

A Correlation of

SCOTT FORESMAN • ADDISON WESLEY

**Mathematics**

to the

**Florida**  
**Sunshine State Standards**  
**& Grade Level Expectations**  
**Kindergarten**



T/M-132A

## Scott Foresman – Addison Wesley Mathematics— Introduction

This document demonstrates the high degree of success students will achieve when using **Scott Foresman – Addison Wesley Mathematics** in meeting the objectives of the Florida Sunshine State Standards and Grade Level Expectations. Correlation page references are to the Teacher Edition, which contains facsimile Pupil Edition pages.

**Scott Foresman – Addison Wesley Mathematics** was carefully developed to reflect the specific needs of students and teachers at every grade level, while maintaining an overall primary goal: to have math make sense from every perspective. This program is based on scientific research that describes how children learn mathematics well and on classroom-based evidence that validates proven reliability.

### ● Reaching All Learners

**Scott Foresman – Addison Wesley Mathematics** addresses the needs of every student through structured instruction that makes concepts easier for students to grasp. Lessons provide step-by-step examples that show students how to think about and solve the problem. Built-in leveled practice in every lesson allows the teacher to customize instruction to match students' abilities. Reaching All Learners, featured in the Teacher Edition, helps teachers meet the diverse needs of the classroom with fun and stimulating activities that are easy to incorporate directly into the lesson plan.

### ● Test Prep

**Scott Foresman - Addison Wesley Mathematics** builds understanding through connections to prior knowledge, math strands, other subjects and the real world. It provides practice

for maximum results and offers assessment in a variety of ways. Besides carefully placed reviews at the end of each Section, an important Test Prep strand runs throughout the program. Writing exercises prepare students for open-ended and short-or extended-response questions on state and national tests. Spiral review in a test format help students keep their test-taking skills sharp.

### ● Priority on problem solving:

Problem-solving instruction is systematic and explicit. Reading connections help children with problem-solving skills and strategies for math. Reading for Math Success encourages students to use the reading skills and strategies they already know to solve math problems.

### ● Instructional Support

In the Teacher Edition, the Lesson Planner provides an easy, at-a-glance planning tool. It identifies objectives, math understandings, focus questions, vocabulary, and resources for each lesson in the chapter. Professional Development at the beginning of each chapter in the Teacher Edition includes a Skills Trace as well as Math Background and Teaching Tips for each section in the chapter.

Ancillaries help to reach all learners with practice, problem solving, hands-on math, language support, assessment and teacher support. Technology resources for both the student and the teacher provide a whole new dimension to math instruction by helping to create motivating and engaging lessons.



**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** MATHEMATICS

**SUBMISSION TITLE:** SCOTT FORESMAN – ADDISON WESLEY MATHEMATICS

**PUBLISHER:** SCOTT FORESMAN

**GRADE:** KINDERGARTEN

**STRAND A:** NUMBER SENSE, CONCEPTS, AND OPERATIONS

**STANDARD 1:** THE STUDENT UNDERSTANDS THE DIFFERENT WAYS NUMBERS ARE REPRESENTED AND USED IN THE REAL WORLD.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.A.1.1.1: The student associates verbal names, written word names, and standard numerals with the whole numbers less than 1000.</b>	<b>1. counts up to 10 or more objects using verbal names and one-to-one correspondence.</b>	53A, 53-54, 55-56, 57-58, 59-60, 61A, 61-62, 63-64, 65-66, 67-68, 77-78, 79-80, 81-82, 83-84, 85-86, 87-88, 89-90, 103-104, 105A, 105-106, 107A, 107-108, 109A, 109-110, 111A, 111-112, 115-116, 117A, 117-118, 121A, 121-122, 139-140, 141-142, 143A, 143-144, 147-148, 151-152, 217-218, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238, 249-250, 251-252, 253-254, 255-256, 257-258, 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>2. reads and writes numerals to 10 or more.</b>	51I, 55A, 55-56, 59A, 59-60, 61A, 61-62, 63-64, 65-66, 67-68, 81A, 81-82, 85A, 85-86, 87-88, 89-90, 91-92, 105A, 105-106, 107A, 107-108, 109A, 109-110, 111A, 111-112, 113B, 113-114, 117A, 117-118, 121-122, 123A, 123-124, 139-140, 141-142, 143-144, 147-148, 151-152, 159J, 167A, 167-168, 170, 173A, 173-174, 175A, 175-176, 179-180, 181-182, 183-184, 185A, 185-186, 190, 209, 216, 217, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238, 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258, 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280, 287-288, 289A, 289-290, 291-292, 293-294, 295-296	I
	<b>3. counts orally to 100 or more.</b>	287A, 287-288, 289A, 289-290, 293A, 293-294, 295A, 295-296	I
	<b>4. knows that cardinal numbers indicate quantity and ordinal numbers indicate position.</b>	55-56, 59-60, 61-62, 63-64, 69A, 69-70, 81-82, 85-86, 87-88, 89-90, 93A, 93-94, 105-106, 107-108, 109-110, 111-112, 117-118, 121-122, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238, 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258, 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280, 285J, 291-292, 295A, 295-296	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
<b>Benchmark MA.A.1.1.2: The student understands the relative size of whole numbers between 0 and 1000.</b>	<b>1. uses numbers and pictures to describe how many objects are in a set (to 10 or more).</b>	51I, 53A, 53-54, 55A, 55-56, 57A, 57, 59-60, 63-64, 65A, 65-66, 77-78, 79-80, 81-82, 83-84, 85-86, 87-88, 89-90, 105-106, 107-108, 109-110, 111-112, 117-118, 121-122, 217A, 217-218, 225-226, 227-228, 229-230, 231-232, 233A, 233-234, 235-236, 237-238, 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258, 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280	I
	<b>2. uses language such as <i>before</i> or <i>after</i> to describe relative position in a sequence of whole numbers on a number line up to 10 or more (for example, 4 is before 5, 5 is after 4).</b>	91A, 91-92, 123-124	I
	<b>3. compares two or more sets (up to 10 objects in each set) and identifies which set is equal to, more than, or less than the other.</b>	25I, 27A, 27-28, 51J, 63A, 63-64, 67-68, 87A, 87-88, 89A, 89-90, 121A, 121-122, 269-270	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.A.1.1.3: The student uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations.</b>	<b>1. uses sets of concrete materials to represent quantities, to 10 or more, given in verbal or written form.</b>	57A, 57, 59A, 59, 67-68, 75I, 77A, 77, 79A, 79, 83A, 83, 101I, 103A, 103-104, 115A, 115-116, 225-226, 227-228, 229-230, 231-232	I
	<b>2. uses concrete materials to represent fractional parts of a whole (one half, one fourth).</b>	213A, 213B, 214, 215A, 215B	I
<b>Benchmark MA.A.1.1.4: The student understands that whole numbers can be represented in a variety of equivalent forms.</b>	<b>1. represents equivalent forms of the same number, up to 10 or more, through the use of concrete materials (for example, using unifix cubes, 5 can be represented as 1+4, 2+3, 0+5; five pennies equal one nickel and ten pennies equal one dime).</b>	225A, 225-226, 227A, 227-228, 229A, 229-230, 231A, 231-232, 233A	I



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**SUBJECT: MATHEMATICS**

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**PUBLISHER: SCOTT FORESMAN**

**GRADE: KINDERGARTEN**

**STRAND A: NUMBER SENSE, CONCEPTS, AND OPERATIONS**

**STANDARD 2: THE STUDENT UNDERSTANDS NUMBER SYSTEMS.**

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.A.2.1.1: The student understands and applies the concepts of counting (by 2s, 3s, 5s, 10s, 25s, 50s), grouping, and place value with whole numbers between 0 and 100.</b>	<b>1. with teacher direction, counts orally to 100 or more by 2s, 5s, and 10s using a hundred chart or concrete materials.</b>	101J, 113A, 285I, 285J, 287A, 287, 289, 291A, 293A, 293-294, 295A	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>2. uses concrete materials, pictures, and numerals to show the concept of numbers to 10 or more.</b>	75I, 77A, 77-78, 79A, 79-80, 81A, 81-82, 83A, 83-84, 85A, 85-86, 89-90, 101I, 103A, 103-104, 105-106, 107-108, 109-110, 111-112, 115A, 115-116, 117-118, 217A, 217-218, 223I, 231A, 231-232, 235A, 235-236, 237A, 237-238, 285I, 287A, 287-288, 291A, 291-292	I
	<b>3. counts backward from ten to one.</b>	91A, 91	I
<b>Benchmark MA.A.2.1.2: The student uses number patterns and the relationships among counting, grouping, and place value strategies to demonstrate an understanding of the whole number system.</b>	<b>1. groups objects in sets of 2 or more.</b>	101J, 113A, 217A, 217-218, 285J, 287A, 295A	I
	<b>2. knows the relationships between larger numbers and smaller numbers.</b>	63A, 63-64, 87A, 87-88, 89A, 89-90, 121A, 121-122	I





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**STRAND A:** NUMBER SENSE, CONCEPTS, AND OPERATIONS

**STANDARD 3:** THE STUDENT UNDERSTANDS THE EFFECTS OF OPERATIONS ON NUMBERS AND THE RELATIONSHIPS AMONG THESE OPERATIONS, SELECTS APPROPRIATE OPERATIONS, AND COMPUTES FOR PROBLEM SOLVING.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.A.3.1.1: The student understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.</b>	<b>1. demonstrates and describes the effect of putting together and taking apart sets of objects (for example, 3 cubes and 4 cubes is 7 cubes).</b>	223I, 223J, 225A, 225-226, 227A, 227-228, 229A, 229-230, 231A, 231-232, 233-234, 235A, 235-236, 237A, 237-238, 243I, 243J, 245A, 245-246, 247A, 247-248, 249A, 249-250, 251A, 251-252, 253A, 253-254, 255A, 255-256, 257A, 257-258, 263I, 263J, 265A, 265-266, 267A, 267-268, 271A, 271-272, 273A, 273-274, 275A, 275-276, 277A, 277-278, 279A, 279-280	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	<b>2. uses a number line to demonstrate how to count up and count back from a given number.</b>	256, 276	I
<b>Benchmark MA.A.3.1.2: The student selects the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.</b>	<b>1. creates and acts out number stories using objects.</b>	225A, 225-226, 227A, 229A, 231A, 231I, 231J, 235A, 237A, 243I, 243J, 245A, 245-246, 247A, 247, 248, 251A, 255A, 256, 257A, 259A, 263I, 263J, 265A, 265-266, 267A, 267-268, 271A, 273A, 275A, 277, 279A	I
	<b>2. knows strategies for solving number problems.</b>	243I, 243J, 245A, 245-256, 247A, 247-248, 249A, 249-250, 251A, 251-252, 253A, 253-254, 255A, 255-256, 257A, 257-258, 263J, 265A, 265-266, 267A, 267-268, 269A, 269-270, 271A, 271-272, 273A, 273-274, 275A, 275-276, 277A, 277-278, 279A, 279-280	I
<b>Benchmark MA.A.3.1.3: The student adds and subtracts whole numbers to solve real-world problems, using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator.</b>	<b>1. demonstrates an awareness of addition and subtraction in everyday activities (using concrete objects, models, drawings, role playing).</b>	243J, 245A, 245-246, 247-248, 249-250, 253-254, 255-256, 257A, 257-258, 263J, 265A, 265-266, 269A, 269-270, 271-272, 273A, 273-274, 275-276, 277A, 277-278, 279-280	I



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**STRAND A: NUMBER SENSE, CONCEPTS, AND OPERATIONS**

**STANDARD 4: THE STUDENT USES ESTIMATION IN PROBLEM SOLVING AND  
COMPUTATION.**

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.A.4.1.1: The student provides and justifies estimates for real-world quantities.</b>	<b>1. estimates and verifies by counting sets that have more, fewer, or the same number of objects (for example, using a reference set of objects, comparing cards with different numbers of dots, estimating whether sets are more or less than a given number such as five).</b>	119A, 119-120	I



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**STRAND A:** NUMBER SENSE, CONCEPTS, AND OPERATIONS

**STANDARD 5:** THE STUDENT UNDERSTANDS AND APPLIES THEORIES RELATED TO  
NUMBERS.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.A.5.1.1: The student classifies and models numbers as even or odd.</b>	<b>1. uses concrete objects to explore odd and even numbers (up to 10).</b>	92	I



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**STRAND B:** MEASUREMENT

**STANDARD 1:** THE STUDENT MEASURES QUANTITIES IN THE REAL WORLD AND USES THE MEASURES TO SOLVE PROBLEMS.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.B.1.1.1: The student uses and describes basic measurement concepts including length, weight, digital and analog time, temperature, and capacity.</b>	<b>1. knows how to communicate measurement concepts.</b>	131I, 131J, 133A, 133-134, 135A, 135-136, 137A, 137-138, 145A, 145-146, 149A, 149-150, 153A, 153-154, 159J, 173A, 173-174, 175A-175B, 175-176	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>2. measures length of objects and distance using nonstandard concrete materials.</b>	139A, 139-140, 141A, 141-142	I
	<b>3. weighs objects to explore concepts of heavier and lighter.</b>	150, 151A, 151-152	I
	<b>4. describes concepts of time (for example, before or after, day or night).</b>	159I, 159J, 161, 163, 165A, 165, 169A, 169-170, 171A-171B, 171-172	I
	<b>5. describes concepts of temperature (for example, hot or cold).</b>	153A-153B, 153-154	I
	<b>6. compares and demonstrates the concept of capacity (for example, full or empty).</b>	145A, 145-146, 147A, 147-148	I
<b>Benchmark MA.B.1.1.2: The student uses standard customary and metric (centimeter, inch) and nonstandard units, such as links or blocks, in measuring real quantities.</b>	<b>1. uses nonstandard objects, such as cubes, marbles, paper clips, and pencils, to measure classroom objects (for example, table length is 10 crayons or four pencils).</b>	139A, 139-140, 141A, 141-142, 151A-151B, 151-152	I



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**STRAND B:** MEASUREMENT

**STANDARD 2:** THE STUDENT COMPARES, CONTRASTS, AND CONVERTS WITHIN SYSTEMS OF MEASUREMENT (BOTH STANDARD/NONSTANDARD AND METRIC/CUSTOMARY).

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.B.2.1.1: The student uses direct (measured)and indirect (not measured) comparisons to order objects according to some measurable characteristics (length, weight).</b>	<b>1. uses direct (side-by-side) comparisons to sort and order objects by their lengths.</b>	131I, 135A-135B, 135-136, 137A-137B, 137-138	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>2. uses indirect comparisons to compare lengths of objects that cannot be physically compared (side-by-side) (for example, compares height of counters in classroom and cafeteria by using string or in reference to child’s own body).</b>	138, 140	M
	<b>3. compares and orders classroom objects by their weights, determining which objects weigh more, less, or about the same.</b>	131J, 149A-149B, 149-150, 151A-151B, 151-152	I
<b>Benchmark MA.B.2.1.2: The student understands the need for a uniform unit of measure to communicate in real-world situations.</b>	<b>1. uses uniform nonstandard units to measure common classroom objects.</b>	139A-139B, 139-140, 141A, 141-142, 147A, 147-148, 151A, 151-152	I





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**STRAND B:** MEASUREMENT

**STANDARD 3:** THE STUDENT ESTIMATES MEASUREMENTS IN REAL-WORLD PROBLEM SITUATIONS.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.B.3.1.1: The student using a variety of strategies, estimates length, widths, time intervals, and money and compares them to actual measurements.</b>	<b>1. uses nonstandard units to estimate, and verifies by measuring, the length and width of common classroom objects.</b>	141A, 141-142	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>2. estimates and measures the time of day as day or night; morning, afternoon, or evening; and yesterday, today, or tomorrow.</b>	163A, 163-164, 171A, 171-172	I
	<b>3. knows which of two daily activities takes more or less time.</b>	177A, 177-178	I
	<b>4. knows and compares the values of a penny (1 cent), nickel (5 cents), and dime (10 cents).</b>	179A, 179-180, 181A, 181-182, 183A-183B, 183-184, 185A, 185-186, 189A, 189-190	I



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**STRAND B:** MEASUREMENT

**STANDARD 4:** THE STUDENT SELECTS AND USES APPROPRIATE UNITS AND INSTRUMENTS FOR MEASUREMENT TO ACHIEVE THE DEGREE OF PRECISION AND ACCURACY REQUIRED IN REAL-WORLD SITUATIONS.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.B.4.1.1: The student selects and uses an object to serve as a unit of measure, such as a paper clip, eraser, or marble.</b>	<b>1. uses nonstandard units appropriately (for example, pencil, cubes, scoops of rice).</b>	139A, 139-140, 141A, 141-142, 143A, 143-144, 145A, 147A, 147-148, 151A, 151-152	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.B.4.1.2: The student selects and uses appropriate instruments, such as scales, rulers, clocks, and technology to measure within customary or metric systems.</b>	<b>1. knows various measuring tools for measuring length, weight, or capacity.</b>	<b>139A, 139-140, 141A, 141-142, 145A, 145-146, 147A, 147-148, 151A, 151-152</b>	<b>I</b>
	<b>2. knows ways to measure time, including calendar, days, weeks, months, and days of week.</b>	<b>123A, 123-124, 159I, 161A-161B, 161-162, 163A, 163-164, 165A, 165-166, 167A, 167-168</b>	<b>I</b>



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**STRAND C:** GEOMETRY AND SPATIAL SENSE

**STANDARD 1:** THE STUDENT DESCRIBES, DRAWS, IDENTIFIES, AND ANALYZES TWO- AND THREE- DIMENSIONAL SHAPES.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.C.1.1.1: The student understands and describes the characteristics of basic two-and three-dimensional shapes.</b>	<b>1. knows two-dimensional shapes (for example, circles, squares, rectangles, triangles), describing similarities and differences.</b>	1P, 19-20, 39A, 39, 195I, 201A, 201-202, 203A, 203-204, 205A, 205-206, 209A, 209-210	I
	<b>2. sorts three-dimensional objects by varied attributes (for example, identifying which can roll, stack, or slide).</b>	199A-199B, 199-200	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>3. sorts three-dimensional objects according to geometric shapes (for example, cubes, spheres, cylinders, cones).</b>	197A-197B, 197-198	I



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**STRAND C:** GEOMETRY AND SPATIAL SENSE

**STANDARD 2:** THE STUDENT VISUALIZES AND ILLUSTRATES WAYS IN WHICH SHAPES CAN BE COMBINED, SUBDIVIDED, AND CHANGED.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.C.2.1.1: The student understands basic concepts of spatial relationships, symmetry, and reflections.	1. recognizes symmetry in the environment.	211A, 211-212, 213-214	I
	2. uses concrete materials to make symmetrical figures (for example, paper fold, paint blot).	211A-211B, 211	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>3. matches objects to outlines of their shapes.</b>	195I, 201A, 201-202	I
	<b>4. knows spatial relationships (for example, in or out; above or below; over or under; top, bottom, or middle).</b>	3A-3B, 3-4, 5A, 5-6, 7A, 7-8	I
	<b>5. identifies left and right hand.</b>	9A, 9-10	I
<b>Benchmark MA.C.2.1.2: The student uses objects to perform geometric transformations, including flips, slides, and turns.</b>	<b>1. follows directions to move or place an object in relation to another (for example, next to, to the right of).</b>	1L, 3A, 6, 10	I
	<b>2. uses concrete objects to explore slides and turns.</b>	195J, 207A, 207-208	I





**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

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**PUBLISHER:** SCOTT FORESMAN

**GRADE:** KINDERGARTEN

**STRAND C:** GEOMETRY AND SPATIAL SENSE

**STANDARD 3:** THE STUDENT USES COORDINATE GEOMETRY TO LOCATE OBJECTS IN BOTH TWO- AND THREE- DIMENSIONS AND TO DESCRIBE OBJECTS ALGEBRAICALLY.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>MA.C.3.1.1: The student uses real-life experiences and physical materials to describe, classify, compare, and sort geometric figures, including squares, rectangles, triangles, circles, cubes, rectangular solids, spheres, pyramids,</b>	<b>1. recognizes, compares, and sorts real-world objects or models of solids.</b>	197A, 197-198	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
(continued) cylinders, and prisms, according to the number of faces, edges, bases, and corners.			
	<b>2. knows the attributes of circles, squares, triangles, and rectangles (for example, edges, corners, curves).</b>	17A, 17-18, 203A, 203-204, 205A, 205-206	I
<b>Benchmark MA.C.3.1.2:</b> <b>The student plots and identifies positive whole numbers on a number line.</b>	<b>1. locates known and unknown numbers on a number line from 0 to 10 or more (for example, finding what number you are on if you move 2 numbers forward or 3 numbers back).</b>	91A, 91-92	I



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**STRAND D:** ALGEBRAIC THINKING

**STANDARD 1:** THE STUDENT DESCRIBES, ANALYZES, AND GENERALIZES A WIDE VARIETY OF PATTERNS, RELATIONS, AND FUNCTIONS.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.D.1.1.1: The student describes a wide variety of classification schemes and patterns related to physical characteristics and sensory attributes, such as rhythm, sound, shapes, colors, numbers, similar objects, similar events.</b>	<b>1. identifies simple patterns of sounds, physical movements, and concrete objects.</b>	25J, 35A, 35-36, 37A, 37-38, 39A, 39-40, 41A, 41-42, 43A, 43-44, 95A, 95-96	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>2. sorts and classifies objects by color, shape, size, or kind.</b>	1I, 1J, 11A, 11-12, 13A, 13-14, 15A, 15-16, 17A, 17-18, 19A, 19-20, 197-198, 203-204, 205-206	I
	<b>3. identifies objects that do not belong to a particular group (for example, blue lid in set of red lids).</b>	1N, 11A, 12, 13A, 13-14, 17-18, 19A, 19-20	I
<b>Benchmark MA.D.1.1.2: The student recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects.</b>	<b>1. predicts and extends existing patterns using concrete materials.</b>	37A, 39A, 95A-95B, 95-96	I
	<b>2. uses concrete objects to create a pattern.</b>	45A, 45-46	I
	<b>3. transfers patterns from one medium to another (for example, actions, sounds, or concrete objects).</b>	41A, 41-42, 43A, 43-44	I



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**STRAND D:** ALGEBRAIC THINKING

**STANDARD 2:** THE STUDENT USES EXPRESSIONS, EQUATIONS, INEQUALITIES, GRAPHS, AND FORMULAS TO REPRESENT AND INTERPRET SITUATIONS.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.D.2.1.1: The student understands that geometric symbols (○, □) can be used to represent unknown quantities in expressions, equations, and inequalities.</b>	<b>1. knows that symbols can be used to represent missing or unknown quantities (for example, fill in the missing number in 5, 6, □, 8).</b>	289-290, 297-298	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.D.2.1.2: The student uses informal methods to solve real-world problems requiring simple equations that contain one variable.</b>	<b>1. uses informal methods, such as pictures, concrete materials, and role playing, to solve real-world problems.</b>	253A, 253-254, 255A, 255-256, 257A, 257-258, 273A, 273-274, 275A, 275-276, 277A, 277-278, 279-280	I
	<b>2. uses one-to-one matching to determine if two groups are equal.</b>	1M, 25I, 27A, 27-28, 63A, 63-64, 87A, 87-88, 269A, 269-270	I



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**STRAND E:** DATA ANALYSIS AND PROBABILITY

**STANDARD 1:** THE STUDENT UNDERSTANDS AND USES THE TOOLS OF DATA ANALYSIS FOR MANAGING INFORMATION.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.E.1.1.1: The student displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.</b>	<b>1. knows how to display answers to simple questions involving two categories or choices using concrete materials or pictures on a graph or chart (for example, in a class, number of boys and girls, students with buttons and students with no buttons).</b>	29A, 29-30, 31A, 31-32, 67A, 67-68	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>2. interprets data exhibited in concrete or pictorial graphs.</b>	29A, 29-30, 31A, 31-32, 33A, 33-34, 67A, 67-68	I
<b>Benchmark MA.E.1.1.2: The student displays data in a simple model to use the concepts of range, median, and mode.</b>	<b>1. with teacher direction, uses concrete materials, pictures, or graphs to show range and mode (for example, on a human, block, or picture graph showing number of brother and sisters, range is from zero to highest number of siblings; mode is number of siblings most common in class).</b>	29A, 29-30, 31A, 31-32, 33A, 33-34, 67A, 67-68	I
<b>Benchmark MA.E.1.1.3: The student analyzes real-world data by surveying a sample space and predicting the generalization onto a larger population through the use of appropriate technology, including calculators and computers.</b>	<b>1. collects, displays data, and makes generalizations (for example, determines number of pockets on 5 children; predicts how many 10 students or the whole class will have).</b>	31A-31B, 33A, 33-34, 47A, 68	I





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**STRAND E:** DATA ANALYSIS AND PROBABILITY

**STANDARD 2:** THE STUDENT IDENTIFIES PATTERNS AND MAKES PREDICTIONS FROM AN ORDERLY DISPLAY OF DATA USING CONCEPTS OF PROBABILITY AND STATISTICS.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
<b>Benchmark:</b> <b>MA.E.2.1.1:</b> The student understands basic concepts of chance and probability.	<b>1.</b> knows the likelihood of a given situation (for example, Could a lion come visit you? Will we have school tomorrow? Will it rain today?).	125A-125B, 125-126	I
	<b>2.</b> participates in games or activities dependent upon chance (for example, using spinners or number cubes).	125A-125B, 125-126	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.E.2.1.2: The student predicts which simple event is more likely, equally likely, or less likely to occur.</b>	<b>1. knows if a given event is more likely, equally likely, or less likely to occur (for example, chicken nuggets or pizza for lunch in the cafeteria).</b>	<b>125A-125B, 125-126</b>	<b>I</b>



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**STRAND E:** DATA ANALYSIS AND PROBABILITY

**STANDARD 3:** THE STUDENT USES STATISTICAL METHODS TO MAKE INFERENCES AND VALID ARGUMENTS ABOUT REAL-WORLD SITUATIONS.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.E.3.1.1: The student designs a simple experiment to answer a class question, collects appropriate information, and interprets the results using graphical displays of information, such as line graphs, pictographs, and charts.</b>	<b>1. displays the answer to a simple class question with two categories using concrete materials, a pictograph, or chart (for example, hot or cold; wings or no wings).</b>	29-30, 31-32, 31A-31B, 47A	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>2. describes data displayed concretely or pictorially.</b>	29A-29B, 29-30, 31A-31B, 31-32, 47A, 67A, 67-68	I
<b>Benchmark MA.E.3.1.2: The student decides what information is appropriate and how data can be collected, displayed, and interpreted to answer relevant questions.</b>	<b>1. determines through class discussions questions for a simple two-choice survey so that the collected information will answer the questions.</b>	33A	M
	<b>2. knows an appropriate method to display the information.</b>	29A-29B, 29-30, 31A, 31-32, 33A, 33-34, 47A, 67A, 67-68, 125-126, 233A	I