-1, 29, 39, 48, 50-1,70-1, 71, 97, 99,104, 105-2, 110-1, 113, 116, 119, 126, 135, B, C **MAINTENANCE:** **Guided Class Practice Worksheet:** 105 (3, 6), HW105 (3, 6), 125 (4, 5), 129 (3, 4) **Test-Taking Strategies Practice Masters**: 20A/B	*Saxon Math* provides and supports grade level appropriate tools for instruction and problem solving. This begins with concrete models at the primary levels and moves to more sophisticated tools like geometry software at the secondary levels. Saxon offers instruction and guidance for appropriate usage throughout the program. In *Math 1*, the daily Math Meeting models concepts with objects and manipulatives. Other tools such as a Hundreds Chart, a calendar, clock, and a thermometer are modeled visually every day during the Math Meeting. Students also use manipulatives as strategic tools during the New Concepts and practice when concepts are introduced and instructed. For example, in lesson 71 students are asked what kinds of things they think they could use to measure line segments. Once the class decides upon a ruler, the teacher guides them through a discussion about why that tool is strategically the best thing to use to measure line segments.

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Standards for Mathematical Practice	**6.**	Attend to precision.	This standard is covered throughout the program; the following are examples. **INSTRUCTION:** **New Concept**: Lessons 29, 39, 42, 48, 50-1, 55-2, 57, 62, 66, 81, 82, 84, 87, 95-2, 97, 104, 108, 110-1, 119, 126, 128, 135, C **MAINTENANCE:** **Guided Class Practice Worksheet:** 4 (entire page), 14 (entire page), 22 (entire page), 33 (entire page), 37 (entire page), 42 (entire page), 52 (entire page), 57 (entire page), 62 (entire page), 72 (entire page), 73 (entire page), 77 (entire page), 81 (entire page), 89 (entire page), 92 (entire page), 96 (entire page), 105 (entire page), 108 (entire page), 117 (entire page), 127 (entire page), 128 (entire page), 131 (entire page) **Math Center Activities:** p 11 Activity 10 (Lesson 16); p 11 Activity 19 (Lesson 29); p 12 Activity 27 (Lesson 38); p 13 Activity 29 (Lesson 39); p 14 Activity 37 (Lesson 50-1); p 15 Activity 45 (Lesson 55-2); p 17 Activity 57 (Lesson 66); p 18 Activity 71 (Lesson 84); p 20 Activity 88 (Lesson 104); p 21 Activity 94 (Lesson 110-1); p 23 Activity 115 (Lesson 135)	There are many aspects of *Saxon Math* that naturally support attention to precision in mathematics. Because *Saxon Math* teaches concepts incrementally, distributed across the year, students learn to carefully consider units since concepts are integrated rather than taught in isolation. Additionally, carefully modeled dialogues in the Teacher's Manual ensure that children are exposed to consistent and accurate vocabulary and definitions, allowing them to communicate precisely. For example, lesson 110-1 teaches students how to precisely identify cups, quarts, gallons and liters. Teachers clearly explain what this vocabulary means and then guide the students through activities with different containers to demonstrate their meanings.

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Standards for Mathematical Practice	7.	Look for and make use of structure.	This standard is covered throughout the program; the following are examples. **INSTRUCTION:** **New Concept**: Lessons 6, 13, 15-2, 24, 26, 38, 52, 65-1, 65-2, 72, 83, 85-1, 85-2, 95-1, 111, 112, 114, 115-1, 120-1, 123, 124, 125-2, 132, 134 **MAINTENANCE:** **Lesson Worksheet**: 65-1B, 85-1, 95-1, 111, 114, 115-1, 124 **Guided Class Practice Worksheet:** 6 (entire page), 15 (entire page), 16 (entire page), 25 (entire page), 39 (entire page), 42 (entire page), 58 (entire page), 59 (entire page), 74 (entire page), 79 (entire page), 84 (entire page), 96 (entire page), 99 (entire page), 117 (entire page), 121 (entire page), 134 (entire page), 135 (entire page) **Math Center Activities:** p 10 Activity 8 (Lesson 15-2); p 12 Activity 27 (Lesson 38); p 16 Activity 53 (Lesson 64); p 18 Activity 69 (Lesson 83); p 22 Activity 104 (Lesson 124)	*Saxon Math* emphasizes structure throughout the program. A strong focus on number properties and patterns prepares students to utilize structure in problem-solving situations. Because the fundamentals of number and operations are highlighted in every lesson through mixed review, students develop a strong sense of mental math and comfort composing and decomposing numbers. In *Math 1*, the daily Math Meeting provides a consistent structure and routine for students to learn concepts and make connections. This helps children see patterns between numbers, operations, shapes, months, days of the week, measurement and temperature. For example, the Counting Pattern is a consistent element in the Math Meeting that shows patterns with numbers, skip counting, fact families, and beyond. Fact Practice is another integral part of the structure in *Math 1*. This practice enables students to build off of known facts in order to learn new, more complex ones and to see and understand the connections between them. New Concepts also teach students how to look for and make use of structure. For example, lesson 58-1 focuses on exploring the place value of two digit numbers. Students learn how to use the structure inherent in our base ten system to solve problems.

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Standards for Mathematical Practice	8.	Look for and express regularity in repeated reasoning.	This standard is covered throughout the program; the following are examples. **INSTRUCTION:** **New Concept**: Lessons 51, 55-1, 56, 58, 59, 67, 76, 77, 78, 85-2, 86, 90-1, 95-1, 98, 105-1, 125-1 **MAINTENANCE:** **Lesson Worksheet**: 58, 76, 90-1, 95-1, 105-1 **Guided Class Practice Worksheet:** 51 (2, 3, 4, 5), 58 (2, 4, 5), 65 (2, 3, 5), 75 (2, 3, 4), 78 (2, 4), 89 (2, 4, 5, 6), 97 (2, 3, 4, 6), 104 (2, 3, 4), 106 (2, 3, 4, 5), 119 (2, 3, 4, 5), 129 (2, 3, 4, 5), 135 (2, 4, 5)	Regularity and repeated reasoning are supported throughout the *Saxon Math* program to ensure students understand their importance and how they can be used to solve problems. Repeated reasoning scenarios allow students to make better sense of number and operations. Daily Meetings and lessons draw out and explain how and why repeated reasoning works. Subsequent practice helps to solidify that understanding. For example, children interact with an evolving bulletin board in the daily Meeting. Each day children build upon the bulletin board a little bit, exposing patterns and making connections between numbers and operations. The daily Meeting is an ideal setting for students to look for and express regularity in repeated reasoning. In the Calendar activity, children add a calendar tag to the calendar each day that corresponds to a specific pattern for that month. Students begin to pick up on this pattern as the month goes on, recognizing that they are using the same calendar tags consistently. This repeated reasoning then allows them to make predictions about what calendar tags they will use in the future.

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1.OA Operations and Algebraic Thinking	1.OA	**Represent and solve problems involving addition and subtraction.**	The Saxon Program is developed across the year using an incremental structure to allow students to master each component before moving to the next level of content. This structure allows for a deep mastery of addition and subtraction. Starting in Lesson 12 the students begin to explore acting out problems with some, some more (joining) and some, some went away (separating) actions. During the next increment in lesson 15-1, students act out and draw both joining and separating stories. The next increment introduces the number sentence element to show the action representing the process and solution to the visual problems. Continuing across the year, students develop facts and word problems using all problem types for joining and separating to help students see, illustrate and solve addition and subtraction problems. Once the development for finding the total of collection is mastered, a variety of problem types are introduced to allow students to see that each part can be missing (unknown) not just the total. This research-based development of various problem types was later used in several research models. *Saxon Math* allows students the opportunity to act out, draw and write their own some, some more (joining/putting together) stories as well as the some, some went away (separating/taking apart) word problem stories. The focus is just as strong on the process of decoding the problem and modeling the problem as it is on finding a solution. The final stages are to determine the number sentence that best represents that problem as well as the number sentence that solves the problem.

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1.OA Operations and Algebraic Thinking	1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.[1] [[1] See Glossary, Table 1.]	**INSTRUCTION:** **New Concept**: Lessons 12, 15-1, 21, 25-1, 33, *82,* 94, 101, 103, *118* **Standards Success Activity:** Activity 4, Activity 7 **Problem-Solving Strategies:** Lessons *30-2,* 50-2, 70-2, 80-2, 90-2 **MAINTENANCE:** **The Meeting** (Mystery Bag): Lessons *91–95-2, 106*, *110-2* **Lesson Worksheet:** 21 **Problem-Solving Worksheet:** *30A,* 50A, 70A, 80A, 90A **Performance Task Worksheet:** *30B,* 50B, 70B, 80B, 90B **Guided Class Practice Worksheet:** 15 (2), 16 (2), 17 (2), 18 (2), 19 (2), 22 (2), 23 (2), 24 (2), 25 (2), 26 (2), 27 (2), 28 (2), 29 (2), 31 (2), 32 (2), 33 (2), 34 (2), 35 (2), 36 (2), 37 (2), 38 (2), 39 (2), 41 (2), 42 (item 2), 44 (item 2), 45 (item 2), 46 (item 2), 47 (item 2), 48 (item 2), 49 (item 2), 51 (item 2), 52 (2), 53 (2), 54 (2), 55 (2), 56 (2), 58 (2), 59 (2), 61 (2), 62 (2), 63 (2), 65 (2), 67 (2), 69 (2), 71 (2), 73 (2), 74 (2), 75 (2), 76 (2), 78 (2), *83 (2), 84 (2), 85 (2),* 86 (2), 89 (2), *91(3),* 93 (2), 97 (2), 98 (2), 102 (2), 104 (2), 105 (2), 106 (2), 107 (2), 109 (2), 112 (2), 114 (2), 118 (2), 119 (2), 121 (2), 123 (2), 125 (2), 126 (2), 134 (2), 135 (2) **Test-Taking Strategies Practice Masters:** 3A/B; 4A/B; 5A/B; 7A/B; 9A/B; CRA (5, 10); 14A/B; 19A/B; CRB (7) **Extend & Challenge CD:** Activity 2 (Lesson 25-1), Activity 4 (Lesson 33) **Online Activity:** Matching Pictures to Number Sentences (Lesson 25-1)

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1.OA Operations and Algebraic Thinking	1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**INSTRUCTION:** **New Concept**: Lesson 114 **Standards Success Activity:** Activity 6 **Problem-Solving Strategies:** Lessons 50-2, 120-2 **MAINTENANCE:** **Lesson Worksheet:** 114 **Problem-Solving Worksheet:** 50, 120 **Performance Task Worksheet:** 50, 120 **Guided Class Practice Worksheet:** 123 (2)

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1.OA Operations and Algebraic Thinking		**Understand and apply properties of operations and the relationship between addition and subtraction.**	During the Grade 1 development of addition and subtraction a strong link is developed between joining and separating through story problems with concrete objects, pictures and ending in a number sentence or equation that represents and solves the word problem. Everyday students draw and solve word problems that involve the action of adding and subtracting based on the missing addend and fact family link that supports an understanding of the Commutative and Associative properties of addition through the detailed examples, practice and problems. During the Meeting, students explore facts and fact patterns through the practice of counting and fact development problems. These activities parallel to word problem development in an effort to support recalled fact mastery and pattern recognition with addition and subtraction facts. These efforts are linked to the development of word problems as well so that students can transfer the new facts mastered and apply that learning in a word problem situation to support deeper learning and application.
	1.OA.3	Apply properties of operations as strategies to add and subtract.[2] [[2] Students need not use formal terms for these properties.]	**INSTRUCTION:** **New Concept**: Lessons 41, 76, 78, 94, 111, 114, 115-1, 132, 134 **Problem-Solving Strategies:** Lessons 120-2 **MAINTENANCE:** **Lesson Worksheet:** 111, 114, 115-1 **Problem-Solving Worksheet:** 120 **Performance Task Worksheet:** 120 **Guided Class Practice Worksheet:** 58 (2, 5), 59 (2, 4), *114 (2), 117 (5), 119 (2), 121 (2, 4), 122 (2), 125 (2), 128 (2, 3),* 132 (2), 134 (2, 4) **Test-Taking Strategies Practice Masters:** 21A/B **LP Enrichment Card (Learning Palette®):** E28

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1.OA Operations and Algebraic Thinking	1.OA.4	Understand subtraction as an unknown-addend problem.	**INSTRUCTION:** **New Concept**: Lessons *94, 95-1,* 101, 121, 125-1, 132, 134 **MAINTENANCE:** **Lesson Worksheet:** *95-1* **Guided Class Practice Worksheet:** *3 (2), 5 (2), 9 (3), 24 (5), 26 (4), 29 (4), 32 (4), 35 (3), 37 (4), 45 (4), 53 (5), 58 (5),* 132 (3), 134 (2) **Math Center Activities Booklet (Learning Palette®):** *p 19 Activity 81 (Lesson 94); p 20 Activity 86 (Lesson 101);* p 23 Activity 113 (Lesson 132) **Test-Taking Strategies Practice Masters**: 21A/B **LP Enrichment Card (Learning Palette®):** E24

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1.OA Operations and Algebraic Thinking		**Add and subtract within 20.**	Saxon develops addition and subtraction of numbers to 20 by using brain strategies such as doubles and doubles plus one. Counting on and counting back are linked to the addition and subtraction facts to allow students to see the patterns of similar numbers easily. Finding the common facts to make a number such as ten, as well as skip counting daily during the meeting, help students see additional strategies of counting on or fact family patterns. All of these skills provide an opportunity for students to develop the brain patterns to better understand how strategies such as composing and decomposing a number can help them see the facts within the facts and the patterns in facts. Saxon builds in the development of facts across the year so that each element is mastered increasing in speed and accuracy using the tools to support deep fluency and automaticity.
	1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	**INSTRUCTION:** **New Concept**: Lessons *12,* 15-1, 21, 25-1, 27, 34, 36, 37, 40-1, 44, 45-1, 56, 61, 68, 69, 89, 111, 115-1, 123 **MAINTENANCE:** **The Meeting** (Today's Pattern)**:** Lessons *31–135* **The Meeting** (Mystery Bag)**:** Lessons 41–60-2, 66–110-2, 116–130-2 **Lesson Worksheet:** 21, 40-1, 111, 115-1 **Guided Class Practice Worksheet:** 18 (2), 19 (2), 21 (2, 3), 23 (2, 3), 24 (2, 4), 26 (2, 3), 27 (2, 4), 29 (2, 3), 31 (2, 3), 33 (2, 3), 34 (2), 36 (2, 3), 39 (2), 43 (2, 5), 69 (2) **Math Center Activities Booklet:** p 13 Activity30 (Lesson 40-1) **Math Center Activities Booklet (Learning Palette®):** p 11 Activity 14 (Lesson 21)

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1.OA Operations and Algebraic Thinking	1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 − 4 = 13 − 3 − 1 = 10 − 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 − 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	**INSTRUCTION:** **New Concept**: Lessons *12, 15-1,* 23, 27, 28, 30-1, 32, 34, 36, 37, 40-1, 41, 44, 45-1, 49, 56, 58, 59, 61, 68, 69, 76, 77, 78, 79, 80-1, 89, 94, 95-1, 101, 102, 105-1, 106, 111, 114, 115-1, 121, 125-1, 129, 132, 134, A **Problem-Solving Strategies:** Lesson 80-2 **MAINTENANCE:** **The Meeting** (Mystery Bag)**:** Lessons 41–60-2, 66–75-2, 91–110-2 **Class Fact Practice Worksheets:** 28–135 **Lesson Worksheet:** 30-1, 37, 40-1, 45-1, 61, 69, 76, 77, 80-1, 95-1, 101, 102, 105-1, 106, 111, 114, 115-1 **Problem-Solving Worksheet:** 50, 120 **Performance Task Worksheet:** 50, 120 **Guided Class Practice Worksheet:** *18 (2, 3), 19 (2, 3),* 23 (2, 3), 27 (2, 4), 31 (2, 3), 32 (2, 4), 33 (2, 3), 36 (2, 3), 37 (2, 4), 38 (2), 39 (2), 41 (2), 44 (2), 45 (2, 4), 47 (2), 51 (2), 52 (2), 58 (2, 5), 59 (2), 61 (2), 62 (2), 63 (2), 64 (2), 68 (2), 69 (2), 71 (2), 72 (4), 73 (2), 75 (2), 78 (2), 79 (2), 83 (2), 84 (2), 85 (2, 4), 86 (2), 91 (2, 3), 94 (2), 96 (3), 97 (2. 5), 101 (4), 104 (2, 4), 105 (2), 111 (5), 114 (2, 6), 115 (6), 117 (3, 5, 6), 118 (2, 5), 121 (2, 4, 6), 122 (2, 5), 124 (6), 125 (6), 126 (2, 5), 128 (2, 6), 134 (2, 6) **Math Center Activities Booklet:** p 12 Activity 20 (Lesson 30-1); p 12 Activity 26 (Lesson 37); p 13 Activity 30 (Lesson 40-1); p 13 Activity 34 (Lesson 45-1); p 15 Activity 49 (Lesson 61); p 17 Activity 59 (Lesson 69); p 18 Activity 66 (Lesson 80-1); p 19 Activity 82 (Lesson 95-1); p 20 Activity 87 (Lesson 102); p 20 Activity 89 (Lesson 106) **Math Center Activities Booklet (Learning Palette®):** p 17 Activity 64 (Lesson 76); p 18 Activity 65 (Lesson 79); p 19 Activity 81 (Lesson 94); p 23 Activity 109 (Lesson 129); p 23 Activity 113 (Lesson 132) **Test-Taking Strategies Practice Masters**: 13A/B; 16A/B; 21A/B; CRB (8, 10) **Extend & Challenge CD:** Activity 2 (Lesson 25-1); Activity 4 (Lesson 33) **Online Activity**: Saxon Math Basic Facts **LP Enrichment Card (Learning Palette®):** E17, E18, E19, E24

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Domain	Standard	Text of Objective	*Saxon Math 1* Citations/Examples *References in italics indicate foundational.*
1.OA Operations and Algebraic Thinking		**Work with addition and subtraction equations.**	Saxon provides a rich, complete incremental development of the equations that represent word problems as well as solving these problems. During the development of (joining) some, some more, (separating) some, and some went away problems students learn to use equations to represent a problem, determine the operation needed to solve a problem and then solve the problem using simple equations. This method of development allows students the time to practice and master a deep understanding of the addition and subtraction equation. Once learned, students have a daily opportunity on the guided class practice and homework to practice and extend the learning through problems and problem development and creation. In lesson 23 the students are introduced to the equal sign and number sentences that are equal by showing a relationship using zero in each place of the number sentence to show the function of the addition and equal signs.
	1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	<u>**INSTRUCTION:**</u> **New Concept**: Lesson 23, 25-1, 27, 33, 108, 111, 115-1 <u>**MAINTENANCE:**</u> **Lesson Worksheet**: 108 **Fact Homework**: 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135 **Guided Class Practice Worksheet:** 108 (4), 109 (5), 112 (7), 114 (5), 118 (5) **Math Center Activities Booklet (Learning Palette®):** p 21 Activity 92 (Lesson 108) **Test-Taking Strategies Practice Masters:** *13A/B; CRB (8)*

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Domain	Standard	Text of Objective	*Saxon Math 1* Citations/Examples *References in italics indicate foundational.*
1.OA Operations and Algebraic Thinking	1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.	**INSTRUCTION:** **New Concept**: Lessons 21, 30-1, 37, 45-1, 61, 69, 77, 80-1, 94, 95-1, 102, 106, 111, 115-1, 132 **Standards Success Activity:** Activity 3, Activity 10 **MAINTENANCE:** **Class Fact Practice Worksheets:** *96, 98* **Lesson Worksheet:** 21, 30-1, 37, 45-1, 61, 69, 77, 80-1, 95-1, 102, 106, 111, 115-1 **Guided Class Practice Worksheet:** 23 (4), 27 (3), 31 (5), 32 (6), 45 (5), 52 (5), 71 (5), 72 (6), 75 (6), 78 (5), 86 (5), 91 (6), *94 (5),* 96 (3), 97 (5), 101 (4), *111 (5),* 112 (6), 113 (6), 115 (6), 119 (6), 122 (5), 123 (5), 124 (6), 125 (6), 128 (6), 132 (6), 134 (6) **Math Center Activities Booklet**: p 19 Activity 82 (Lesson 95-1) **Math Center Activities Booklet (Learning Palette®)**: p 11 Activity 14 (Lesson 21); p 12 Activity 23 (Lesson 33); p 19 Activity 81 (Lesson 94); p 20 Activity 86 (Lesson 101); p 23 Activity 109 (Lesson 129) **Test-Taking Strategies Practice Masters**: 13A/B; *14A/B;* CRB (8) **Online Activity**: Saxon Math Basic Facts **LP Enrichment Card (Learning Palette®):** E15, E17, E18, E19, E24

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Domain	Standard	Text of Objective	*Saxon Math 1* Citations/Examples *References in italics indicate foundational.*
1.NBT Number and Operations in Base Ten		**Extend the counting sequence.**	During the daily meeting and lesson practices students develop a strong sense of number as well as counting and the counting principles. This helps students see and understand counting patterns that allow students to extend and create additional patterns in the sequence. Reading, writing and extending a pattern sequence is developed across the year to allow time and improve mastery of each element in then sequence.
	1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	**INSTRUCTION:** **New Concept**: Lessons 2, 3, 4, 5, 8, 9, 10-1, 16, 17, 19, 20-1, 32, 34, 39, 43, 47, 51, 52, 53, 56, 64, 70-1, 72, 84, 85-1, 90-1, 92, 93, 98, 99, 115-2, 116, 131, 133 **MAINTENANCE:** **The Meeting** (Counting)**:** Lessons 1–135 **The Meeting** (Counting Pattern)**:** Lessons 31–135 **Written Practice:** Lessons 6, 11–53 **Lesson Worksheet:** 10-1, 19, 85-1, 90-1, 131 **Guided Class Practice Worksheet:** 3 (entire page), 4 (1), 5 (entire page), 6 (1, 3), 7 (entire page), 8 (1, 3), 9 (entire page), 11 (1, 3), 12 (entire page), 13 (1–3), 14 (1–4), 16 (1–5), 17 (entire page), 21 (entire page), 22 (entire page), 23 (1–3, 5), 24 (entire page), 26 (entire page), 27 (entire page), 29 (entire page), 31 (entire page), 32 (1, 2, 4, 6), 34 (1, 2, 4, 5), 35 (entire page), 37 (1, 2, 4, 5), 43 (1–3, 5), 45 (entire page), 46 (1–3, 5), 47 (1–3, 5), 48 (1–4), 49 (1–3, 5), 52 (entire page), 53 (entire page), 54 (1–4, 6), 55 (entire page), 56 (1, 2, 4, 5), 57 (1, 3–5), 58 (entire page), 62 (entire page), 65 (1–3, 5), 67 (1–5), 68 (1–4), 71 (1, 2, 4, 5), 79 (1, 2, 4, 5), 86 (entire page), 87 (entire page), 95 (1, 3, 5), 101 (1, 2, 4, 6, 7), 105 (entire page), 113 (entire page), 114 (entire page), 115 (1, 2, 4–6), 117 (1–3, 5, 6), 124 (entire page); Writing practice: 3–109, 111–133 **Math Center Activities Booklet:** p 10 Activity 3 (Lesson 9); p 10 Activity 5 (Lesson 10-1); p 11 Activity 10 (Lesson 16); p 11 Activity 12 (Lesson 20-1); p 15 Activity 45 (Lesson 55-2); p 17 Activity 60 (Lesson 70-1); p 18 Activity 71 (Lesson 84)

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Domain	Standard	Text of Objective	*Saxon Math 1* Citations/Examples *References in italics indicate foundational.*
1.NBT Number and Operations in Base Ten	**1.NBT.1 (cont'd)**	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. (cont'd)	**Math Center Activities Booklet (Learning Palette®):** p 10 Activity 2 (Lesson 4); p 10 Activity 6 (Lesson 10-1); p 10 Activity 9 (Lesson 16); p 11 Activity 13 (Lesson 20-1); p 12 Activity 22 (Lesson 32); p 12 Activity 24 (Lesson 34); p 13 Activities 32 and 33 (Lesson 43); p 14 Activity 38 (Lesson 51); p 17 Activity 62 (Lesson 70-1); p 18 Activities 72 and 73 (Lesson 84); p 19 Activity 80 (Lesson 93) **Test-Taking Strategies Practice Masters:** 3A/B; 5A/B; 6A/B; 9A/B; 10A/B; CRA (4, 9, 12); 15A/B **Journal Writing:** Overview 1, JW5 **Extend & Challenge CD:** Activity 15 (Lesson 131) **Online Activity:** Counting by 2's, 5's, and 10's (Lesson 70-1) **LP Enrichment Card (Learning Palette®):** E1, E2, E3, E4, E5, E6, E7, E9, E10, E11
		Understand place value.	Place value is developed incrementally to allow students a concrete understanding of the number, value and place value of tens and ones. Along with tens and ones the students explore, practice and learn all the numbers that comprise tens and multiples of ten through various combinations of numbers. Students can then compare numbers to determine their value, place value and order. Saxon provides a strong number sense basis to allow a better understanding of number and place value related to numbers. Comparison symbols are used to label numbers as greater than, less than and equal to help students see a visual image first using bars and then moving to the abstract using numeral representations with the appropriate comparison symbols.

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Domain	Standard	Text of Objective	*Saxon Math 1* Citations/Examples *References in italics indicate foundational.*
1.NBT Number and Operations in Base Ten	1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	
	1.NBT.2.a	10 can be thought of as a bundle of ten ones — called a "ten."	**INSTRUCTION:** **New Concept**: Lessons 84, 85-1, 85-2, 86, 93, 105-2, 131, 133 **MAINTENANCE:** **The Meeting** (Counting)**:** Lessons 9–135 **Written Practice:** Lesson 11 **Lesson Worksheet:** 85-1, 131 **Guided Class Practice Worksheet:** *19 (3),* 85 (4), 86 (4), 87 (2, 4, 6), 101 (6), 105 (3), 106 (3), 113 (1, 3), 115 (1, 4), 116 (1–3, 5), 124 (1, 2, 4), 131 (1, 5, 6), 133 (1, 5, 6), 134 (1, 3, 6) **Math Center Activities Booklet:** p 18 Activity 71 (Lesson 84); p 19 Activity 74 (Lesson 85-1) **Math Center Activities Booklet (Learning Palette®):** p 18 Activities 72 and 73 (Lesson 84); p 23 Activity 111 (L131) **Test-Taking Strategies Practice Masters:** 11A/B; CRA (15) **Extend & Challenge CD:** Activity 15 (Lesson 131) **LP Enrichment Card (Learning Palette®):** E13

Domain	Standard	Text of Objective	*Saxon Math 1* Citations/Examples *References in italics indicate foundational.*
1.NBT Number and Operations in Base Ten	1.NBT.2.b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	**INSTRUCTION:** **The Meeting** (Counting): Lessons 11, 12, 13, 14, 15-1, 15-2, 16, 17, 18, 66 **New Concept**: Lesson *53* **MAINTENANCE:** **The Meeting** (Coin Cup) Lessons 54, 60-2 **Written Practice:** 12, 13, 14, 15-1, 16, 17, 18, 19, 21 **Guided Class Practice Worksheet:** 53 (4), 72 (4), 85 (4), HW87 (2), HW92 (3), 93 (4) **Test-Taking Strategies Practice Masters**: *1A/B*
	1.NBT.2.c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	**INSTRUCTION:** **New Concept**: Lessons 43, 46, *53,* 66, 84, 85-1, 85-2 **MAINTENANCE:** **The Meeting** (Counting Pattern)**:** Lessons 45-1, 48, 60-1, 63, 68, 70-2, 106, 113 **The Meeting** (Counting)**:** Lessons 9–20-2, 44–90-1 **Written Practice:** Lessons 11, 22, 33, 44, 55-1, 66, 77, 88, 99 **Lesson Worksheet:** 85-1 **Guided Class Practice Worksheet:** *11 (1), 22 (1), 33 (1),* 43 (3), *44 (1),* 46 (3), 47 (3), 52 (3), 53 (3), 54 (6), *55 (1), 66 (1),* 67 (3), 69 (2), *77 (1),* 78 (2), 86 (3), 87 (4, 6), *88 (1, 7), 99 (1), 128 (1, 4, 6), 131 (1, 2, 5, 6), 133 (1, 5, 6), 135 (1, 3, 4)* **Math Center Activities Booklet:** *p 14 Activity 42 (Lesson 53)* **Math Center Activities Booklet(Learning Palette®)**: p 13 Activities 32 and 33 (Lesson 43); p 13 Activity 35 (L46); p 18 Activities 72 and 73 (Lesson 84) **LP Enrichment Card (Learning Palette®):** E6

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Domain	Standard	Text of Objective	*Saxon Math 1* Citations/Examples *References in italics indicate foundational.*
1.NBT Number and Operations in Base Ten	1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**INSTRUCTION:** **New Concept**: Lessons *55-2, 85-1, 92*, 108, *115-2* **Standards Success Activity:** Activity 5 **MAINTENANCE:** **Meeting** (Mystery Bag)**:** *61, 62, 65-1, 65-2* **Lesson Worksheet:** *85-1*, 108 **Guided Class Practice Worksheet:** *92 (5), 93 (7), 94 (3), 97 (3), 98 (5), 99 (6), 108 (3, 4), 109 (5),* 112 (7), 114 (5), 118 (5) **Math Center Activities Booklet:** *p 15 Activity 45 (Lesson 55-2);* p 21 Activity 91 (Lesson 108) **Math Center Activities Booklet (Learning Palette®):** *p 19 Activity 79 (Lesson 92);* p 21 Activity 92 (Lesson 108) **Test-Taking Strategies Practice Masters**: *CRB (1, 13)* **Online Activity:** *Ordering Numbers to 100 (Lesson 92);* Using Comparison Symbols (Lesson 108)

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Domain	Standard	Text of Objective	*Saxon Math 1* Citations/Examples *References in italics indicate foundational.*
1.NBT Number and Operations in Base Ten		**Use place value understanding and properties of operations to add and subtract.**	Using concrete examples such as a hundreds chart, towers or dimes and pennies, allows students to experience counting patterns and to compare numbers to determine place value. This process allows students to add and subtract both visually and concretely before developing recalled facts and a strong automatic mastery to support operation understanding. Using the concrete and visual tools at the onset of the concepts development allows students to develop a strong brain memory when the concrete and visual items are no longer needed to successfully add and subtract using principles of place value. Daily practice and mastery of number patterns, multiples and place value allow students to manipulate a variety of number combinations and operations to add and subtract as well as solve word problems.
	1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	**INSTRUCTION:** **New Concept**: Lessons 32, 34, 56, 58, 59, 61, 66, 73, 74, 75-1, 81, 84, 86, 89, 90-1, 91, 105-1 **Problem-Solving Strategies:** Lesson 120-2 **MAINTENANCE:** **The Meeting** (Mystery Bag)**:** Lessons 76–90-2 **Lesson Worksheet:** 73, 74, 75-1, 81, 86, 90-1, 105-1 **Problem-Solving Worksheet:** 120A **Performance Task Worksheet:** 120B **Guided Class Practice Worksheet:** 76 (5), 77 (6), 81 (5), 82 (5), 84 (5), 86 (3), 87 (4), 88 (7), 89 (6), 91 (6), 92 (6), 95 (5), 97 (6), 102 (5), 105 (2–5), 108 (2, 5), 112 (2, 6), 113 (2, 3, 6), 115 (4, 6), 116 (2, 5), 119 (2, 6), 122 (2, 5), 123 (5), 124 (2, 4, 6), 125 (2, 6), 129 (6), 131 (5, 6), 132 (6), 133 (5, 6) **Math Center Activities Booklet:** p 17 Activity 57 (Lesson 66); p 17 Activity 63 (Lesson 75-1); p 18 Activity 71 (Lesson 84); p 19 Activity 75 (Lesson 86) **Math Center Activities Booklet (Learning Palette®):** p 18 Activity 67 (Lesson 81) **Extend & Challenge CD:** Activity 11 (Lesson 75-1), Activity 12 (Lesson 86) **LP Enrichment Card (Learning Palette®):** E12, E14, E15

Domain	Standard	Text of Objective	*Saxon Math 1* Citations/Examples *References in italics indicate foundational.*
1.NBT Number and Operations in Base Ten	**1.NBT.5**	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	**INSTRUCTION:** **New Concept**: Lessons 43, 46, 84, 85-2, 89, 90-1, 91, 123 **MAINTENANCE:** **The Meeting** (Counting)**:** Lessons 43–90-1, 90-2–110-2 **The Meeting** (Today's Pattern)**:** Lessons 45-1, 48, 60-1, 63, 68, 70-2, 106, 113, 115-2, 117, 120-1, 120-2, 122, 133 **The Meeting** (Mystery Bag)**:** Lessons 116, 118, 119, 120-2 **Lesson Worksheet:** 90-1 **Guided Class Practice Worksheet:** 43 (3), 89 (6), 91 (5), 92 (6), 97 (6), 98 (6), 105 (2, 4, 5), 112 (2, 6), 113 (6), 115 (6), 119 (2, 6), 123 (5), 124 (6), 125 (2, 6), 127 (6), 128 (6), 132 (6), 134 (4, 6) **Math Center Activities Booklet:** p 14 Activity 42 (Lesson 53) **Math Center Activities Booklet (Learning Palette®):** p 13 Activities 32 and 33 (Lesson 43); p 13 Activity 35 (L46); p 14 Activity 43 (Lesson 53); p 18 Activities 72 and 73 (Lesson 84) **Test-Taking Strategies Practice Masters**: *5A/B; CRA (9)* **LP Enrichment Card (Learning Palette®):** E6, E15

Domain	Standard	Text of Objective	*Saxon Math 1* Citations/Examples *References in italics indicate foundational.*
1.NBT Number and Operations in Base Ten	1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	**INSTRUCTION:** **New Concept**: Lesson *43*, 123, **Standards Success Activity:** Activity 9 **MAINTENANCE:** **The Meeting** (Counting)**:** Lessons 57–90-1 **The Meeting** (Today's Pattern)**:** Lessons 68, 70-2 **The Meeting** (Mystery Bag)**:** Lessons 116, 118, 119, 120-2 **Lesson Worksheet:** 123 **Guided Class Practice Worksheet:** 123 (5), 124 (6), 125 (6), 127 (6), 128 (6), 132 (6), 134 (6) **LP Enrichment Card (Learning Palette®)**: E15

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Domain	Standard	Text of Objective	*Saxon Math 1* Citations/Examples — *References in italics indicate foundational.*
1.MD Measurement and Data		**Measure lengths indirectly and by iterating length units.**	The development of linear measurement including non-standard and standard units of measure are incrementally developed across the year as well as vertically developed across the elementary grades. This vertical alignment allows students the developmental time needed to build a very strong foundation of mastery for each element of linear measure before moving to the next unit. Objects and various tools are used to measure and compare lengths of two objects before moving on to more complex, formal whole-number measures to compare objects as well as assign a formal measure. Beginning in lesson 62 students compare and order two objects and using extension activity 1 students compare and order various objects.
	1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	**INSTRUCTION:** **New Concept**: Lessons 62, 95-2 (lesson worksheet), 104 **Standards Success Activity:** Activity 1 **MAINTENANCE:** **Lesson Worksheet:** 62, 95-2 **Guided Class Practice Worksheet:** 38 (3), 41 (3), 44 (3), HW65 (1), 96 (6), HW96 (6) **Math Center Activities Booklet:** p 15 Activity 50 (Lesson 62); p 20 Activity 83 (Lesson 95-2); p 20 Activity 88 (Lesson 104)
	1.Md.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*	**INSTRUCTION:** **New Concept**: Lessons 35-2, 62, 95-2, 97, 104, 119 **MAINTENANCE:** **Lesson Worksheet:** 62, 95-2 **Guided Class Practice Worksheet:** 62 (3), 64 (4), 77 (5) **Math Center Activities Booklet:** p 15 Activity 50 (Lesson 62); p 20 Activity 83 (Lesson 95-2); p 20 Activity 88 (Lesson 104) **Test-Taking Strategies Practice Masters:** 8A/B; CRA (6, 13); 14A/B

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Domain	Standard	Text of Objective	*Saxon Math 1* Citations/Examples *References in italics indicate foundational.*
1.MD Measurement and Data		**Tell and write time.**	Telling time is another strong measurement element developed in Saxon across the year rather than in limited lessons. Once the concept of an analog and digital clock, the clock elements and time are introduced to students, they will practice the concept daily during the Meeting component labeled, "Time". Students begin by reading a clock and then showing time on their own clocks and a master clock to see the elements of time develop. Once the unit of time in hours is practiced, mastered and assessed, student then move to more detailed units to follow the same practice of developing half-hour units across the year. Students record the time on the clock using the meeting board. In Lesson 57, students begin recording the time both digitally as well as on an analog clock on a recording form. Subsequent guided class practice forms allow for additional practice for recording, writing and telling time.
	1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.	**INSTRUCTION:** **New Concept**: Lessons 48, 57, 87 **MAINTENANCE:** **The Meeting:** Lessons 49–135 **Lesson Worksheet:** 57 **Guided Class Practice Worksheet:** 57 (4), 58 (3), 63 (5), 67 (5), 69 (4), 73 (3), 77 (4), 87 (3), 88 (4), 89 (5), 93 (6), 96 (5), 101 (5), 107 (5), 113 (5), 115 (3), 116 (4), 127 (3) **Math Center Activities Booklet (Learning Palette®):** p 13 Activity 36 (Lesson 48); p 15Activity 47 (Lesson 57); p 19 Activity 76 (Lesson 87) **Test-Taking Strategies Practice Masters**: 7A/B; 14A/B; CRB (5) **Online Activity:** Time to the Hour (Lesson 48

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Domain	Standard	Text of Objective	*Saxon Math 1* Citations/Examples *References in italics indicate foundational.*
1.MD Measurement and Data		**Represent and interpret data.**	In order to better understand and interpret data, students learn all the elements of collecting data as well as building a real graph, a picture graph and a bar graph related to various information collected. Again, as with every Saxon concept, data is developed across the year in small increments to help students understand, practice and master collecting, analyzing and comparing data in a variety of formats and appearances. Students explore and determine similarities and differences of data listed on graphs. Students represent the data collected daily on the weather graph and determine the changes and trends of data. This daily collection allows students to determine changes through more and less designations based on the weather changes and trends. Various questions are asked to determine and support thinking around the data collected and determine the knowledge and understanding of the data collected.
	1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	**INSTRUCTION:** **New Concept**: Lessons 5, 7, 10-1, 19, 38, 40-1, 65-1, 70-1, 82, 110-1, 118, 119 **MAINTENANCE:** **The Meeting** (Weather Graph)**:** Lessons 2–135 **The Meeting** (Lunch/Attendance)**:** Lessons 6–135 **Lesson Worksheet:** 10-1, 38, 40-1, 65-1 **Guided Class Practice Worksheet:** 7 (4), 13 (3), 17 (5), 22 (3), 49 (3), 81 (2), 82 (2), 83 (2), 85 (2), 91 (3), 94 (6), 103 (3), 117 (5), 121 (4), 123 (3), 125 (3), 126 (3), 127 (2), 128 (2), 129 (2) **Math Center Activities Booklet:** p 10 Activity 5 (Lesson 10-1); p 12 Activity 27 (Lesson 38); p 13 Activity 30 (Lesson 40-1); p 16 Activity 55 (Lesson 65-1) **Math Center Activities Booklet (Learning Palette®):** p 12 Activity 28 (Lesson 38); p 16 Activity 56 (Lesson 65-1); p 18 Activity 68 (Lesson 82) **Test-Taking Strategies Practice Masters**: 8A/B; 10A/B; 11A/B; CRA (7, 14); 12A/B; 19A/B; 20A/B; CRB (9, 14) **Extend & Challenge CD:** Activity 1 (Lesson 10-1), Activity 5 (Lesson 40-1) **Online Activity**: Reading Graphs (Lesson 10-1) **LP Enrichment Card (Learning Palette®):** E22

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Domain	Standard	Text of Objective	*Saxon Math 1* Citations/Examples *References in italics indicate foundational.*
1.G Geometry		**Reason with shapes and their attributes.**	Geometry is developed across the elementary grades in an incremental fashion distributed across each year to develop a strong understanding of geometric concepts. One of the primary concepts vital to the success of geometry is the development of two and three dimensional shapes and their attributes. Students learn shapes and their attributes incrementally to allow time for the students to learn and master each shape before the next shape(s) are added. This process provides a solid foundation and understanding of each of the different shapes so that students can begin to compare their attributes and determine the similarities and differences. As with every new concept developed in *Saxon Math*, the concept of geometry begins concretely and moves to an illustration and then student representations for each shape. Once these are mastered, then shapes can be manipulated and combined to create new shapes with new attributes and features. Shapes are then used to introduce different fractional parts as well as compare parts and begin equal group stories using fractions and shapes. The incremental development of fractions provides students the time to understand and master the components of each shape both two-dimensional and three-dimensional shapes and fractional parts using various shapes.
	1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	**INSTRUCTION:** **New Concept**: Lessons 6, 13, 14, 24,25-2, 26, 38, 60-1, 65-1, 83, 96, 112, 120-1, 124, 125-2 **Problem-Solving Strategies:** *Lesson 40-2* **MAINTENANCE:** **The Meeting** (Calendar shapes)**:** 7–135 **Lesson Worksheet:** 38, 60-1, 65-1, 96, 124 **Problem-Solving Worksheet:** *40A* **Performance Task Worksheet:** *40B* **Guided Class Practice Worksheet:** 6 (2, 3), 7 (3), 13 (2), 14 (2), 16 (5, 6), 22 (4), 24 (3), 25 (3), 31 (4), 42 (3), 112 (3), 117 (4), 121 (3), 122 (4), 127 (5), 135 (5) **Math Center Activities Booklet:** p 18 Activity 69 (Lesson 83); p 22 Activity 104 (Lesson 124) **Math Center Activities Booklet (Learning Palette®):** p 11 Activity 16 (Lesson 24); p 18 Activity 70 (Lesson 83); p 22 Activity 101 (Lesson 120-1) **Test-Taking Strategies Practice Masters**: 1A/B; 2A/B; 3A/B; CRA (1); 17A/B; CRB (15) **Journal Writing:** Overview 2, JW13; Overview 3, JW24; Overview 12, JW112

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Domain	Standard	Text of Objective	*Saxon Math 1* Citations/Examples *References in italics indicate foundational.*
1.G Geometry	1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[3] [[3] Students do not need to learn formal names such as "right rectangular prism."]	**INSTRUCTION:** **New Concept**: Lessons 31, 42, 45-2, 60-1, 65-1,71, 75-2, 112, 120-1, 124, 125-2 **MAINTENANCE:** **Lesson Worksheet:** 31, 60-1, 75-2 **Math Center Activities Booklet:** p 12 Activity 21 (Lesson 31); p 13 Activity 31 (Lesson 42); p 15 Activity 48 (Lesson 60-1); p 18 Activity 69 (Lesson 83)
1.G Geometry	1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	**INSTRUCTION:** **New Concept**: Lessons *18*, 55-1, 67, 87, 107, 117 **Standards Success Activity:** Activity 2, Activity 8 **MAINTENANCE:** **Lesson Worksheet:** 88 **Guided Class Practice Worksheet:** 55 (3), 56 (5), 64 (3), 66 (4), 67 (6), 68 (6), 69 (3), 72 (2), 79 (3), 81 (3), 88 (3), 89 (3), 91 (4), 96 (2), 119 (5) **Math Center Activities Booklet (Learning Palette®):** p 20 Activity 90 (Lesson 107) **Test-Taking Strategies Practice Masters**: 9A/B; 10A/B; CRA (11); 16A/B; 18A/B; CRB (2) **Journal Writing:** Overview 9, JW88 **LP Enrichment Card (Learning Palette®):** E21