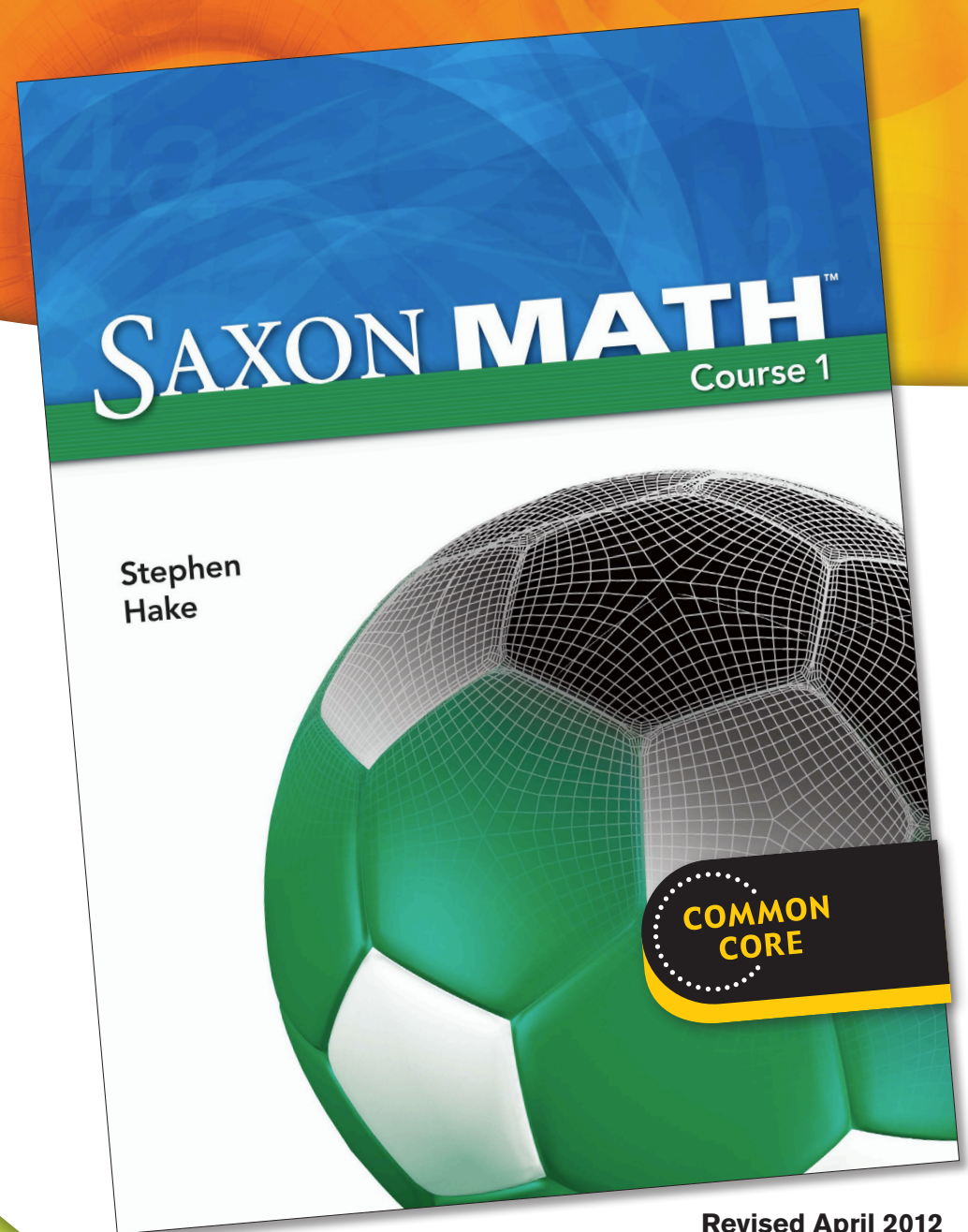


COMMON
CORE

Correlation to the Common Core State Standards

Saxon Math Course 1
© 2012 Grade 6



Revised April 2012

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**Saxon Math Course 1 © 2012 correlated to the
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Domain	Standard	Text of Objective	<i>Saxon Math Course 1</i> Citations	Description
Standards for Mathematical Practice	1.	Make sense of problems and persevere in solving them.	<p>This standard is covered throughout the program; the following are examples.</p> <p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 11, pp. 58-61, Example 1-2; Lesson 13, pp. 68-70, Examples 1-3; Lesson 15, pp. 78-79; Lesson 22, pp. 117-119, Examples 1-4; Lesson 36, pp. 187-189; Lesson 50, pp. 259-261; Lesson 66, pp. 342-344; Lesson 68, pp. 349-351; Lesson 77, pp. 399-401; Lesson 105, pp. 548-550; Lesson 111, pp. 582-584</p> <p>Investigation(s): Investigation 9, pp. 470-473; Investigation 10, pp. 524-527</p> <p><u>MAINTENANCE:</u></p> <p>Power Up: Lesson 18, p. 93; Lesson 27, p. 141; Lesson 37, p. 191; Lesson 44, p. 231; Lesson 54, p. 280; Lesson 70, p. 358; Lesson 87, p. 452; Lesson 92, p. 479; Lesson 110, p. 573</p> <p>Problem Solving : Lesson 3, p. 18; Lesson 36, p. 187; Lesson 44, p. 231; Lesson 49, p. 254; Lesson 55, p. 285; Lesson 62, p. 324; Lesson 74, pp. 385; Lesson 83, p. 431; Lesson 105, p. 548</p> <p>Written Practice: Lesson 11 (#1, #4), Lesson 24 (#1, #2, #3), Lesson 38 (#2, #3, #28), Lesson 50 (#3, #5), Lesson 69 (#4, #7, #24), Lesson 78 (#4, #16), Lesson 94 (#18), Lesson 110 (#13)</p> <p>Performance Activity: 2</p>	<p>Problem solving is integrated into the <i>Saxon Math</i> program every day. Focusing on a four-step problem solving process, which guides students to understand, plan, solve and check, <i>Saxon Math</i> 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.</p> <p>In <i>Course 1</i>, students begin the year by focusing on problem solving in the Problem-Solving Overview on page 1 of the Student Edition. They use the four-step problem solving process outlined in the overview on daily problem solving opportunities in the Power Up. These build in complexity throughout the year. There is also a problem solving discussion guide for the teacher to guide students to make sense of the problems and use efficient strategies to persevere in solving them. Additional problem solving opportunities occur in the cumulative written practice every day. There are additional Investigations and Performance Tasks for focused activities and applications of complex problems. Many of these are hands-on and explorative in nature. The Teacher’s Manual provides support with questioning prompts, math conversations, and checks for understanding. On page 117B in the Teacher's Manual Volume 1, you will find one example of a modeled dialogue that highlights the understand, plan, solve and check process. These types of modeled dialogues are provided throughout the program to ensure teachers can support students as they become successful problem solvers.</p>

**Saxon Math Course 1 © 2012 correlated to the
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Standards for Mathematical Practice	2.	Reason abstractly and quantitatively.	<p>This standard is covered throughout the program; the following are examples.</p> <p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 3, pp. 18-21, Examples 1-4; Lesson 4, pp. 24-26, Examples 1-4; Lesson 16, pp. 82-84, Examples 1-5; Lesson 18, pp. 93-96, Examples 1-4; Lesson 59, pp. 306-307, Examples 1-2; Lesson 77, pp. 399-401, Examples 1-2; Lesson 95, pp. 493-494, Examples 1-2; Lesson 103, pp. 538-540; Lesson 118, pp. 617-618</p> <p>Investigation: Investigation 10, pp. 524-527</p> <p><u>MAINTENANCE:</u></p> <p>Problem Solving: Lesson 13, p. 68; Lesson 36, p.187; Lesson 44, p. 231; Lesson 49, p. 254; Lesson 54, p. 280; Lesson 70, p. 358; Lesson 92, p. 479; Lesson 107, p. 557</p> <p>Written Practice: Lesson 3 (#17, #18, #21, #24), Lesson 5 (#5, #22, #24), Lesson 16 (#7, #8, #9), Lesson 25 (#2, #23), Lesson 36 (#18, #21, #22, #23, #24), Lesson 43 (#18), Lesson 77 (#4), Lesson 78 (#4), Lesson 118 (#30)</p>	<p>The goal of <i>Saxon Math</i> is to produce mathematically proficient students – including fluency with computational and conceptual understanding. The distributed nature of <i>Saxon Math</i> lends itself naturally to developing abstract and quantitative reasoning. Because students are exposed to different concepts at the same time through incremental instruction and mixed practice, review, and assessment, they learn the importance of making sense of quantities and their relationships and of carefully considering the units involved. Problems do not focus simply on one concept, but rather may involve multiple concepts just as they would in real-world situations. Therefore, it is essential that students are able to make connections, think about what the quantities actually mean in a specific context, and solve appropriately.</p> <p>For example, in the New Concepts portion of Lesson 4, students consider multiplication facts and how they could still be solved if one of the factors were unknown. This requires students to pause to consider how each number is being used and what it means in that particular context.</p>

**Saxon Math Course 1 © 2012 correlated to the
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Standards for Mathematical Practice	3.	Construct viable arguments and critique the reasoning of others.	<p>This standard is covered throughout the program; the following are examples.</p> <p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 16, pp. 82-84, Examples 1-5; Lesson 51, pp. 268-270, Examples 1-3; Lesson 64, pp. 333-334; Lesson 89, pp. 460-462, Examples 1-4; Lesson 93, pp. 484-485; Lesson 97, pp. 503-505; Lesson 109, pp. 566-569, Examples 1-3</p> <p><u>MAINTENANCE:</u></p> <p>Problem Solving: Lesson 3, p. 18; Lesson 5, p. 28; Lesson 7, p. 36; Lesson 15, p. 78; Lesson 18, p. 93; Lesson 26, p. 136; Lesson 28, p. 145; Lesson 34, p. 178; Lesson 43, p. 225; Lesson 56, p. 289; Lesson 64, p. 333; Lesson 72, p. 375; Lesson 83, p. 431; Lesson 99, p. 513; Lesson 103, p. 538; Lesson 110, p. 573; Lesson 117, p. 612</p> <p>Written Practice: Lesson 17 (#3, #4, #12, #13), Lesson 22 (#3, #8, #13, #22), Lesson 53 (#5, #12, #13), Lesson 59 (#6, #7, #24, #25), Lesson 62 (#7, #8, #9, #10, #11), Lesson 91 (#9), Lesson 93 (#15, #25)</p> <p>Performance Activity: 2, 8, 14</p>	<p><i>Saxon Math</i> 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 and with their classmates. <i>Saxon Math's</i> 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. Additionally, Math Conversations in the Teacher's Manuals provide discussion questions that help students construct viable arguments and critique the reasoning of others in a constructive environment. For example, on page 11 of the Teacher's Manual Volume 1, several Math Conversations are provided. Teachers ask students questions like "Why was addition used to find the answer?" This gives students the opportunity to express their reasoning and respond to the reasoning of others.</p>

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

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Standards for Mathematical Practice	4.	Model with mathematics.	<p>This standard is covered throughout the program; the following are examples.</p> <p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 1, pp. 8-10, Examples 1-6; Lesson 26, pp. 136-139, Examples 1-5; Lesson 83, pp. 431-433, Examples 1-3; Lesson 98, pp. 508-510; Examples 1-2; Lesson 117, pp. 612-614, Examples 1-2</p> <p>Investigation(s) Investigation 2, pp.109-111; Investigation 6, pp. 314-319; Investigation 11, pp. 578-581</p> <p><u>MAINTENANCE:</u></p> <p>Problem Solving: Lesson 10, p. 50; Lesson 17, p. 87; Lesson 24, p. 127; Lesson 30, p. 156; Lesson 34, p. 178; Lesson 39, p. 200; Lesson 70, p. 358; Lesson 78, p. 404; Lesson 98, p. 508; Lesson 117, p. 612</p> <p>Written Practice Lesson 28 (#9, #10, #16, #22, #24, #25, #27), Lesson 31 (#4, #5, #8, #17, #28, #29), Lesson 43 (#27, #29, #30), Lesson 52 (#19, #20, #25, #27, #30), Lesson 69 (#1, #17, #26, #30), Lesson 77 (#4, #5, #19, #20), Lesson 81 (#7, #8, #21, #22, #30), Lesson 90 (#4, #9, #10, #23, #30), Lesson 110 (#3, #4, #8, #23, #24, #30)</p> <p>Performance Activity: 6, 10</p>	<p>Students use many different types of models throughout <i>Saxon Math</i> 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.</p> <p>For example, in Lesson 26, students use fraction manipulatives to model fractions. This allows them to concretely see and experience the fractions and gain a better understanding of what they mean.</p>

**Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6**

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Standards for Mathematical Practice	5.	Use appropriate tools strategically.	<p>This standard is covered throughout the program; the following are examples.</p> <p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 7, pp. 37-39, Examples 1-3; Lesson 10, pp. 50-52, Examples 2-3; Lesson 17, pp. 88-90, Examples 1-2; Lesson 27, pp. 141-143; Lesson 48, pp. 250-252; Lesson 61, pp. 320-321; Lesson 62, pp. 324-326</p> <p>Investigation(s): Investigation 3, pp. 161-163; Investigation 8, pp. 417-420</p> <p><u>MAINTENANCE:</u></p> <p>Problem Solving: Lesson 10, p. 50</p> <p>Written Practice: Lesson 7 (#24, #25, #30), Lesson 10 (#4, #30), Lesson 13 (#22), Lesson 17 (#11, #30), Lesson 19 (#8, #29), Lesson 22 (#25), Lesson 31 (#24), Lesson 46 (#28), Lesson 57 (#24, #25), Lesson 71 (#23, #24), Lesson 81 (#25), Lesson 107 (#29), Lesson 110 (#26)</p> <p>Performance Activity: 4</p>	<p><i>Saxon Math</i> 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.</p> <p>For example, in Lesson 7, students learn about lines, segments and rays and practice measuring with an inch ruler and a centimeter ruler, strategically selecting tools with appropriate units to measure different lengths.</p>

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

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Standards for Mathematical Practice	6.	Attend to precision.	<p>This standard is covered throughout the program; the following are examples.</p> <p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 7, pp. 37-39, Examples 1-3; Lesson 8, pp. 42-44, Examples 1-2; Lesson 10, pp. 50-52, Examples 1-3; Lesson 28, pp. 145-148, Examples 1-2; Lesson 31, pp. 164-166, Examples 1-3; Lesson 32, pp. 169-171, Examples 1-4; Lesson 60, pp. 310-312, Examples 1-3; Lesson 69, pp. 353-355, Examples 1-2; Lesson 78, pp. 404-405, Examples 1-2; Lesson 81, pp. 421-423, Examples 1-4; Lesson 90, pp. 465-467, Examples 1-3; Lesson 102, pp. 533-535, Examples 1-2; Lesson 113, pp. 592-594, Examples 1-4; Lesson 120, pp. 626-627</p> <p>Investigation(s): Investigation 3, pp.161-163; Investigation 11, pp. 578-581; Investigation 12, pp. 630-636</p> <p><u>MAINTENANCE:</u></p> <p>Written Practice: Lesson 8 (#4, #16, #25), Lesson 10 (#1, #3, #4), Lesson 11 (#1, #4, #5), Lesson 12 (#1, #2, #3, #5), Lesson 13 (#12, #18, #22), Lesson 15 (#8, #9, #22), Lesson 31 (#4, #5, #6), Lesson 36 (#8, #10), Lesson 45 (#23), Lesson 71 (#24, #30)</p>	<p>Saxon students are encouraged to attend to precision throughout the program, both directly in their student materials and indirectly through teacher tips in the Teacher’s Manual. Additionally, because practice, review and assessment are mixed, it is especially important that students precisely identify units and symbols to accurately assess how to solve the problem correctly. Not all questions will cover the same concept, so students learn to look carefully at each situation and attend to precision in their answers.</p> <p>For example, in Lesson 7, students measure with both inches and centimeters and must attend to precision to apply the appropriate units to their solutions. Example 3 explicitly addresses this concept, pointing out how different units can be used to measure the same things but certain units are more appropriate than others.</p>

**Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6**

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Standards for Mathematical Practice	7.	Look for and make use of structure.	<p>This standard is covered throughout the program; the following are examples.</p> <p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 5, pp. 29-30, Examples 1-3; Lesson 12, pp. 64-66, Examples 1-5; Lesson 21, pp. 112-114, Examples 1-3; Lesson 24, pp. 127-129, Examples 1-5; Lesson 25, pp. 132-134, Examples 1-5; Lesson 32, pp. 169-171, Examples 1-4; Lesson 34, pp. 178-180, Examples 1-2; Lesson 43, pp. 225-228, Examples 1-4; Lesson 44, pp. 231-233, Examples 1-3; Lesson 46, pp. 239-242, Examples 1-5; Lesson 52, pp. 272-273, Examples 1-2; Lesson 65, pp. 337-340, Examples 1-2; Lesson 67, pp. 346-347; Lesson 72, pp. 375-376; Lesson 84, pp. 437-438; Lesson 92, pp. 479-481, Examples 1-3; Lesson 113, pp. 592-594, Examples 1-4</p> <p><u>MAINTENANCE:</u></p> <p>Written Practice: Lesson 5 (#9, #10, #11, #12), Lesson 15 (#23), Lesson 46 (#4, #10, #12), Lesson 48 (#4, #5, #13), Lesson 52 (#4), Lesson 85 (#23), Lesson 90 (#27), Lesson 93 (#10, #26), Lesson 94 (#8, #14)</p>	<p><i>Saxon Math</i> emphasizes structure throughout the program, explicitly teaching number properties as well as how concepts connect. A strong focus on number properties also prepares students to utilize structure in problem-solving situations. Because the fundamentals of numbers and operations are highlighted in every lesson through mixed review, students develop a strong sense of mental math and comfort composing and decomposing numbers.</p> <p>For example, in the problem solving section of Lesson 12, students are asked to consider ways to calculate the sum of the first ten natural numbers. Going through the four-step problem solving process, they identify the need to make the problem simpler. Students then discover that adding certain pairs of numbers together uncovers a pattern that helps solve the problem. For example, 1 plus 10, 2 plus 9, 3 plus 8, and so on all equal 11. This allows students to see that adding the first ten natural numbers is the same thing as multiplying 11 times five, uncovering how structure can be used to make problem solving easier.</p>

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

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Standards for Mathematical Practice	8.	Look for and express regularity in repeated reasoning.	<p>This standard is covered throughout the program; the following are examples.</p> <p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 10, pp. 50-52, Examples 1-3; Lesson 22, pp. 117-119, Examples 1-5; Lesson 25, pp. 132-134, Examples 1-5; Lesson 29, pp. 150-154, Examples 1-7; Lesson 33, pp. 174-175, Examples 1-2; Lesson 35, pp. 182-185, Examples 1-6; Lesson 42, pp. 222-223, Examples 1-2; Lesson 46, pp. 240-242, Examples 1-5; Lesson 55, pp. 285-287; Lesson 56, pp. 289-292, Examples 1-4; Lesson 57, pp. 295-296, Examples 1-2; Lesson 63, pp. 329-330; Lesson 74, pp. 385-387, Examples 1-4; Lesson 75, pp. 390-392, Examples 1-6; Lesson 76, pp. 395-396, Examples 1-2; Lesson 85, pp. 441-443, Examples 1-4; Lesson 94, pp. 488-490, Examples 1-4; Lesson 99, pp. 513-514; Lesson 112, pp. 587-589; Lesson 115, pp. 602-603; Lesson 116, pp. 606-608; Lesson 117, pp. 612-614, Examples 1-2</p> <p><u>MAINTENANCE:</u></p> <p>Problem Solving: Lesson 1, p.7; Lesson 4, p. 23; Lesson 11, p. 58; Lesson 12, p. 63; Lesson 16, p. 82; Lesson 80, p. 413; Lesson 94, p. 488; Lesson 102, p. 533; Lesson 109, p. 566</p> <p>Written Practice: Lesson 10 (#1, #3, #4), Lesson 22 (#4, #5, #6), Lesson 23 (#2, #5, #6, #13), Lesson 31 (#1, #3, #8), Lesson 43 (#4, #5, #17), Lesson 48 (#2, #13, #14), Lesson 117 (#21, #25), Lesson 118 (#3, #11, #26)</p>	<p>Regularity and repeated reasoning are supported throughout <i>Saxon Math</i> 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.</p> <p>In <i>Course 1</i>, the daily Power Up provides practice and support with mental math, problem solving, and number sense. Students build strong generalization, problem solving strategies, and reasoning skills with this daily reinforcement. They are able to see patterns and connections between number concepts through an algebraic perspective, particularly with ratios, algebraic expressions, and proportions. Concepts are introduced through examples and explanation, connecting back to previous mastered concepts. This aids in students' ability to look for repeated reasoning and maintain an oversight of processes. This guides student's conceptual understanding and facilitates deep connections between all math strands. There are further Investigations and Performance Tasks giving students additional opportunities for seeing and communicating reasonableness of solutions.</p> <p>An example of expressing regularity in repeated reasoning can be found in Lesson 46. Students explore the idea that whenever they multiply by a power of ten, it corresponds to a shift in the decimal point. This repeated reasoning can be simplified into a rule that aids in problem solving.</p>

Saxon Math Course 1 © 2012 correlated to the
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6.RP Ratios and Proportional Relationships		Understand ratio concepts and use ratio reasoning to solve problems.	<p>In <i>Course 1</i>, students learn how to solve to a wide variety of ratio and rate problems. In the beginning of the book in Lesson 23 the students are introduced to the basics of a ratio or rate problem so that by Lesson 80 they are able to solve real world mathematical problems and can describe the relationship between the two quantities. As the year progresses students are able to find the missing values in tables, (Lesson 88) they can plot pairs of values on a coordinate plane, (Lesson 96) are able to work with Unit Multipliers (Lesson 114) and can solve problems to find the percent of a quantity as a rate (Lesson 119). Students are able to practice solving rate or ratio problems in the mental math portion of the power-up, the problem solving problems, the frequent practice sets, and are given cumulative assessments throughout the year to ensure mastery.</p>
	6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	<p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 23, pp. 122-123, Examples 1-2</p> <p><u>MAINTENANCE:</u></p> <p>Problem Solving: Lessons 36, 57, 87, 91, 118</p> <p>Written Practice: Lesson 23 (#26, #30); Lesson 24 (#9); Lesson 25 (#17); Lesson 28 (#28); Lesson 30 (#6); Lesson 31 (#22); Lesson 32 (#23); Lesson 35 (#30); Lesson 39 (#30); Lesson 44 (#23); Lesson 54 (#19, #23); Lesson 57 (#18); Lesson 61 (#19); Lesson 82 (#21); Lesson 84 (#1, #30); Lesson 90 (#26); Lesson 98 (#29); Lesson 103 (#5); Lesson 104 (#3); Lesson 109 (#3); 118 (#6)</p>
	6.RP.2	<p>Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.¹</p> <p>¹Expectations for unit rates in this grade are limited to non-complex fractions.</p>	<p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 23, pp. 123-124, Examples 3-4</p> <p><u>MAINTENANCE:</u></p> <p>Problem Solving: Lessons 78, 91</p> <p>Written Practice: Lesson 23 (#4); Lesson 24 (#18); Lesson 26 (#23); Lesson 28 (#13); Lesson 30 (#3); Lesson 32 (#3, #30); Lesson 98 (#29); Lesson 107 (#3)</p>

**Saxon Math Course 1 © 2012 correlated to the
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6.RP Ratios and Proportional Relationships	6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	
	6.RP.3a	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	<p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 80, p. 423, Example 4; Lesson 88, pp. 456-458, Examples 1-2; Lesson 96, pp. 497-501, Examples 1-3; Lesson 101, pp. 528-530, Example 1</p> <p>Standards Success Activity: Activity 8</p> <p><u>MAINTENANCE:</u></p> <p>Written Practice: Lesson 88 (#5); Lesson 89 (#4); Lesson 91 (#3); Lesson 93 (#1); Lesson 101 (#1); Lesson 103 (#6); Lesson 117 (#28)</p>
	6.RP.3b	Solve unit rate problems including those involving unit pricing and constant speed.	<p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 23, pp. 123-124, Examples 3-4</p> <p><u>MAINTENANCE:</u></p> <p>Problem Solving: Lessons 57, 78, 91, 118</p> <p>Written Practice: Lessons 23 (#4); Lesson 24 (#18); Lesson 26 (#23); Lesson 28 (#13); Lesson 30 (#3); Lesson 32 (#3, #30)</p>
	6.RP.3c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	<p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 41, pp. 216-219, Examples 1-5; Lesson 119, pp. 621-623, Examples 1-2</p> <p><u>MAINTENANCE:</u></p> <p>Written Practice: Lesson 41 (#1, #2, #4, #18, #19, #30); Lesson 43 (#1); Lesson 44 (#10); Lesson 71 (#14); Lesson 77 (#22, #23); Lesson 119 #10</p>

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

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6.RP Ratios and Proportional Relationships	6.RP.3d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	<p><u>INSTRUCTION:</u> New Concept: Lesson 114, pp. 597-599, Examples 1-2</p> <p><u>MAINTENANCE:</u> Power Up: Lessons 2, 8, 12, 16, 23, 41, 55, 63, 79, 97, 105 Written Practice: Lesson 114 (#6, #26); Lesson 116 (#15); Lesson 118 (#17); Lesson 120 (#17)</p>

Saxon Math Course 1 © 2012 correlated to the
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6.NS The Number System		Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	<p>The groundwork that <i>Saxon Math</i> laid in earlier grade levels in multiplication, division, and working with fractions creates a straightforward transition for the students to be able to divide fractions by fractions. In <i>Course 1</i>, students are shown, using visual fraction models, how to divide using fractions and are able to interpret and compute quotients of fractions (Lesson 54). Throughout the school year, the students are able to practice word problems about dividing fractions by fractions in the written practice problems and the teacher can ensure mastery by the results of the cumulative assessments.</p>
	6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.	<p><u>INSTRUCTION:</u> New Concept: Lesson 54, pp. 280-283, Examples 2-3</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 54 (#22), Lesson 55 (#24), Lesson 56 (#28), Lesson 57 (#57), Lesson 58 (#19), Lesson 59 (#10), Lesson 60 (#8), Lesson 62 (#1), Lesson 69 (#2), Lesson 72 (#27)</p>
		Compute fluently with multi-digit numbers and find common factors and multiples.	<p>Learning how to find the Greatest Common Factor and Least Common Multiple is a tool that students will need for Algebra. Lesson 20 teaches the students how to find the greatest common factor of any two numbers and how to use the distributive property to express the sum of two whole numbers with a common factor with a sum of two whole numbers without a common factor. In Lesson 30, students are taught how to find the least common multiple of any two numbers. <i>Saxon Math</i> uses the standard algorithms to teach students addition, subtraction, multiplication, and division. In <i>Course 1</i>, students are immersed in working with multi-digit decimal problems for each operation and are giving ample practice problems in both power-up and written practice to ensure mastery. This standard is repeatedly practiced in the practice set and assessed in the cumulative assessment throughout the year to ensure a deep level of mathematical understanding.</p>

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Common Core State Standards for Mathematics, Grade 6**

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6.NS The Number System	6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.	<p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 2, pp. 14-16, Examples 2-3</p> <p><u>MAINTENANCE:</u></p> <p>Power Up: Lesson 31, p. 164; Lesson 32, p.169; Lesson 33, p. 174; Lesson 35, p. 182; Lesson 36, p. 187; Lesson 37, p. 191; Lesson 39, p. 200; Lesson 40, p. 205; Lesson 41, p. 216; Lesson 42, p. 221; Lesson 46, p. 239; Lesson 49, p. 254; Lesson 50, p. 259; Lesson 53, p. 276; Lesson 55, p. 285</p> <p>Written Practice: Lesson 2 (#1, #8, #30), Lesson 3 (#1, #4, #5, #7), Lesson 4 (#1, #2, #6, #17), Lesson 9 (#1, #3, #13), Lesson 12 (#21, #22, #24), Lesson 16 (#12, #13, #17), Lesson 18 (#8, #9, #10), Lesson 20 (#10, #13, #14), Lesson 22 (11, #12), Lesson 30 (#20), Lesson 31 (#15, #16, #17), Lesson 33 (#12, #13), Lesson 37 (#13, #14)</p>
	6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	<p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 37, p. 192, Examples 1-2; Lesson 38, pp. 195-198, Examples 1-2; Lesson 39, pp. 200-202, Examples 1-3; Lesson 40, p. 205-208, Examples 1-3; Lesson 45, pp. 235-236, Examples 1-3; Lesson 46, pp. 240-242, Examples 2-5; Lesson 49, pp. 254-256, Examples 1-2; Lesson 53, pp. 276-277</p> <p><u>MAINTENANCE:</u></p> <p>Power Up: Lesson 15, p. 78; Lesson 19, p. 99; Lesson 23, p. 122; Lesson 26, p. 136; Lesson 32, p. 169; Lesson 36, p. 187; Lesson 40, p. 205; Lesson 44, p. 231; Lesson 47, p. 244; Lesson 52, p. 272; Lesson 61, p. 320; Lesson 71, p. 368; Lesson 72, p. 375; Lesson 75, p. 390; Lesson 82, p. 426; Lesson 98, p. 508; Lesson 99, p. 513; Lesson 100, p. 517; Lesson 101, p. 528; Lesson 102, p. 533; Lesson 103, p. 538; Lesson 105, p. 548</p> <p>Written Practice: Lesson 37 (#4, #5), Lesson 39 (#4, #5, #6, #7, #8, #9), Lesson 42 (#7), Lesson 45 (#4, #5, #6, #15, #17), Lesson 47 (#9, #10, #22, #23, #30), Lesson 49 (#1, #3, #6, #7, #8, #9, #10, #11), Lesson 51 (#2, #7, #9, #10, #15, #46), Lesson 53 (#8, #9, #10), Lesson 55 (#7, #8, #9, #10), Lesson 57 (#10, #15), Lesson 76 (#16, #17), Lesson 88 (#15, #16), Lesson 103 (#13), Lesson 115 (#15)</p>

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

Domain	Standard	Text of Objective	Saxon Math Course 1 Citations/Examples <i>References in italics indicate foundational.</i>
6.NS The Number System	6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	<p><u>INSTRUCTION:</u> New Concept: Lesson 20, pp. 105-106, Examples 1-2; Lesson 30, pp. 156-157, Examples 1-2 Standards Success Activity: Activity 3</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 20 (#8), Lesson 21 (#13), Lesson 23 (#21), Lesson 24 (#21), Lesson 26 (#10, #15), Lesson 28 (#19), Lesson 30 (#5), Lesson 32 (#24), Lesson 36 (#20), Lesson 38 (#1, #14), Lesson 39 (#15), Lesson 42 (#12), Lesson 43 (#24)</p>
		Apply and extend previous understandings of numbers to the system of rational numbers.	Students in <i>Course 1</i> extend their previous knowledge of the number line to include all rational numbers in particular negative integers. Additionally, Lesson 14 allows the students to rationalize and evaluate absolute values. In Investigation 7, students are able to locate points in all four quadrants of the coordinate plane and are able to analyze the placing of the coordinates. In Investigation 14, students are able to work with real-world mathematical problems to be able understand the value of learning how to solve problems using coordinate planes. Throughout the year, the series incorporates numerous times for the students to practice these standards in the power up and in the written practice. Furthermore, cumulative assessments are given to observe mastery.

**Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6**

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6.NS The Number System	6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	<p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 14, pp. 73-75, Example 2; Lesson 100, pp. 517-21, Examples 3-5; Lesson 104, pp. 543-545</p> <p><u>MAINTENANCE:</u></p> <p>Written Practice: Lesson 14 (#29), Lesson 15 (#7, #9, #30), Lesson 19 (#3), Lesson 22 (#22), Lesson 29 (#15, #23), Lesson 43 (#16), Lesson 48 (#21), Lesson 57 (#25), Lesson 62 (#22), Lesson 63 (#2), Lesson 71 (#2), Lesson 72 (#3), Lesson 85 (#2), Lesson 87 (#24), Lesson 94 (#25), Lesson 101 (#7, #8, #58), Lesson 105 (#5, #25)</p>
	6.NS.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	
	6.NS.6a	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.	<p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 14, pp. 73-75, Example 2; Lesson 100, pp. 517-21, Examples 3-5; Lesson 104, pp. 543-545</p> <p><u>MAINTENANCE:</u></p> <p>Written Practice: Lesson 14 (#29), Lesson 15 (#7, #9, #30), Lesson 100 (#4, #5, #6), Lesson 101 (#7, #8, #58), Lesson 105 (#5, #25), Lesson 114 (#20)</p>

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

Domain	Standard	Text of Objective	Saxon Math Course 1 Citations/Examples <i>References in italics indicate foundational.</i>
6.NS The Number System	6.NS.6b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	<p><u>INSTRUCTION:</u></p> <p>Investigation: Investigation 7, pp. 363-367</p> <p>Standards Success Activity: Activity 12</p> <p><u>MAINTENANCE:</u></p> <p>Written Practice: Lesson 71 (#15, #16), Lesson 73 (#26, #27), Lesson 77 (#27), Lesson 84 (#29), Lesson 88 (#25), Lesson 91 (#28, #29), Lesson 110 (#27), Lesson 114 (#27)</p>
	6.NS.6c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	<p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 14, pp. 14-75, Examples 2-3; Lesson 100, pp. 517-521, Examples 1-4</p> <p>Investigation: Investigation 7, pp. 363-367</p> <p><u>MAINTENANCE:</u></p> <p>Written Practice: Lesson 14 (#4, #5, #6, #12, #29), Lesson 15 (#6), Lesson 34 (#23), Lesson 35 (#25), Lesson 43 (#16), Lesson 46 (#23), Lesson 62 (#22), Lesson 71 (#15, #16), Lesson 73 (#26, #27), Lesson 77 (#27), Lesson 78 (#27), Lesson 87 (#24, #30), Lesson 90 (#30), Lesson 98 (#21), Lesson 100 (#4), Lesson 102 (#29), Lesson 118 (#28)</p>
	6.NS.7	Understand ordering and absolute value of rational numbers.	

**Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6**

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6.NS The Number System	6.NS.7a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.	<p><u>INSTRUCTION:</u> New Concept: Lesson 9, pp. 46-48, Examples 1-3; Lesson 14, pp. 73-75, Examples 1-3, 4-5</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 9 (#8, #9, #10, #26, #28), Lesson 10 (#7), Lesson 12 (#8), Lesson 14 (#4, #5, #8, #12, #25), Lesson 19 (#3, #20), Lesson 21 (#10), Lesson 23 (#20)</p>
	6.NS.7b	Write, interpret, and explain statements of order for rational numbers in real-world contexts.	<p><u>INSTRUCTION:</u> New Concept: Lesson 9, pp. 46-48; Lesson 14, pp. 73-75</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 9 (#26, #30), Lesson 15 (#6, #9), Lesson 20 (#5), Lesson 22 (#7)</p>
	6.NS.7c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.	<p><u>INSTRUCTION:</u> Standards Success Activity: Activity 2</p>
	6.NS.7d	Distinguish comparisons of absolute value from statements about order.	<p><u>INSTRUCTION:</u> Standards Success Activity: Activity 2</p>

**Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6**

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6.NS The Number System	6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	<p><u>INSTRUCTION:</u></p> <p>Investigation: <i>Investigation 11, pp. 578-581</i></p> <p>Standards Success Activity: Activity 6</p>

**Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6**

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6.EE Expressions and Equations		Apply and extend previous understandings of arithmetic to algebraic expressions.	Students in <i>Course 1</i> are able to write and evaluate numerical expressions involving exponents. In Lesson explains how to work with exponents greater than 2 and in Lesson 92 the students are able to use exponents in expanded notation and are able to fully understand the order of operations by having problems with exponents in them. Throughout <i>Saxon Math</i> , students are able to practice working with exponents in mental math and in written practice. The teacher can ensure mastery of the concept in the cumulative assessments offered throughout the series.
	6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.	<p><u>INSTRUCTION:</u> New Concept: Lesson 73, pp. 380-382, Examples 1-3; Lesson 92, pp. 479-481, Examples 1-3</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 73 (#8, #13, #24, #28), Lesson 74 (#8), Lesson 75 (#26), Lesson 79 (#8, #23), Lesson 82 (#24), Lesson 84 (#19), Lesson 92 (#6), Lesson 93 (#8, #9, #10, #20), Lesson 94 (#8, #28), Lesson 104 (#17, #20), Lesson 113 (#16)</p>
	6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers.	
	6.EE.2a	Write expressions that record operations with numbers and with letters standing for numbers.	<p><u>INSTRUCTION:</u> New Concept: Lesson 3, pp. 18-21, Examples 1-4; Lesson 4, pp. 24-26, Examples 1-4; Lesson 11, pp. 58-61, Examples 1-2; Lesson 15, pp. 78-79</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 3 (#17, #18, #19, #20, #21), Lesson 4 (#7, #8, #9, #10, #11), Lesson 5 (#5, #22, #23, #24, #25), Lesson 8 (#18, #21, #22, #23, #24), Lesson 9 (#20, #21, #22, #23, #29), Lesson 11 (#7, #8, #9, #10, #14), Lesson 12 (#6, #11, #12, #22, #23), Lesson 13 (#20, #27, #28, #29, #30), Lesson 14 (#17, #19), Lesson 15 (#4, #17, #18, #19, #20), Lesson 19 (#16, #17, #), Lesson 21 (#18, #19), Lesson 27 (#3, #7), Lesson 28 (#3, #3)</p>

**Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6**

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6.EE Expressions and Equations	6.EE.2b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.	<p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 2, pp. 12-16, Example 2; Lesson 3, pp. 18-20, Example 2; Lesson 12, pp. 12-13, Example 5; Lesson 19, pp. 99-102, Examples 1-2; Lesson 87, pp. 452-453, Examples 1-3</p> <p>Standards Success Activity: Activity 10A</p> <p><u>MAINTENANCE:</u></p> <p>Written Practice: Lesson 2 (#1, #3, #5, #24), Lesson 3 (#1, #27, #30), Lesson 11 (#2, #21), Lesson 14 (#1), Lesson 17 (#1), Lesson 19 (#9, #10, #18), Lesson 37 (#28), Lesson 42 (#28)</p>
	6.EE.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	<p><u>INSTRUCTION:</u></p> <p>New Concept: <i>Lesson 13, pp. 68-70, Examples 1-3; Lesson 47, pp. 246-247; Lesson 82, pp. 426-429, Examples 1-3; Lesson 91, pp. 474-476</i></p> <p>Standards Success Activity: Activity 9, Activity 10B</p> <p><u>MAINTENANCE:</u></p> <p>Written Practice: <i>Lesson 84 (#26); Lesson 86 (#29), Lesson 87 (#19); Lesson 88 (#6); Lesson 99 (#5)</i></p> <p>Performance Activity: 16</p>

**Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6**

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6.EE Expressions and Equations	6.EE.3	Apply the properties of operations to generate equivalent expressions.	<p><u>INSTRUCTION:</u> New Concept: Lesson 1, pp. 7-10, Example 5; Lesson 2, pp. 12-16, Example 4; Lesson 5, pp. 29-30 Standards Success Activity : Activity 10A</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 114, p. 597; Lesson 116, p. 606 Written Practice: Lesson 2 (#21, #22, #23, #26), Lesson 3 (#25, #26, #28), Lesson 6 (#27, #28, #29), Lesson 7 (#23, #26), Lesson 8 (#14, #15), Lesson 11 (#26, #29), Lesson 13 (#23, #26), Lesson 19 (#18)</p>
	6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).	<p><u>INSTRUCTION:</u> Standards Success Activity: Activity 10A</p>
		Reason about and solve one-variable equations and inequalities.	Throughout <i>Course 1</i> , students are able to work with solving equations using the order of operations. Students are able to name all parts of an equation using mathematical terms, (sum, difference, product, and quotient) and are able to evaluate variables in mathematical expressions. Starting in Lesson 3, students are able to solve simple one step equations with one variable in the question. In Lesson 9 students are able to write, solve and graph inequalities and in Lesson 15 the student can solve real world mathematical problems that have one variable in the problem. With Saxon’s cumulative review each day the students are able to practice past concepts learned throughout the year and teachers can easily monitor student progress with Power Up, cumulative review and cumulative tests included in the program, again ensuring that students develop a high level of mathematical understanding.

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

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6.EE Expressions and Equations	6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	<p><u>INSTRUCTION:</u></p> <p>New Concept: Lesson 3, pp. 18-21, Examples 1-4; Lesson 4, pp. 24-26, Examples 1-4; Lesson 106, p. , Examples</p> <p>Standards Success Activity: Activity 1</p> <p><u>MAINTENANCE:</u></p> <p>Power Up: Lesson 87, p. 452; Lesson 92, p. 479; Lesson 93, p. 484; Lesson 94, p. 488; Lesson 95, p. 493</p> <p>Problem Solving : Lesson 114, p. 597; Lesson 116, p. 606; Lesson 118, p. 617; Lesson 119, p. 621</p> <p>Written Practice Lesson 3 (#17, #18, #19, #20, #21), Lesson 4 (#7, #8, #9, #10, #11), Lesson 5 (#5, #17, #22, #23, #24), Lesson 6 (#18, #19, #20, #21, #22), Lesson 7 (#14, #20, #21, #22, #27), Lesson 9 (#20, #21, #22, #24, #29), Lesson 11 (#7, #8, #9, #10, #14), Lesson 12 (#6, #11, #12, #22, #23), Lesson 13 (#20, #27, #28, #29, #30), Lesson 14 (#17, #19), Lesson 16 (#57, #28, #29), Lesson 17 (#12, #13, #14, #15), Lesson 18 (#15, #16, #17), Lesson 20 (#16, #17, #18, #19, #20), Lesson 21 (#18, #19), Lesson 24 (#24, #25, #26, #27), Lesson 29 (#16, #17, #18), Lesson 33 (#20), Lesson 41 (#21, #22, #24), Lesson 97 (#22)</p>

**Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6**

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6.EE Expressions and Equations	6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	<p><u>INSTRUCTION:</u> New Concept: Lesson 3, pp. 18-21, Examples 1-4; Lesson 4, pp. 24-26, Examples 1-4; Lesson 11, pp. 58-61, Examples 1-2; Lesson 15, pp. 78-79; Lesson 88, p. 456-458, Examples 1-2</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 87, p. 452; Lesson 92, p. 479; Lesson 93, p. 484; Lesson 94, p. 488; Lesson 95, p. 493 Problem Solving: Lesson 114, p. 597; Lesson 116, p. 606; Lesson 118, p. 617; Lesson 119, p. 621 Written Practice: Lesson 3 (#17, #18, #19, #20, #21), Lesson 5 (#5, #4, #22, #23, #24), Lesson 9 (#20, #21, #22, #23, #29), Lesson 12 (#6, #11, #12, #22, #26), Lesson 16 (#21, #27, #28, #29), Lesson 18 (#15, #16, #17), Lesson 22 (#8, #9), Lesson 29 (#16, #17, #18), Lesson 37 (#3, #7), Lesson 41 (#5, #6, #21, #22, #24), Lesson 74 (#20), Lesson 87 (#1)</p>
	6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.	<p><u>INSTRUCTION:</u> New Concept: Lesson 3, pp. 18-21, Example 2; Lesson 4, pp. 24-26, Examples 1-2; Lesson 15, pp. 78-79; Lesson 87, pp. 452-453, Examples 1-3; Lesson 106, pp. 553-554, Examples 1-2</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 114, p. 597; Lesson 116, p. 606; Lesson 118, p. 617; Lesson 119, p. 621 Written Practice: Lesson 87 (#4, #5, #7), Lesson 88 (#3, #7, #8), Lesson 89 (#87, #21), Lesson 90 (#8), Lesson 91 (#20), Lesson 96 (#22, #23), Lesson 98 (#11)</p>

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

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6.EE Expressions and Equations	6.EE.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	<p><u>INSTRUCTION:</u> Standards Success Activity: Activity 1</p> <p><u>ASSESSMENT:</u> Standards Success Extension Test: Extension Test 1</p>
		Represent and analyze quantitative relationships between dependent and independent variables.	Students in <i>Course 1</i> are able write and examine an equation with two variables to represent a relationship between the dependent and independent variables (Lesson 96). They are able to create tables such as function boxes and are able to describe the relationship between the quantities. Throughout the cumulative practice, review, and tests the students are able to master this concept to be ready to move on to seventh grade.
	6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	<p><u>INSTRUCTION:</u> New Concept: Lesson 96, pp. 497-501, Examples 1-3 Standards Success Activity: Activity 9</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 96 (#12), Lesson 97 (#3), Lesson 99 (#30), Lesson 102 (#25), Lesson 105 (#28), Lesson 109 (#16), Lesson 114 (#30), Lesson 118 (#23), Lesson 119 (#22) Performance Activity 20</p>

**Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6**

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6.G Geometry		<p>Solve real-world and mathematical problems involving area, surface area, and volume.</p>	<p>In <i>Course 1</i> students are able to apply the techniques taught on area, surface area, and volume to solve real world mathematical problems. In Investigation 6, students learn how to break apart polygons and three dimensional shapes to be able to find the area and surface area. In Investigation 7, students are able to plot polygons on coordinate planes and work towards construction of scale drawings for seventh grade. Throughout the school year the students are able to discuss, develop and justify formulas used to find the area and volume of shapes by completing the written practices, extension activities, and investigations. The teacher can ensure mastery by having the students complete the cumulative and benchmark assessments</p>
	6.G.1	<p>Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p>	<p><u>INSTRUCTION:</u> New Concept: Lesson 71, pp. 368-372, Example 2; Lesson 79, pp. 408-410, Examples 1-2; Lesson 107, pp. 557-558 Standards Success Activity: Activity 11</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 32, p. 169; Lesson 33, p. 174; Lesson 45 p. 235 Problem Solving: Lesson 41, p. 216; Lesson 69, p. 353</p> <p>Written Practice Lesson 79 (#7), Lesson 80 (#4, #5), Lesson 81 (#7), Lesson 83 (#23), Lesson 84 (#5, #6, #9), Lesson 89 (#9, #10), Lesson 90 (#9), Lesson 94 (#23), Lesson 100 (#22), Lesson 106 (#27), Lesson 113 (#17, #24), Lesson 115 (#18, #27), Lesson 116 (#1, #18), Lesson 118 (#18), Lesson 119 (#17)</p>

**Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6**

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6.G Geometry	6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	<p><u>INSTRUCTION:</u> New Concept: <i>Lesson 82, pp. 426-429, Examples 1-2</i> Standards Success Activity: Activity 7</p> <p><u>MAINTENANCE:</u> Written Practice: <i>Lesson 82 (#27), Lesson 84 (#26), Lesson 85 (#26), Lesson 86 (#5), Lesson 87 (#18), Lesson 88 (#6), Lesson 91 (#23), Lesson 93 (#4), Lesson 98 (#14)</i></p>
	6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	<p><u>INSTRUCTION:</u> Investigation: Investigation 7, pp. 363-367</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 75 (#27), Lesson 76 (#27), Lesson 77 (#27), Lesson 82 (#26), Lesson 88</p>
	6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	<p><u>INSTRUCTION:</u> Investigation(s): Investigation 6, pp. 314-319; Investigation 12, pp. 630-636</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 70, p. 358 Written Practice: Lesson 64 (#21, #22), Lesson 74 (#15, #27, #28)</p>

**Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6**

Domain	Standard	Text of Objective	<p align="center"><i>Saxon Math Course 1 Citations/Examples</i></p> <p align="center"><i>References in italics indicate foundational.</i></p>
6.SP Statistics and Probability		Develop understanding of statistical variability.	In Investigation 1 of <i>Course 1</i> , students study the process of data collection. Through this investigation students are able to answer a statistical question and are able to describe the distribution by its center, spread and overall shape. In Investigation 5, students are able to recognize the difference between the measure of center and measure of variability. Statistical variation questions are continuously practiced and reviewed throughout the year and appear both on the practice sets and cumulative tests to ensure deep and long-lasting understanding.
	6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	<p><u>INSTRUCTION:</u> Investigation(s): Investigation 4, pp. 211-215; Investigation 5, pp. 264-267 Standards Success Activity: Activity 4A</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 89 (#23, #24, #25)</p>
	6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	<p><u>INSTRUCTION:</u> Investigation(s): Investigation 1, pp. 54-57; Investigation 4, pp. 211-215; Investigation 5, pp. 264-267 Standards Success Activity: Activity 5B</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 16 (#30), Lesson 24 (#30), Lesson 56 (#17, #23, #24)</p>

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Domain	Standard	Text of Objective	<i>Saxon Math Course 1 Citations/Examples</i> <i>References in italics indicate foundational.</i>
6.SP Statistics and Probability	6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	<p><u>INSTRUCTION:</u></p> <p>Investigation: Investigation 5, pp. 264-267</p> <p>Standards Success Activity: Activity 5A</p> <p><u>MAINTENANCE:</u></p> <p>Power Up: Lesson 26, p. 136; Lesson 30, p. 156; Lesson 39, p. 200; Lesson 50, p. 259; Lesson 72, p. 375; Lesson 73, p. 380; Lesson 74, p. 385; Lesson 75, p. 390; Lesson 77, p. 399; Lesson 78, p. 404; Lesson 116, p. 606; Lesson 117, p. 612; Lesson 118, p. 617; Lesson 119, p. 621; Lesson 120, p. 626</p> <p>Written Practice: Lesson 51 (#30), Lesson 53 (#4), Lesson 59 (#23), Lesson 76 (#18), Lesson 90 (#1), Lesson 99 (#18), Lesson 106 (#28), Lesson 113 (#27, #28), Lesson 115 (#21), Lesson 118 (#7), Lesson 120 (#7)</p>
		Summarize and describe distributions.	Students in <i>Course 1</i> are able to collect, organize, display and interpret numerical data sets (Investigation 4). Furthermore, throughout the cumulative practice in the investigations, extension activities, and written practices the students are able to identify clusters, peaks, gaps and symmetry in the data sets while considering the context in which the data was collected. Teachers can easily monitor student progress by using the cumulative and extension tests included in the program to ensure that students develop a high level of mathematical understanding.
	6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	<p><u>INSTRUCTION:</u></p> <p>Investigation(s): Investigation 1, pp. 54-57; Investigation 4, pp. 211-215; Investigation 5, pp. 264-267</p> <p>Standards Success Activity: Activity 4B</p>

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Domain	Standard	Text of Objective	<i>Saxon Math Course 1 Citations/Examples</i> <i>References in italics indicate foundational.</i>
6.SP Statistics and Probability	6.SP.5	Summarize numerical data sets in relation to their context, such as by:	
	6.SP.5a	Reporting the number of observations.	<p><u>INSTRUCTION:</u> Investigation(s): Investigation 1, pp. 54-57; Investigation 4, pp. 211-215</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 16 (#30), Lesson 24 (#30), Lesson 56 (#24)</p>
	6.SP.5b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	<p><u>INSTRUCTION:</u> New Concept: Lesson 58, pp. 299-303, Examples 1-5 Investigation(s): Investigation 1, pp. 54-57; Investigation 4, pp. 211-215 Standards Success Activity: Activity 5B</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 61, p. 320; Lesson 82, p. 426; Lesson 83, p. 431; Lesson 84, p. 436; Lesson 115, p. 602 Problem Solving: Lesson 12, p. 63; Lesson 93, p. 484 Written Practice: Lesson 58 (#22), Lesson 60 (#25), Lesson 65 (#7), Lesson 74 (#4), Lesson 82 (#21), Lesson 92 (#1), Lesson 95 (#30), Lesson 97 (#30), Lesson 100 (#9), Lesson 103 (#8, #24), Lesson 109 (#6, #12), Lesson 119 (#27)</p>

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Domain	Standard	Text of Objective	<p align="center">Saxon Math Course 1 Citations/Examples <i>References in italics indicate foundational.</i></p>
6.SP Statistics and Probability	6.SP.5c	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	<p><u>INSTRUCTION:</u> Investigation: Investigation 5, pp. 264-267 Standards Success Activity: Activity 4A, Activity 5A, Activity 5B</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 73, p. 380; Lesson 74, p. 385; Lesson 75, p. 390; Lesson 77, p. 399; Lesson 78, p. 404; Lesson 116, p. 606; Lesson 117, p. 612; Lesson 118, p. 617; Lesson 119, p. 621; Lesson 120, p. 626 Written Practice: Lesson 51 (#30), Lesson 53 (#4), Lesson 59 (#23), Lesson 80 (#1, #24, #25), Lesson 99 (#18), Lesson 106 (#28), Lesson 113 (#27, #28), Lesson 120 (#7)</p>
	6.SP.5d	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	<p><u>INSTRUCTION:</u> Investigation: Investigation 5, pp. 264-267 Standards Success Activity: Activity 5A, Activity 5B</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 73, p. 380; Lesson 74, p. 385; Lesson 75, p. 390; Lesson 77, p. 399; Lesson 78, p. 404; Lesson 116, p. 606; Lesson 117, p. 612; Lesson 118, p. 617; Lesson 119, p. 621; Lesson 120, p. 626 Written Practice: Lesson 56 (#23), Lesson 62 (#30), Lesson 80 (#1, #24, #25), Lesson 89 (#23, #24, #25), Lesson 94 (#27), Lesson 102 (#1), Lesson 107 (#26, #27), Lesson 114 (#28), Lesson 117 (#24), Lesson 119 (#30)</p>