# 2017 Mathematics Textbooks and Instructional Materials Committee Consensus Form

## Correlation to the 2016 Mathematics Standards of Learning and Curriculum Framework – Grade 1

**Text/Instructional Material Title: \_\_ HMH *Go Math! Virginia* – Grade 1\_**

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The tables included in this document represent the consensus ratings of 2017 Mathematics Textbook committee members.

**KEY:**

* **X** - rating applicable
* **\*** - rating not applicable

### 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** |
| **1.1** | **x** | **\*** | **\*** |
| **1.2** | **x** | **\*** | **\*** |
| **1.3** | **x** | **\*** | **\*** |
| **1.4** | **X** | **\*** | **\*** |
| **1.5** | **X** | **\*** | **\*** |
| **1.6** | **X** | **\*** | **\*** |
| **1.7** | **x** | **\*** | **\*** |
| **1.8** | **X** | **\*** | **\*** |
| **1.9** | **X** | **\*** | **\*** |
| **1.10** | **X** | **\*** | **\*** |
| **1.11** | **x** | **\*** | **\*** |
| **1.12** | **x** | **\*** | **\*** |
| **1.13** | **X** | **\*** | **\*** |
| **1.14** | **X** | **\*** | **\*** |
| **1.15** | **X** | **\*** | **\*** |

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

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

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 1.1 The student will | **n/a** | **n/a** | **n/a** |
| a ) count forward orally by ones to 110, starting at any number between 0 and 110; | X | **\*** | **\*** |
| b) write the numerals 0 to 110 in sequence and out-of-sequence; | X | **\*** | **\*** |
| c) count backward orally by ones when given any number between 1 and 30; and | X | **\*** | **\*** |
| d) count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 1.2 The student, given up to 110 objects, will | **n/a** | **n/a** | **n/a** |
| 1. group a collection into tens and ones and write the corresponding numeral; | X | **\*** | **\*** |
| b) compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words greater than, less than or equal to; and | X | **\*** | **\*** |
| c) order three or fewer sets from least to greatest and greatest to least. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 1.3 The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 1.4 The student will | **n/a** | **n/a** | **n/a** |
| a) represent and solve practical problems involving equal sharing with two or four sharers; and | X | **\*** | **\*** |
| b) represent and name fractions for halves and fourths, using models. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 1.5 The student, given a familiar problem situation involving magnitude, will | **n/a** | **n/a** | **n/a** |
| 1. select a reasonable order of magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, 500); and | X | **\*** | **\*** |
| 1. explain the reasonableness of the choice. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 1.6 The student will create and solve single-step story and picture problems using addition and subtraction within 20. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 1.7 The student will | **n/a** | **n/a** | **n/a** |
| 1. recognize and describe with fluency part-whole relationships for numbers up to 10; and | X | **\*** | **\*** |
| 1. demonstrate fluency with addition and subtraction within 10. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 1.8 The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 1.9 The student will investigate the passage of time and | **n/a** | **n/a** | **n/a** |
| a) tell time to the hour and half-hour, using analog and digital clocks; and | **X** | **\*** | **\*** |
| b) read and interpret a calendar. | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 1.10 The student will use nonstandard units to measure and compare length, weight, and volume. | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 1.11 The student will | **n/a** | **n/a** | **n/a** |
| a) identify, trace, describe, and sort plane figures (triangles, squares, rectangles, and circles) according to number of sides, vertices, and angles; and | **X** | **\*** | **\*** |
| b) identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning. | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 1.12 The student will | **n/a** | **n/a** | **n/a** |
| a) collect, organize, and represent various forms of data using tables, picture graphs, and object graphs; and | **X** | **\*** | **\*** |
| b) read and interpret data displayed in tables, picture graphs, and object graphs, using the vocabulary *more, less, fewer, greater than, less than,* and *equal to.* | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 1.13 The student will sort and classify concrete objects according to one or two attributes. | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 1.14 The student will identify, describe, extend, create, and transfer growing and repeating patterns. | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 1.15 The student will demonstrate an understanding of equality through the use of the equal symbol. | **X** | **\*** | **\*** |

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