# Correlation to the 2016 Mathematics Standards of Learning and Curriculum Framework – Grade K

**Text/Instructional Material Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Publisher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Committee Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_**

**NOTE: The rating cells in the tables below are empty in order for division-level review teams to utilize this form.**

**Section I. Correlation with the Mathematics 2016 SOL and Curriculum Framework**

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence Rating** |
| **K.1** |  |  |  |
| **K.2** |  |  |  |
| **K.3** |  |  |  |
| **K.4** |  |  |  |
| **K.5** |  |  |  |
| **K.6** |  |  |  |
| **K.7** |  |  |  |
| **K.8** |  |  |  |
| **K.9** |  |  |  |
| **K.10** |  |  |  |
| **K.11** |  |  |  |
| **K.12** |  |  |  |
| **K.13** |  |  |  |

## Section II. Additional Criteria: Instructional Planning and Support

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| **Criteria** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence Rating** |
| **1.** Materials emphasize the use of effective instructional practices and learning theory. |  |  |  |
| * 1. Students are guided through critical thinking and problem-solving approaches. |  |  |  |
| * 1. Concepts are introduced through concrete experiences that use manipulatives and other technologies. |  |  |  |
| * 1. Multiple opportunities are provided for students to develop and apply concepts through the use of calculators, hand held devices, computers, and other technologies. |  |  |  |
| * 1. Students use the language of mathematics including specialized vocabulary and symbols. |  |  |  |
| * 1. Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect mathematical concepts. |  |  |  |
| 1. The mathematics content is significant and accurate. |  |  |  |
| * 1. Materials are presented in an organized, logical manner which represents the current thinking on how students learn mathematics. |  |  |  |
| * 1. Materials are organized appropriately within and among units of study. |  |  |  |
| * 1. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use. |  |  |  |
| * 1. Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate. |  |  |  |
| * 1. Level of abstraction is appropriate, and practical examples, including careers, are provided. |  |  |  |
| * 1. Sufficient applications are provided to promote depth of application. |  |  |  |
| 1. Materials present content in an accurate, unbiased manner. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence Rating** |
| K.1 The student will |  |  |  |
| a ) tell how many are in a given set of 20 or fewer objects by counting orally; and |  |  |  |
| b) read, write, and represent numbers from 0 through 20. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence Rating** |
| K.2 The student, given no more than three sets, each set containing 10 or fewer concrete objects, will |  |  |  |
| 1. compare and describe one set as having more, fewer, or the same number of objects as the other set(s); and |  |  |  |
| b) compare and order sets from least to greatest and greatest to least. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence Rating** |
| K.3 The student will |  |  |  |
| a) count forward orally by ones from 0 to 100; |  |  |  |
| b) count backward orally by ones when given any number between 1 and 10; |  |  |  |
| c) 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 |  |  |  |
| d) count forward by tens to determine the total number of objects to 100. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | | **Limited**  **Rating** | **No Evidence Rating** |
| K.4 The student will |  |  | |  | |
| a) recognize and describe with fluency part-whole relationships for numbers up to 5; and |  |  | |  | |
| b) investigate and describe part-whole relationships for numbers up to 10. |  |  | |  | |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence Rating** |
| K.5 The student will investigate fractions by representing and solving practical problems involving equal sharing with two sharers. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence Rating** |
| 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. |  |  |  |

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| **Mathematics Standard of Learning** | | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence Rating** |
| 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. |  | |  |  |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence Rating** |
| K.8 The student will investigate the passage of time by reading and interpreting a calendar. |  |  |  |

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| **Mathematics Standard of Learning** | | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence Rating** |
| 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). |  | |  |  |

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| **Mathematics Standard of Learning** | | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence Rating** |
| K.10 The student will |  | |  |  |
| 1. identify and describe plane figures (circle, triangle, square, and rectangle); |  | |  |  |
| 1. compare the size (smaller, larger) and shape of plane figures (circle, triangle, square, and rectangle); and |  | |  |  |
| 1. 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. |  | |  |  |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence Rating** |
| K.11 The student will |  |  |  |
| a) collect, organize, and represent data; and |  |  |  |
| b) read and interpret data in object graphs, picture graphs, and tables. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence Rating** |
| K.12 The student will sort and classify objects according to one attribute. |  |  |  |

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| **Mathematics Standard of Learning** | | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence Rating** |
| K.13 The student will identify, describe, extend, create, and transfer repeating patterns. |  | |  |  |

Virginia Department of Education 2017