**Virginia Mathematics Standards of Learning Tracking Log**

**Bridging from Kindergarten to Grade 1**

The skills and strategies introduced in the Mathematics Standards of Learning vertically articulate from kindergarten to high school and many standards build in complexity within K-12 instruction. Teachers can use this tracker to help determine which standards students have had sufficient exposure and experience during the previous school year to make decisions regarding when and how experience with new standards might occur in the current school year. Mathematics Bridging Standards documents are available to allow for the identification of content that can be connected when planning instruction and to promote deeper student understanding. The Grade 1 Bridging Standards document can be used in conjunction with this Tracking Log to help link the content from pre-K to Kindergarten and to plan instruction for the current school year.

|  | **Addressed during previous school year** | **Not Addressed/ Insufficient Exposure during previous school year** | **Comments** |
| --- | --- | --- | --- |
| K.1a The student will tell how many are in a given set of 20 or fewer objects by counting orally; and |  |  |  |
| K.1b The student will read, write, and represent numbers from 0 through 20. |  |  |  |
| K.2a The student, given no more than three sets, each set containing 10 or fewer concrete objects, will a) compare and describe one set as having more, fewer, or the same number of objects as the other set(s); and |  |  |  |
| K.2b The student, given no more than three sets, each set containing 10 or fewer concrete objects, will compare and order sets from least to greatest and greatest to least. |  |  |  |
| K.3a The student will count forward orally by ones from 0 to 100; |  |  |  |
| K.3b The student will count backward orally by ones when given any number between 1 and 10; |  |  |  |
| K.3c The student will identify the number after, without counting, when given any number between 0 and100 and identify the number before, without counting, when given any number between 1 and 10; and |  |  |  |
| K.3d The student will count forward by tens to determine the total number of objects to 100. |  |  |  |
| K.4a The student will recognize and describe with fluency part-whole relationships for numbers up to 5; and |  |  |  |
| K.4b The student will investigate and describe part-whole relationships for numbers up to 10. |  |  |  |
| K.5 The student will investigate fractions by representing and solving practical problems involving equal sharing with two sharers. |  |  |  |
| K.6 The student will model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects. |  |  |  |
| K.7 The student will recognize the attributes of a penny, nickel, dime, and quarter and identify the number of pennies equivalent to a nickel, a dime, and a quarter. |  |  |  |
| K.8 The student will investigate the passage of time by reading and interpreting a calendar. |  |  |  |
| K.9 The student will compare two objects or events, using direct comparisons, according to one or more of the following attributes: length (longer, shorter), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder), volume (more, less), and time (longer, shorter). |  |  |  |
| K.10a The student will identify and describe plane figures (circle, triangle, square, and rectangle); |  |  |  |
| K.10b The student will compare the size (smaller, larger) and shape of plane figures (circle, triangle, square, and rectangle); and |  |  |  |
| K.10c The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space. |  |  |  |
| K.11a The student will collect, organize, and represent data; and |  |  |  |
| K.11b The student will read and interpret data in object graphs, picture graphs, and tables. |  |  |  |
| K.12 The student will sort and classify objects according to one attribute. |  |  |  |
| K.13 The student will identify, describe, extend, create, and transfer repeating patterns. |  |  |  |