

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

**Text/Instructional Material Title: Virginia Math Connects**

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

Section I. Correlation with the Mathematics 2009 SOL and Curriculum Framework	Rating		
	Adequate	Limited	No Evidence
K.1	<b>X</b>		
K.2	<b>X</b>		
K.3	<b>X</b>		
K.4	<b>X</b>		
K.5	<b>X</b>		
K.6	<b>X</b>		
K.7	<b>X</b>		
K.8		<b>X</b>	
K.9	<b>X</b>		
K.10	<b>X</b>		
K.11	<b>X</b>		
K.12	<b>X</b>		
K.13	<b>X</b>		
K.14	<b>X</b>		
K.15	<b>X</b>		
K.16	<b>X</b>		

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

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	<b>Adequate</b>	<b>Limited</b>	<b>No Evidence</b>
K.1 The student, given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.	<b>X</b>		
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K.2 The student, given a set containing 15 or fewer concrete objects, will			
a) tell how many are in the set by counting the number of objects orally;	<b>X</b>		
b) write the numeral to tell how many are in the set; and	<b>X</b>		
c) select the corresponding numeral from a given set of numerals.	<b>X</b>		
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K.3 The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth, and the ordered position of each object.	<b>X</b>		
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K.4 The student will			
a) count forward to 100 and backward from 10;		<b>X</b>	
b) identify one more than a number and one less than a number; and	<b>X</b>		
c) count by fives and tens to 100.	<b>X</b>		
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K.5 The student will identify the parts of a set and/or region that represent fractions for halves and fourths.	<b>X</b>		
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K.6 The student will model adding and subtracting whole numbers, using up to 10 concrete objects.	<b>X</b>		
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K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.	<b>X</b>		
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K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).		X	
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K.9 The student will tell time to the hour, using analog and digital clocks.	X		
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K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, and block.	X		
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K.11 The student will			
a) identify, describe, and trace plane geometric figures (circle, triangle, square, and rectangle); and	X		
b) compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).	X		
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K.12 The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.	X		
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K.13 The student will gather data by counting and tallying.	X		
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K.14 The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.	X		
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K.15 The student will sort and classify objects according to attributes.	X		
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K.16 The student will identify, describe, and extend repeating patterns.	X		
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