

A Correlation of

SCOTT FORESMAN ■ ADDISON WESLEY

Mathematics

© 2005

to the

Florida
Mathematics Standards

Grades K-5

PEARSON

T/M-167

Introduction

This document demonstrates the high degree of success students will achieve when using **Scott Foresman – Addison Wesley Mathematics** in meeting the *Florida Mathematics Standards*. Correlation page references are to the Teacher Edition, which contains facsimile Student 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.

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**Scott Foresman - Addison Wesley Mathematics
to the
Florida Mathematics Standards
Kindergarten**

Benchmark Code	Florida Mathematics Standards Benchmark	Scott Foresman – Addison Wesley Mathematics
BIG IDEA 1: <i>Represent, compare, and order whole numbers and join and separate sets.</i>		
MA.K.A.1.1	Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.	This topic is covered throughout the grade level. See the following examples: 53A, 53B, 53–54, 55A, 55B, 56A, 56B, 56–57, 59A, 59B, 59–60, 61A, 61B, 61–62, 77A, 77B, 77–78, 79A, 79B, 79–80, 81A, 81B, 81–82, 83A, 83B, 83–84, 85A, 85B, 85–86, 103A, 103B, 103–104, 105A, 105B, 105–106, 107A, 107B, 107A–107B, 109A, 109B, 109–110, 111A, 11B, 111–112
MA.K.A.1.2	Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20.	This topic is covered throughout the grade level. See the following examples: 69A, 69B, 69–70, 71A, 71B, 71–72, 89A, 89B, 89–90, 93A, 93B, 93–94, 97A, 97B, 97–98, 127A, 127B, 127–128, 117A, 117B, 117–118
MA.K.A.1.3	Solve word problems involving simple joining and separating situations.	245A, 245B, 245–246, 247A, 247B, 247–248, 249A, 249B, 249–250, 251A, 251B, 251–252, 253A, 253B, 253–254, 255A, 255B, 255–256, 257A, 257B, 257–258, 259A, 259B, 259–260, 265A, 265B, 265–266, 267A, 267B, 267–268, 271A, 271B, 271–272, 273A, 273B, 273–274, 275A, 275B, 275–276, 277A, 277B, 277–278, 279A, 279B, 279–280

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BIG IDEA 2: <i>Describe shapes and space.</i>		
MA.K.G.2.1	Describe, sort and re-sort objects using a variety of attributes such as shape, size, and position.	3A, 3B, 3–4, 5A, 5B, 5–6, 7A, 7B, 7–8, 9A, 9B, 9–10, 11A, 11B, 11–12, 13A, 13B, 13–14, 15A, 15B, 15–16, 17A, 17B, 17–18, 19A, 19B, 19–20, 21A, 21B, 21–22
MA.K.G.2.2	Identify, name, describe and sort basic two-dimensional shapes such as squares, triangles, circles, rectangles, hexagons, and trapezoids.	16A, 16B, 16–17, 17A, 17B, 17–18, 19A, 19B, 19–20, 203A, 203B, 203A–203B, 205A, 205B, 205–206, 207A, 207B, 207–208, 209A, 209B, 209–210
MA.K.G.2.3	Identify, name, describe, and sort three-dimensional shapes such as spheres, cubes and cylinders.	197A, 197B, 197–198, 199A, 199B, 199–200, 201A, 201B, 201–202
MA.K.G.2.4	Interpret the physical world with geometric shapes and describe it with corresponding vocabulary.	197A, 197B, 197–198, 199A, 199B, 199–200
MA.K.G.2.5	Use basic shapes, spatial reasoning, and manipulatives to model objects in the environment and to construct more complex shapes.	197A, 197B, 197–198, 199A, 199B, 199–200
BIG IDEA 3: <i>Order objects by measurable attributes.</i>		
MA.K.G.3.1	Compare and order objects indirectly or directly using measurable attributes such as length, height, and weight.	135A, 135B, 135–136, 137A, 137B, 137–138, 149A, 149B, 149–150
Algebra		
MA.K.A.4.1	Identify and duplicate simple number and non-numeric repeating and growing patterns.	35A, 35B, 35–36, 37A, 37B, 37–38, 39A, 39B, 39–40, 41A, 41B, 41–42, 43A, 43B, 43–44, 45A, 45B, 45–46, 95A, 95B, 95–96, 297A, 297B, 297–298

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Geometry and Measurement		
MA.K.G.5.1	Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, and shorter/longer.	161A, 161B, 161–162, 163A, 163B, 163–164, 165A, 165B, 165–166, 167A, 167B, 167–168, 171A, 171B, 171–172

**Scott Foresman - Addison Wesley Mathematics
to the
Florida Mathematics Standards
Grade One**

Benchmark Code	Florida Mathematics Standards Benchmark	Scott Foresman – Addison Wesley Mathematics
<i>BIG IDEA 1: Develop understandings of addition and subtraction strategies for basic addition facts and related subtraction facts</i>		
MA.1.A.1.1	Model addition and subtraction situations using the concepts of “part-whole,” “adding to,” “taking away from,” “comparing,” and “missing addend.”	45A, 45B, 45–46, 47A, 47B, 47–48, 49A, 49B, 49–50, 51A, 51B, 51–52, 61A, 61B, 61–62, 63A, 63B, 63–64, 67A, 67B, 67–68, 69A, 69B, 69–70, 75A, 75B, 75–76, 76A, 76B, 76–77
MA.1.A.1.2	Identify, describe, and apply addition and subtraction as inverse operations.	83, 137A, 137B, 137–138, 139A, 139B, 139–140, 141A, 141B, 141–142, 435A, 435B, 435–436, 437A, 437B, 437–438, 439A, 439B, 439–440
MA.1.A.1.3	Create and use increasingly sophisticated strategies, and use properties such as Commutative, Associative and Additive Identity, to add whole numbers.	51A, 51B, 51–52, 67A, 67B, 67–68, 91A, 91B, 91–92, 93A, 93B, 93–94, 95A, 95B, 95–96, 103A, 103B, 103–104, 105A, 105B, 105–106, 127A, 127B, 127–128, 129A, 129B, 129–130, 419A, 419B, 419–420, 423A, 423B, 423–424, 425A, 425B, 425–426, 427A, 427B, 427–428, 435A, 435B, 435–436, 437A, 437B, 437–438, 439A, 439B, 439–440, 441A, 441B, 441–442, 443A, 443B, 443–444

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MA.1.A.1.4	Use counting strategies, number patterns, and models as a means for solving basic addition and subtraction fact problems.	51A, 51B, 51–52, 53A, 53B, 53–54, 63A, 63B, 63–64, 69A, 69B, 69–70, 76A, 76B, 76–77, 91A, 91B, 91–92, 93A, 93B, 93–94, 95A, 95B, 95–96, 97A, 97B, 97–98, 103A, 103B, 103–104, 105A, 105B, 105–106, 107A, 107B, 107–108, 111A, 111B, 111–112, 125A, 125B, 125–126, 127A, 127B, 127–128, 129A, 129B, 129–130, 137A, 137B, 137–138, 139A, 139B, 139–140, 141A, 141B, 141–142, 417A, 417B, 417–418, 419A, 419B, 419–420, 423A, 423B, 423–424, 425A, 425B, 425–426, 435A, 435B, 435–436, 439A, 439B, 439–440, 441A, 441B, 441–442, 443A, 443B, 443–444
BIG IDEA 2: <i>Develop an understanding of whole number relationships, including grouping by tens and ones.</i>		
MA.1.A.2.1	Compare and order whole numbers at least to 100.	29A, 29B, 29–30, 31A, 31B, 31–32, 297A, 297B, 297–298, 301A, 301B, 301–302
MA.1.A.2.2	Represent two digit numbers in terms of tens and ones.	247A, 247B, 247–248, 283A, 283B, 283–284, 285A, 285B, 285–286, 287A, 287B, 287–288, 299A, 299B, 299–300, 323
MA.1.A.2.3	Order counting numbers, compare their relative magnitudes, and represent numbers on a number line.	29A, 29B, 29–30, 31A, 31B, 31–32, 297A, 297B, 297–298, 301A, 301B, 301–302
BIG IDEA 3: <i>Compose and decompose two-dimensional and three-dimensional geometric shapes.</i>		
MA.1.G.3.1	Use appropriate vocabulary to compare shapes according to attributes and properties such as number and lengths of sides, and number of vertices.	157A, 157B, 157–158, 159A, 159B, 159–160, 161A, 161B, 161–162, 165A, 165B, 165–166, 167A, 167B, 167–168

Benchmark Code	Florida Mathematics Standards Benchmark	Scott Foresman – Addison Wesley Mathematics
MA.1.G.3.2	Compose and decompose plane and solid figures, including making predictions about them, to build an understanding of part-whole relationships and properties of shapes.	161A, 161B, 161–162, 171A, 171B, 171–172, 177A, 177B, 177–178
Algebra		
MA.1.A.4.1	Extend repeating and growing patterns, fill in missing terms, and justify reasoning.	3A, 3B, 3–4, 5A, 5B, 5–6, 7A, 7B, 7–8, 261A, 261B, 261–262
Geometry and Measurement		
MA.1.G.5.1	Measure by using iterations of a unit and count the unit measures by grouping units.	365A, 365B, 365–366, 369A, 369B, 369–370, 371A, 371B, 371–372, 373A, 373B, 373–374, 375A, 375B, 375–376
MA.1.G.5.2	Compare and order objects according to descriptors of length, weight and capacity.	383A, 383B, 383–384, 389A, 389B, 389–390
Number and Operations		
MA.1.A.6.1	Use mathematical reasoning and beginning understanding of tens and ones, including the use of invented strategies, to solve two-digit addition and subtraction problems	459A, 459B, 459–460, 461A, 461B, 461–462, 463A, 463B, 463–464, 465A, 465B, 465–466, 471A, 471B, 471–472, 473A, 473B, 473–474, 475A, 475B, 475–476, 477A, 477B, 477–478
MA.1.A.6.2	Solve routine and non-routine problems by acting them out, using manipulatives, and drawing diagrams	21A, 21B, 21–22, 111A, 111B, 111–112, 215A, 215B, 215–216, 291A, 291B, 291–292

**Scott Foresman - Addison Wesley Mathematics
to the
Florida Mathematics Standards
Grade Two**

Benchmark Code	Florida Mathematics Standards Benchmark	Scott Foresman – Addison Wesley Mathematics
BIG IDEA 1: <i>Develop an understanding of base-ten numerations system and place-value concepts.</i>		
MA.2.A.1.1	Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds.	81A, 81B, 81–82, 82A, 82B, 82–83, 88A, 88B, 88–89, 99A, 99B, 99–100, 105A, 105B, 105–106, 391A, 391B, 391–392, 393A, 393B, 393–394, 395A, 395B, 395–396
MA.2.A.1.2	Identify and name numbers through thousands in terms of place value and apply this knowledge to expanded notation.	81A, 81B, 81–82, 82A, 82B, 82–83, 88A, 88B, 88–89, 105A, 105B, 105–106, 393A, 393B, 393–394, 395A, 395B, 395–396
MA.2.A.1.3	Compare and order multi-digit numbers through the thousands.	91A, 91B, 91–92, 105A, 105B, 105–106, 391A, 391B, 391–392, 399A, 399B, 399–400
BIG IDEA 2: <i>Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction.</i>		
MA.2.A.2.1	Recall basic addition and related subtraction facts.	23A, 23B, 23–24, 25A, 25B, 25–26, 27A, 27B, 27–28, 29A, 29B, 2930, 43A, 43B, 43–44, 45A, 45B, 45–46, 47A, 47B, 47–48, 51A, 51B, 51–52, 53A, 53B, 53–54, 61A, 61B, 61–62, 63A, 63B, 63–64, 65A, 65B, 65–66
MA.2.A.2.2	Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.	135A, 135B, 135–136, 145A, 145B, 145–146, 175A, 175B, 175–176, 177A, 177B, 177–178, 179A, 179B, 179–180, 181A, 181B, 181–182, 185A, 185B, 185–186, 187A, 187B, 187–188, 190A, 190B, 190–191, 193A, 193B, 193–194, 211A, 211B, 211–212, 213A, 213B, 213–214, 215A, 215B, 215–216, 217A, 217B, 217–218, 225A, 225B, 225–226, 231A, 231B, 231–232, 427A, 427B, 427–428, 430A, 430B, 430–431, 433A, 433B, 433–434, 435A, 435B,

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		435–436, 443A, 443B, 443–444, 447A, 447B, 447–448, 449A, 449B, 449–450, 451A, 451B, 451–452
MA.2.A.2.3	Estimate solutions to multi-digit addition and subtraction problems, through three digits.	141A, 141B, 141–142, 149A, 149B, 149–150, 191A, 191B, 191–192, 229A, 229B, 229–230, 429A, 429B, 429–430, 445A, 445B, 445–446, 453A, 453B, 453–454
MA.2.A.2.4	Solve addition and subtraction problems that involve measurement and geometry.	185A, 185B, 185–186, 212, 225A, 225B, 225–226, 235–236, 454, 455B, 455–456
BIG IDEA 3: <i>Develop an understanding of linear measurement and facility in measuring lengths.</i>		
MA.2.G.3.1	Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.	343A, 343B, 343–344, 345A, 345B, 345–346, 347A, 347B, 347–348
MA.2.G.3.2	Describe the inverse relationship between the size of a unit and number of units needed to measure a given object.	Readiness for this topic is covered by the following: 343A, 343B, 343–344, 345A, 345B, 345–346, 347A, 347B, 347–348
MA.2.G.3.3	Apply the Transitive Property when comparing lengths of objects.	Readiness for this topic is covered by the following: 345A, 345B, 345–346
MA.2.G.3.4	Estimate, select an appropriate tool, measure, and/or compute lengths to solve problems.	343A, 343B, 343–344, 345A, 345B, 345–346, 347A, 347B, 347–348, 351A, 351B, 351–352
Algebra		
MA.2.A.4.1	Extend number patterns to build a foundation for understanding multiples and factors – for example, skip counting by 2’s, 5’s, 10’s.	99A, 99B, 99–100, 157A, 157B, 157–158, 413A, 413B, 413–414, 420, 467A, 467B, 467–468
MA.2.A.4.2	Classify numbers as odd or even and explain why.	101A, 101B, 101–102
MA.2.A.4.3	Generalize numeric and non-numeric patterns using words and	99A, 99B, 99–100, 157A, 157B, 157–158, 413A, 413B, 413–414, 420

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	tables.	
MA.2.A.4.4	Describe and apply equality to solve problems, such as in balancing situations.	428, 443A, 443B, 443–444, 450, 451
MA.2.A.4.5	Recognize and state rules for functions that use addition and subtraction.	99A, 99B, 99–100, 157A, 157B, 157–158, 413A, 413B, 413–414
Geometry and Measurement		
MA.2.G.5.1	Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.	269A, 269B, 269–270, 271A, 271B, 271–272, 273A, 273B, 273–274, 275A, 275B, 275–276
MA.2.G.5.2	Identify time to the nearest hour and half hour.	291A, 291B, 291–292, 293A, 293B, 293–294
MA.2.G.5.3	Identify, combine, and compare values of money in cents up to \$1 and in dollars up to \$100, working with a single unit of currency.	109B, 111B, 121
MA.2.G.5.4	Measure weight/mass and capacity/volume of objects. Include the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (mL) and liters (L).	355A, 355B, 355–356, 357A, 357B, 357–358, 3654A, 365B, 365–366, 367A, 367B, 367–368 Milliliters and ounces as a unit of weight are introduced at Grade 3.
Number and Operations		
MA.2.A.6.1	Solve problems that involve repeated addition.	469A, 469B, 469–470

**Scott Foresman - Addison Wesley Mathematics
to the
Florida Mathematics Standards
Grade Three**

Benchmark Code	Florida Mathematics Standards Benchmark	Scott Foresman – Addison Wesley Mathematics
<i>BIG IDEA 1: Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts.</i>		
MA.3.A.1.1	Model multiplication and division including problems presented in context: repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning.	260A, 260B, 261–262, 262A, 262B, 262–265, 266A, 266B, 266–267, 276A, 276B, 276–277, 316A, 316B, 316–317, 318A, 318B, 318–319, 320A, 320B, 320–322, 324A, 324B, 324–325, 370A, 370B, 370–371, 372A, 372B, 372–373, 374A, 374B, 374–376
MA.3.A.1.2	Solve multiplication and division fact problems by using strategies that result from applying number properties.	276A, 276B, 276–277, 280A, 280B, 280–281, 282A, 282B, 282–283, 286A, 286B, 286–287, 288A, 288B, 288–289, 316A, 316B, 316–317, 318A, 318B, 318–319, 320A, 320B, 320–322, 324A, 324B, 324–325, 328A, 328B, 328–329, 340A, 340B, 340–341, 342A, 342B, 342–343, 354–355, 396A, 396B, 396–397
MA.3.A.1.3	Identify, describe, and apply division and multiplication as inverse operations.	384A, 384B, 384–385, 386A, 386B, 386–387, 388A, 388B, 388–389, 390A, 390B, 390–391, 392A, 392B, 392–393, 396A, 396B, 396–397
<i>BIG IDEA 2: Develop an understanding of fractions and fraction equivalence.</i>		
MA.3.A.2.1	Represent fractions, including fractions greater than one, using area, set and linear models.	502A, 502B, 502–503, 506A, 506B, 506–509, 510A, 510B, 510–511, 512A, 512B, 512–513, 516A, 516B, 516–517, 518A, 518B, 518–519, 522A, 522B, 522–525
MA.3.A.2.2	Describe how the size of the fractional part is related to the number of equal sized pieces in the whole.	502A, 502B, 502–503, 504A, 504B, 504–505, 506A, 506B, 506–509, 510A, 510B, 510–511

Benchmark Code	Florida Mathematics Standards Benchmark	Scott Foresman – Addison Wesley Mathematics
MA.3.A.2.3	Compare and order fractions, including fractions greater than one, using models and strategies.	506A, 506B, 506–509, 512–513, 522–524
MA.3.A.2.4	Use models to represent equivalent fractions, including fractions greater than one, and identify representations of equivalence.	504A, 504B, 504–505, 512–513, 522A, 524
BIG IDEA 3: Describe and analyze properties of two-dimensional shapes.		
MA.3.G.3.1	Describe, analyze, compare and classify two-dimensional shapes using sides and angles – including acute, obtuse, and right angles – and connect these ideas to the definition of shapes.	446A, 446B, 446–448, 450A, 450B, 450–452, 454A, 454B, 454–455
MA.3.G.3.2	Compose, decompose, and transform polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides.	476 (Practice), 477
MA.3.G.3.3	Build, draw and analyze two-dimensional shapes from several orientations in order to examine and apply congruence and symmetry.	456A, 456B, 456–458, 460A, 460B, 460–461
Algebra		
MA.3.A.4.1	Create, analyze, and represent patterns and relationships using words, variables, tables and graphs.	24A, 24B, 24–26, 76A, 76–77, 79, 218A, 281B, 218–220, 222A, 222B, 222–223, 232, 232B, 232–233, 235, 236, 236B, 236–237, 270A, 270B, 270–273, 332A, 332B, 332–334, 340A, 340B, 340–341, 344A, 344B, 344–345

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Geometry and Measurement		
MA.3.G.5.1	Select appropriate units, strategies and tools to solve problems involving perimeter.	464A, 464B, 464–467
MA.3.G.5.2	Measure objects using fractional parts of linear units such as $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{10}$.	Measuring to the nearest $\frac{1}{2}$ and $\frac{1}{4}$ is covered by the following: 534A, 534B, 534–535 Related topics for measuring to the nearest $\frac{1}{10}$ of a unit are covered by the following: 582A, 582B, 582–583, 584A, 584B, 584–585
MA.3.G.5.3	Tell time to the nearest minute and to the nearest quarter hour, and determine the amount of time elapsed.	192A, 192B, 192–195, 196A, 196B, 196–197, 198A, 198B, 198–199
Number and Operations		
MA.3.A.6.1	Represent, compute, estimate and solve problems using numbers through hundred thousands.	12A, 12B, 12–13, 21, 31
MA.3.A.6.2	Solve non-routine problems by making a table, chart, or list and searching for patterns.	24B, 270A, 270B, 270–273, 332A, 332B, 332–334, 344A, 344B, 344–345, 436A, 436B, 436–437, 578A, 578B, 578–579
Data Analysis		
MA.3.S.7.1	Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.	204A, 204B, 204–207, 208A, 208B, 208–210, 212A, 212B 212–215

**Scott Foresman - Addison Wesley Mathematics
to the
Florida Mathematics Standards
Grade Four**

Benchmark Code	Florida Mathematics Standards Benchmark	Scott Foresman – Addison Wesley Mathematics
BIG IDEA 1: <i>Develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication.</i>		
MA.4.A.1.1	Use and describe various models for multiplication in problem-solving situations, and demonstrate recall of basic multiplication and related division facts with ease.	124A, 124B, 124–126, 128A, 128B, 128–131, 132A, 132B, 132–134, 136A, 136B, 136–137, 146A, 146B, 146–147, 148A, 148B, 148–149, 150A, 150B, 150–151, 152A, 152B, 152–153, 145A, 154B, 154–155
MA.4.A.1.2	Multiply multi-digit whole numbers through four digits fluently, demonstrating understanding of the standard algorithm, and checking for reasonableness of results, including solving real-world problems.	314, 314B, 314–315, 316A, 316B, 316–318, 320A, 320B, 320–323, 332A, 332B, 332–335, 336A, 336B, 336–337
BIG IDEA 2: <i>Develop an understanding of decimals, including the connection between fractions and decimals.</i>		
MA.4.A.2.1	Use decimals through the thousandths place to name numbers between whole numbers.	628A, 628B, 628–629
MA.4.A.2.2	Describe decimals as an extension of the base-ten number system.	628A, 628B, 628–629
MA.4.A.2.3	Relate equivalent fractions and decimals with and without models, including locations on a number line.	624A, 624B, 624–626
MA.4.A.2.4	Compare and order decimals, and estimate fraction and decimal amounts in real-world problems.	508A, 508B, 508–510, 630A, 630B, 630–631, 636A, 636B, 636–637

Benchmark Code	Florida Mathematics Standards Benchmark	Scott Foresman – Addison Wesley Mathematics
BIG IDEA 3: <i>Develop an understanding of area and determine the area of two-dimensional shapes.</i>		
MA.4.G.3.1	Describe and determine area as the number of same-sized units that cover a region in the plane, recognizing that a unit square is the standard unit for measuring area.	468A, 468B, 468–471
MA.4.G.3.2	Justify the formula for the area of the rectangle “area = base x height.”	469–471
MA.4.G.3.3	Select and use appropriate units, both customary and metric, strategies, and measuring tools to estimate and solve real-world area problems.	468A, 468B, 468–471
Algebra		
MA.4.A.4.1	Generate algebraic rules and use all four operations to describe patterns, including nonnumeric growing or repeating patterns.	90A, 90B, 90–91, 164A, 164B, 164–165
MA.4.A.4.2	Describe mathematics relationships using expressions, equations, and visual representations.	94A, 94B, 94–95, 96A, 96B, 96–97, 98A, 98B, 98–99, 100A, 100B, 100–101, 160A, 160B, 160–163, 167, 690A, 690B, 690–691
MA.4.A.4.3	Recognize and write algebraic expressions for functions with two operations.	96A, 96B, 96–97, 160B, 161–163

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Geometry and Measurement		
MA.4.G.5.1	Classify angles of two-dimensional shapes using benchmark angles (i.e. 45°, 90°, 180°, and 360°).	Related topics are covered by the following: 444A, 445–446
MA.4.G.5.2	Identify and describe the results of translations, reflections, and rotations of 45, 90, 180, 270, and 360 degrees, including figures with line and rotational symmetry.	452A, 452B, 452–455, 456A, 456B, 456–457
MA.4.G.5.3	Identify and build a three-dimensional object from a two-dimensional representation of that object and vice versa.	434A, 435
Number and Operations		
MA.4.A.6.1	Use and represent numbers through millions in various contexts, including estimation of relative sizes of amounts or distances.	8A, 8B, 8–9
MA.4.A.6.2	Use models to represent division as: <ul style="list-style-type: none"> • the inverse of multiplication • as partitioning • as successive subtraction 	146A, 146B, 146–147, 148A, 148B, 148–149, 150A, 150B, 150–151, 152A, 152B, 152–153, 154A, 154B, 154–155
MA.4.A.6.3	Generate equivalent fractions and simplify fractions.	516A, 516B, 516–519, 520A, 520B, 520–521
MA.4.A.6.4	Determine factors and multiples for specified whole numbers.	124A, 124B, 124–125, 128, 256–257, 314–315
MA.4.A.6.5	Relate halves, fourths, tenths, and hundredths to decimals and percents.	624A, 624B, 624–627

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MA.4.A.6.6	Estimate and describe reasonableness of estimates; determine the appropriateness of an estimate versus an exact answer.	316A, 316B, 316–319, 600A, 600B, 600–601

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BIG IDEA 1: <i>Develop an understanding of and fluency with division of whole numbers.</i>		
MA.5.A.1.1	Describe the process of finding quotients involving multi-digit dividends using models, place value, properties and the relationship of division to multiplication.	132A, 132B, 132–134, 136A, 136B, 136–137, 148A, 148B, 148–151, 202A, 202B, 202–203
MA.5.A.1.2	Estimate quotients or calculate them mentally depending on the context and numbers involved.	136A, 136B, 136–137, 138A, 138B, 138–140, 204A, 204B, 204–206, 222A, 222B, 222–223
MA.5.A.1.3	Interpret solutions to division situations including those with remainders depending on the context of the problem.	168A, 168B, 168–169
MA.5.A.1.4	Divide multi-digit whole numbers fluently, including solving real-world problems, demonstrating understanding of the standard algorithm and checking the reasonableness of results.	148A, 148B, 148–151, 152A, 152B, 152–155, 156A, 156B, 156–157, 158A, 158B, 158–159, 214A, 214B, 214–217, 218A, 218B, 218–221, 222A, 222B, 222–223, 224A, 224B, 224–225
BIG IDEA 2: <i>Develop an understanding of and fluency with addition and subtraction of fractions and decimals.</i>		
MA.5.A.2.1	Represent addition and subtraction of decimals and fractions with like and unlike denominators using models, place value or properties.	38A, 38B, 38–39, 40A, 40B, 40–41, 460A, 460B, 460–461, 462A, 462–463, 466A, 466B, 466–468, 472A, 472B, 472–473, 476A, 476B, 476–477, 478A, 478B, 478–480
MA.5.A.2.2	Add and subtract fractions and decimals fluently and verify the reasonableness of results, including in problem situations.	460A, 460B, 460–461, 462A, 462–463, 466A, 466B, 466–468, 472A, 472B, 472–473, 476A, 476B, 476–477, 478A, 478B, 478–480

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MA.5.A.2.3	Make reasonable estimates of fraction and decimal sums and differences, and use techniques for rounding.	38–39, 40–41, 468, 474A, 474B, 474–475
MA.5.A.2.4	Determine the prime factorization of numbers.	162A, 162B, 162–163, 164A, 164B, 164–166
BIG IDEA 3: <i>Describe three-dimensional shapes and analyze their properties, including volume and surface area.</i>		
MA.5.G.3.1	Analyze and compare the properties of two-dimensional figures and three-dimensional solids (polyhedra), including the number of edges, faces, vertices, and types of faces.	340A, 340B, 340–341, 342A, 342B, 342–345, 346A, 346B, 346–348, 594A, 594B, 594–597, 598A, 598B, 598–601
MA.5.G.3.2	Describe, define and determine surface area and volume of prisms by using appropriate units and selecting strategies and tools.	602A, 602B, 602–603, 610A, 610B, 610–613
Algebra		
MA.5.A.4.1	Use the properties of equality to solve numerical and real world situations.	108A, 108B, 108–109, 700A, 700B, 700–701, 702A, 702B, 702–705, 706A, 706B, 706–709
MA.5.A.4.2	Construct and describe a graph showing continuous data, such as a graph of a quantity that changes over time.	266A, 266B, 266–269
Geometry and Measurement		
MA.5.G.5.1	Identify and plot ordered pairs on the first quadrant of the coordinate plane.	724A, 724B, 724, 724–727, 728A, 728B, 728–729

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MA.5.G.5.2	Compare, contrast, and convert units of measure within the same dimension (length, mass, or time) to solve problems.	528A, 528B, 528–531, 534A, 534B, 534–535, 536A, 536B, 536–539, 562A, 562B, 562–563, 620A, 620B, 620–621, 622A, 622B, 622–623
MA.5.G.5.3	Solve problems requiring attention to approximation, selection of appropriate measuring tools, and precision of measurement.	Related topics are covered by the following: 528A, 528B, 528–531, 534A, 534B, 534–535, 536A, 536B, 536–539, 562A, 562B, 562–563, 620A, 620B, 620–621, 622A, 622B, 622–623
MA.5.G.5.4	Derive and apply formulas for areas of parallelograms, triangles, and trapezoids from the area of a rectangle.	550A, 550B, 550–551, 552A, 552B, 552–553, 554A, 554B, 554–555 Related topic for finding the area of a trapezoid is covered by the following: 346A, 346B, 346–347
Number and Operations		
MA.5.A.6.1	Identify and relate prime and composite numbers, factors and multiples within the context of fractions.	414A, 414B 414–415, 416A, 416B 416–417
MA.5.A.6.2	Use the order of operations to simplify expressions which include exponents and parentheses.	172A, 172B, 172–173 Readiness for expressions with exponents is covered by the following: 167
MA.5.A.6.3	Describe real-world situations using positive and negative numbers.	712A, 712B, 712–714, 716A, 716B, 716–717, 718A, 718B, 718–719
MA.5.A.6.4	Compare, order, and graph integers, including integers shown on a number line.	712A, 712B, 712–714, 716A, 716B, 716–717, 718A, 718B, 718–719, 724A, 724B, 724–727, 728A, 728B, 728–729
MA.5.A.6.5	Solve non-routine problems using various strategies including “solving a simpler problem” and “guess, check, and revise.”	210A, 210B, 210–211, 352A, 352B, 352–355

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Data Analysis		
MA.5.S.7.1	Construct and analyze line graphs and double bar graphs.	262A, 262B, 262–265, 266A, 266B, 266–269
MA.5.S.7.2	Differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams.	266A, 266B, 266–269, 288A, 288B, 288–292