



SAXON MATH™

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COMMON
CORE



Better Results.
**Brighter
Futures.**

COMMON CORE STATE STANDARDS OVERVIEW

Grades K-3



HOUGHTON MIFFLIN HARCOURT | SAXON

Mastering the COMMON CORE STATE STANDARDS

In the introduction to the Common Core State Standards, a quote from William Schmidt and Richard Houang (2002) is referenced, stating that standards are coherent if they are:

“**articulated over time** as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives.”

– COMMON CORE STATE STANDARDS, CORESTANDARDS.ORG

Greater coherence through a curriculum that is articulated over time leads to mastery of the Common Core State Standards. *Saxon Math* accomplishes this through its incremental, distributed pedagogy that builds upon concepts throughout the year, articulating them over time. This allows students to gain deep understanding and long-term mastery of the Common Core State Standards.



In the *Saxon Math* ©2012 Common Core Edition, the Common Core Domains build throughout the year to support deep mastery:

- ✓ **Counting and Cardinality** (Kindergarten)
- ✓ **Operations & Algebraic Thinking**
- ✓ **Number & Operations in Base Ten**
- ✓ **Measurement & Data**
- ✓ **Geometry**
- ✓ **Number & Operations—Fractions** (Grade 3)

Beginning of the school year

End of the school year

Mastery of the Common Core builds throughout the year >>>

LESSONS

DIFFICULTY

Incremental lessons aligned to the Common Core Domains and Clusters are distributed across the year, becoming increasingly more difficult as mastery is built.

Complete Support for the Common Core State Standards

Common Core Section Overviews in the Teacher's Manuals make planning easy

Section Overview 6

Section 6's Focus on the Common Core State Standards

Domain: Operations and Algebraic Thinking
Cluster: • Add and subtract within 20.

Domain: Number and Operations in Base Ten
Cluster: • Understand place value.

Domain: Geometry
Cluster: • Reason with shapes and their attributes.

Enduring Understandings
The student will understand that:

- we count by 10's when we count dimes.
- even numbers are numbers that end with 0, 2, 4, 6, or 8, and odd numbers are numbers that end with 1, 3, 5, 7, or 9.
- two halves make a whole.
- the same design can be covered in different ways using shapes.
- manipulatives can show the sum of two numbers.
- a line of symmetry divides a symmetrical design in half.

Promoting the Mathematical Practices

- How do I count a set of dimes and pennies?
- How do I know if a number is even? Odd?
- How can I divide an object into two equal pieces?
- How can I show all the different ways that I can cover the same design using shapes?
- Why is the sum of an even number and 2 always an even number?
- What is something in our classroom that has a line of symmetry?

Evaluating Student Progress
After every five lessons, give the Written Assessment to determine each student's progress in understanding the lesson materials. After every ten lessons, there is an Oral Assessment, which is very important to assess individual skills that are not assessed on the Written Assessment. For those students who need additional review, the Monitoring Student Progress eGradebook (on CD and online) provides reteaching and reassessment opportunities.

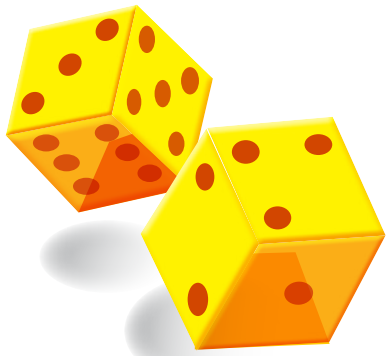
Evidence of Learning
By the conclusion of this section, students should be able to demonstrate a level of understanding in the following competencies:

- CC.K-12.MP.1
- CC.K-12.MP.3
- CC.K-12.MP.4
- CC.K-12.MP.6
- CC.K-12.MP.7
- CC.K-12.MP.8
- CC.1.OA.5
- CC.1.OA.6
- CC.1.NBT.1
- CC.1.NBT.2
- CC.1.NBT.2b
- CC.1.NBT.2c
- CC.1.NBT.3
- CC.1.NBT.4
- CC.1.MD.3
- CC.1.G.1
- CC.1.G.2
- CC.1.G.3

Each **Section Overview** highlights the Common Core domains and clusters instructed in that section.

Higher-order Discussion questions help teachers promote the Standards for Mathematical Practice.

Evidence of Learning gives teachers a snapshot of the Standards mastered.



Common Core State Standards • Lessons 51–60-2

Standards for Mathematical Practice	51	52	53	54	55-1	55-2	56
1. Make sense of problems and persevere in solving them.		M		M			
2. Reason abstractly and quantitatively.			M				
3. Construct viable arguments and critique the reasoning of others.	M			NC		TTSP	
4. Model with mathematics.				GCP	NC	TTSP	
5. Use appropriate tools strategically.						MCA	
6. Attend to precision.		GCP				NC	MCA
7. Look for and make use of structure.		NC					
8. Look for and express regularity in repeated reasoning.	NC	GCP			NC	NC	NC

Common Core State Standards for Mathematical Practice are an integral part of this program and are developed throughout the instructional, practice, and review activities of the lessons. The references included in each Standards for Mathematical Practice chart represent the key practices that are focused on in those lessons.

Standards for Mathematical Content	51	52	53	54	55-1	55-2	56	57	58	59	60-1	60-2
Operations and Algebraic Thinking 1.OA												
Represent and solve problems involving addition and subtraction.												
CC.1.OA.1	GCP	GCP	GCP	GCP	GCP	TTSP	GCP		GCP	GCP		
Understand and apply properties of operations and the relationship between addition and subtraction.												
CC.1.OA.3									GCP	GCP		
CC.1.OA.4			GCP						GCP			
Add and subtract within 20.												
CC.1.OA.5	M	M	M	M	M	M	M	M	M	M	M	M
CC.1.OA.6	M FP GCP	M FP GCP	M FP	M FP	M	M	M NC FP	M FP	M NC FP GCP	M NC FP GCP	M	M
Work with addition and subtraction equations.												
CC.1.OA.7						FP						FP
CC.1.OA.8		GCP										
Number and Operations in Base Ten 1.NBT												
Extend the counting sequence.												
CC.1.NBT.1											M	M
CC.1.NBT.2												TTSP

Detailed Correlations indicate the Standards each lesson supports and the components that are used to cover those Standards.

Summative assessments support Common Core State Standards testing.

- ✓ Selected Response
- ✓ Constructed Response
- ✓ Performance Task

Common Core Mathematical Practices are infused throughout the curriculum

In addition to providing comprehensive coverage of the Common Core State Standards for Mathematical Content, *Saxon Math* ©2012 Common Core Edition infuses instruction with Mathematical Practices.



Students **Persevere in Problem Solving** during The Meeting and throughout each lesson.

Students **Construct Viable Arguments** and **Critique the Reasoning of Others** during the daily Meeting.

Chart 23
Saxon Math 2 (first used in Lesson 23)

Problem-Solving Process

Understand

1. Underline what you need to find out.
2. Bracket [information needed].
3. Cross out extraneous information.

Plan

Choose a strategy:

Act It Out	Look for a Pattern
Use Logical Reasoning	Make an Organized List
Draw a Picture	Guess and Check
Write a Number Sentence	Make or Use a Table, Chart, or Graph

Live

Use your strategy to answer the question.

Check

1. Did you answer the question?
2. Is the answer reasonable?

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Students **Use Appropriate Tools Strategically** to solve real-world problems.



Students **Make Use of Structure** to solve problems with interactive activities.



Discussion Questions in the Teacher's Manuals promote the mathematical practices.

MATHEMATICAL PRACTICES Promoting the Mathematical Practices

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- How do I know if a number is even? Odd?
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- How can I show all the different ways that I can cover the same design using shapes?
- Why is the sum of an even number and 2 always an even number?
- What is something in our classroom that has a line of symmetry?

<p>Evaluating Student Progress</p> <p>After every five lessons, give the Written Assessment to evaluate student's progress.</p>	<p>Evidence of Learning</p> <p>By the conclusion of this section, students will be able to demonstrate understanding of...</p>
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Complete correlations are located in the Teacher's Manual Common Core Section Overviews.

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