Textbook Coverage of the Utah Core Curriculum
Evaluation Form
Sixth Grade
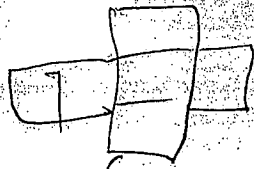
Saxon
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Evaluated By

38% 25.5/67 41.5

	Standards, Objectives and Indicators	Comments
	Standard I	
	Objective 1: Represent whole numbers and decimals in a variety of ways.	
yes	a. Change whole numbers with exponents to standard form (e.g., 24 = 16) and recognize that 100 = 1.	
0 ~~no~~	b. Read and write numerals from thousandths to one billion. lacking — found pg. 263 — not with decimals	up to .001 in the decimal section
0 ~~no~~ pg 403	c. Write a whole number to 999,999 in expanded form yes using exponents (e.g., 876,539 = 8 × 105 + 7 × 104 + 6 × 103 + 5 × 102 + 3 × 101 + 9 × 100).	these are concepts not taught in same lesson
yes	d. Express numbers in scientific notation using positive powers of ten. pg 403	
yes	e. Classify whole numbers to 100 as prime, composite, or neither.	
0 no	f. Determine the prime factorization for a whole number up to 50.	couldn't find any "factor trees"
	Objective 2: Identify relationships among whole numbers, fractions (rational numbers), decimals, and percents.	
no	a. Find the greatest common factor and least common multiple for two numbers using a variety of methods (e.g., list of multiples, prime factorization).	One method not the best method
1/2 yes (weak)	b. Compare and order rational numbers, including mixed fractions, using a variety of methods and symbols.	no mention of rational number again
yes	c. Locate positive rational numbers on a number line.	
1/2 yes (weak)	d. Convert common fractions, decimals, and percents from one form to another (e.g., 3/4 = 0.75 = 75%).	don't connect — no charts
	Objective 3: Model and illustrate meanings of operations and describe how they relate.	

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NO	a. Represent division of a multi-digit dividend by two-digit divisors, including decimals, using models, pictures, and symbols.	
½ very weak	b. Model addition, subtraction, multiplication, and division of fractions and decimals in a variety of ways (e.g., objects, a number line).	→only one way – using a circle p598
yes	c. Apply rules of divisibility.	2, 5, + 10 – then 100 pgs. late 3, 6 + 9
no	d. Select or write a number sentence that can be used to solve a multi-step problem and write a word problem when given a two-step expression or equation.	p. 242 + 243 later
	Objective 4: Use fractions and percents to communicate parts of the whole.	
½ yes very weak	a. Divide regions, sets of objects, and line segments into equal parts using a variety of models and illustrations.	always uses circles
yes	b. Name and write a fraction to represent a portion of a unit whole for halves, thirds, fourths, fifths, sixths, eighths, tenths, twelfths and sixteenths. No	doesn't teach ratio in simplest form only on
yes	c. Write a fraction or ratio in simplest form. →	
½ yes short No	d. Name equivalent forms for fractions (halves, thirds, fourths, fifths, tenths), ratios, percents, and decimals, including repeating or terminating decimals.	⅓ only terminating
NO	e. Relate percents less than 1% or greater than 100% to equivalent fractions, decimals, whole numbers, and mixed numbers.	
	Objective 5: Solve problems using the four operations with whole numbers, decimals, and fractions.	
NO	a. Determine when it is appropriate to use estimation, mental math strategies, paper and pencil, or a calculator.	
½ YES	b. Use estimation strategies to determine whether results obtained using a calculator are reasonable.	WEAK→ MENTIONS ONCE
YES	c. Multiply up to a three-digit factor by a one- or two-digit factor including decimals. → ONLY 2-DIGIT	
½ yes	d. Divide up to a four-digit dividend by a one- or two-digit divisor including decimals.	weak
yes	e. Add and subtract decimals to the thousandths place (e.g., 34.567+3.45; 65.3-5.987).	
yes	f. Add, subtract, multiply, and divide fractions and mixed numbers.	taught separately + apart not to conceptual

don't explain it!

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		lesson making parentheses
no	g. Solve problems using ratios and proportions.	
No	h. Simplify expressions, with exponents, using the (order of operations.)	one lesson making parentheses
WEAK ✓	**Objective 6: Model, illustrate, and perform the operations of addition and subtraction of integers.**	
NO ✓	a. Recognize that the sum of an integer and its opposite is zero.	
NO	b. Model addition and subtraction of integers using manipulatives and a number line.	
NO	c. Add and subtract integers.	
	Standard II	
	Objective 1: Recognize, analyze, and use multiple representations of patterns and functions and describe their attributes.	
no	a. Analyze patterns on graphs and tables and write a generalization to predict how the patterns will continue.	just teacher
½ yes weak	b. Create tables and graphs to represent given patterns and algebraic expressions.	300 pgs after intro to graphing
½ yes weak	c. Draw a graph from a table of values or to represent an equation.	
NO	d. Write an algebraic expression from a table of values.	
	Objective 2: Represent, solve, and analyze mathematical situations using algebraic symbols.	
NO	a. Recognize that a number in front of a variable indicates multiplication (e.g., 3y means 3 times the quantity y).	
NO	b. Solve two-step equations involving whole numbers and a single variable (e.g., 3x+4=19).	
NO	c. Recognize that "≈" indicates a relationship in which the quantities on each side are approximately of equal value (e.g., · ≈ 3.14).	
NO	d. Recognize that an exponent can be represented in the following ways: 43 or 4^3.	
no	e. Evaluate expressions and formulas, substituting given values for the variables (e.g., 2x+4; x=2; therefore, 2(2)+4=8).	
	f. Recognize that if the product is zero, then one or more factors equal zero (i.e., if a*b=0 then either a=0 or	

WEAK

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yes	b=0 or a and b=0).	
	Standard III	
	Objective 1: Identify and analyze characteristics and properties of geometric shapes.	
NO / ~~yes~~	a. Identify the midpoint of a line segment. ———	did not use word midpoint
NO	b. Identify concave and convex polygons.	
yes	c. Identify the center, radius, diameter, and circumference of a circle.	
yes	d. Identify the number of faces, edges, and vertices of prisms and pyramids.	
	Objective 2: Specify locations and describe spatial relationships using coordinate geometry.	
weak! / ~~NO~~	a. Graph points defined by ordered pairs in all four quadrants.	
yes / ~~■~~	b. Write the ordered pair for a point in any quadrant.	
	Objective 3: Visualize and identify geometric shapes after applying transformations.	
yes	a. Turn (rotate) a shape around a fixed point and identify the location of the new vertices.	
Gives definition, but no coordinate grids / No	b. Slide (translate) a polygon either horizontally or vertically on a coordinate grid and identify the location of the new vertices.	
yes	Flip (reflect) a shape across either the x- or y-axis and identify the location of the new vertices. ——— not across	not across
	Standard IV	
	Objective 1: Identify and describe measurable attributes of objects and units of measurement.	
definitions / NO → YES	a. Compare a meter to a yard, a liter to a quart, and a kilometer to a mile.	
not in index / NO	b. Identify pi as the ratio of the circumference to diameter of a circle.	
NO	c. Explain how the size of the unit used in measuring affects the precision.	
NO	d. Estimate length, volume, weight, and area using metric and customary units.	
	Objective 2: Determine measurements using appropriate tools and formulas.	
yes	a. Measure length to the nearest one-sixteenth of an	

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	~~inch and to the nearest millimeter.~~	
weak ✗ *yes*	b. Estimate and measure an angle to the nearest degree.	*only 90 180 360*
no	c. Calculate the circumference of a circle using a given formula.	
deg 2 *yes*	d. Calculate elapsed time across a.m. and p.m. time periods. *no*	
NO	e. Calculate the areas of triangles, rectangles, and parallelograms using given formulas.	*only square*
no	f. Calculate the surface area and volume of right, rectangular prisms using given formulas.	
	Standard V	
	Objective 1: Design investigations to reach conclusions using statistical methods to make inferences based on data.	
no	a. Design investigations to answer questions by collecting and organizing data in a variety of ways (e.g., bar graphs, line graphs, frequency tables, stem and leaf plots). *no*	
only display *Y N yes*	b. Collect, compare, and display data using an appropriate format (i.e., bar graphs, line graphs, line plots, circle graphs, scatter plots). *NO*	
NO	c. Compare two similar sets of data on the same graph and compare two graphs representing the same set of data.	
NO	d. Recognize that changing the scale influences the appearance of a display of data.	
Y N yes	e. Develop and evaluate inferences and predictions based on data. *WEAK 2 prob*	
	Objective 2: Apply basic concepts of probability.	
only	a. Write the results of a probability experiment as a fraction, ratio, or percent between zero and one.	
NO	b. Compare experimental results with anticipated results (e.g., experimental: 7 out of 10 tails; whereas, anticipated 5 out of 10 tails).	
NO	c. Compare individual, small group, and large group results for a probability experiment.	

Percent of the core covered _____

Comments:

Just drill + kill. No understanding - just definitions

No flow from lesson to lesson. Very disjointed. Explanations of concepts very brief.

Parents would see this book as "easy" to teach from + help their child with at home." It has no conceptual relationships + no development of strategy!