

**2010 Mathematics Textbooks and Instructional Materials Committee Member  
Correlation to the 2009 Mathematics Standards of Learning and Curriculum Framework – Grade 1**

**Text/Instructional Material Title:** Everyday Mathematics

**Publisher:** McGraw-Hill Companies School Education Group

Section I. Correlation with the Mathematics 2009 SOL and Curriculum Framework	Rating		
	Adequate	Limited	No Evidence
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	
1.16	x		
1.17	x		
1.18		x	

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Section II. Additional Criteria: Instructional Planning and Support	Rating		
	Adequate	Limited	No Evidence
<b>1.</b> Materials emphasize the use of effective instructional practices and learning theory.			
a. Students are guided through critical thinking and problem-solving approaches.	x		
b. Concepts are introduced through concrete experiences that use manipulatives and other technologies.	x		
c. Multiple opportunities are provided for students to develop and apply concepts through the use of calculators, computers, and other technologies.	x		
d. Students use the language of mathematics including specialized vocabulary and symbols.	x		
e. Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect mathematical concepts.	x		
<b>2.</b> The mathematics content is significant and accurate.			
a. Materials are presented in an organized, logical manner which represents the current thinking on how students learn mathematics.	x		
b. Materials are organized appropriately within and among units of study.	x		
c. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.		x	
d. Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate.	x		
e. Level of abstraction is appropriate, and practical/real-life examples, including careers, are provided.	x		
f. Sufficient applications are provided to promote depth of application.	x		
<b>3.</b> Materials present content in an accurate, unbiased manner.	x		

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Mathematics Standard of Learning	Rating Scale Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	Limited	No Evidence
1.1 The student will			
a) count from 0 to 100 and write the corresponding numerals; and	x		
b) group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value.	x		
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	Adequate	Limited	No Evidence
1.2 The student will count forward by ones, twos, fives, and tens to 100 and backward by ones from 30.	x		
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Mathematics Standard	Rating Scale Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	Limited	No Evidence
1.3 The student will identify the parts of a set and/or region that represent fractions for halves, thirds, and fourths and write the fractions.	x		
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	Adequate	Limited	No Evidence
1.4 The student, given a familiar problem situation involving magnitude, will			
a) 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		
b) explain the reasonableness of the choice.	x		
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	Adequate	Limited	No Evidence
1.5 The student will recall basic addition facts with sums to 18 or less and the corresponding subtraction facts.	x		
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	Adequate	Limited	No Evidence
1.6 The student will create and solve one-step story and picture problems using basic addition facts with sums to 18 or less and the corresponding subtraction facts.	x		
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	Adequate	Limited	No Evidence
1.7 The student will			
a) identify the number of pennies equivalent to a nickel, a dime, and a quarter; and	x		
b) determine the value of a collection of pennies, nickels, and dimes whose total value is 100 cents or less.	x		
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	Adequate	Limited	No Evidence
1.8 The student will tell time to the half-hour, using analog and digital clocks.	x		
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	Adequate	Limited	No Evidence
1.9 The student will use nonstandard units to measure length, weight/mass, and volume.	x		
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	Adequate	Limited	No Evidence
1.10 The student will compare, using the concepts of more, less, and equivalent,			
a) the volumes of two given containers; and	x		
b) the weight/mass of two objects, using a balance scale.	x		
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	Adequate	Limited	No Evidence
1.11 The student will use calendar language appropriately (e.g., names of the months, <i>today, yesterday, next week, last week</i> ).	x		
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	Adequate	Limited	No Evidence
1.12 The student will identify and trace, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, vertices, and right angles.	x		
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	Adequate	Limited	No Evidence
1.13 The student will construct, model, and describe objects in the environment as geometric shapes (triangle, rectangle, square, and circle) and explain the reasonableness of each choice.	x		
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	Adequate	Limited	No Evidence
1.14 The student will investigate, identify, and describe various forms of data collection (e.g., recording daily temperature, lunch count, attendance, favorite ice cream), using tables, picture graphs, and object graphs.	x		
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	Adequate	Limited	No Evidence
1.15 The student will interpret information displayed in a picture or object graph, using the vocabulary <i>more, less, fewer, greater than, less than, and equal to.</i>		x	
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	Adequate	Limited	No Evidence
1.16 The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.	x		
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	Adequate	Limited	No Evidence
1.17 The student will recognize, describe, extend, and create a wide variety of growing and repeating patterns.	x		
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	Adequate	Limited	No Evidence
1.18 The student will demonstrate an understanding of equality through the use of the equal sign.		x	
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