

Virginia

A Correlation of
enVisionmath^{2.0}
SCOTT FORESMAN • ADDISON WESLEY

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to the
**2016 Mathematics Standards of Learning and Curriculum Framework
for Virginia Public Schools
Grade 1**



**Mathematics Textbook Correlation to the
2016 Grade One Mathematics Standards of Learning and Curriculum Framework**

Publisher Pearson Education Inc., publishing as Prentice Hall and Scott Foresman	Text enVisionmath2.0 Virginia Grade 1	Copyright date 2019
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2016 Grade One Mathematics Standards of Learning	
STANDARD	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
1.1 The student will	
a) count forward orally by ones to 110, starting at any number between 0 and 110;	ATE: 401A–406, 407A–412, 413A–418, 419A–424, 425A–430, 431A–436, 439–440
b) write the numerals 0 to 110 in sequence and out-of-sequence;	ATE: 395A–400, 401A–406, 407A–412, 413A–418, 419A–424, 425A–430, 431A–436, 439–440
c) count backward orally by ones when given any number between 1 and 30; and	ATE: 109A–114, 143–144, VA9–VA10
d) count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110.	ATE: 395A–400, VA12B (Activity 2), 425A–430, 431A–436, VA12C (Activity 4), 439–440, 455A–460, 461A–466

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1.2 The student, given up to 110 objects, will	
a) group a collection into tens and ones and write the corresponding numeral;	ATE: VA12C (Activity 4), 449A–454, 461A–466, 467A–472, 473A–478, VA36B (Activity 5), 479A–484, 487–488
b) compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words <i>greater than, less than or equal to</i> ; and	ATE: 497A–502, 503A–508, 509A–514, VA36B (Activity 6), 515A–520, 521A–526, 527A–532, 535–536
c) order three or fewer sets from least to greatest and greatest to least.	ATE: 353A–358, 359A–364, VA12B (Activity 1), 365A–370, 377A–382, 521A–526, VA36B (Activity 8), VA36C (Activity 10)

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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.	ATE: VA3–VA4

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1.4 The student will	
a) represent and solve practical problems involving equal sharing with two or four sharers; and	ATE: 817A–822, 823A–828, 829A–834, 835A–840, 843–844
b) represent and name fractions for halves and fourths, using models.	ATE: 817A–822, 823A–828, 829A–834, 835A–840, 843–844

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1.5 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	ATE: VA12C (Activity 3), VA12C (Activity 4), VA36B (Activity 7), 543A–548, 549A–554, 555A–560, 591A–596, 599–602
b) explain the reasonableness of the choice.	ATE: VA12C (Activity 3), VA12C (Activity 4), VA36B (Activity 7)

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1.6 The student will create and solve single-step story and picture problems using addition and subtraction within 20.	ATE: 21A–26, 27A–32, 39A–44, 45A–50, 127A–132, 203A–208, 279A–284, 317A–322

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1.7 The student will	
a) recognize and describe with fluency part-whole relationships for numbers up to 10; and	ATE: 79A–84, 85A–90, 97A–102, 103A–108, 115A–120, 121A–126, 133A–138, 141–144
b) demonstrate fluency with addition and subtraction within 10.	ATE: 63, 103A–108, 133A–138, 141–144, 215, 285, 533, 841

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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.	ATE: VA25A–VA28, VA36C (Activity 10)

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1.9 The student will investigate the passage of time and	
a) tell time to the hour and half-hour, using analog and digital clocks; and	ATE: 709A–714, 715A–720, 721A–726, 727A–732, 735–736
b) read and interpret a calendar.	ATE: VA21A–VA24

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1.10 The student will use nonstandard units to measure and compare length, weight, and volume.	ATE: 667A–672, 673A–678, 679A–684, 685A–690, 691A–696, VA15–VA16, VA17–VA18, VA36C (Activity 9)

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1.11 The student will	
a) identify, trace, describe, and sort plane figures (triangles, squares, rectangles, and circles) according to number of sides, vertices, and angles; and	ATE: 747A–752, VA36C (Activity 11), 753A–758, VA36C (Activity 12), 759A–764, 765A–770, 795A–800, 803–806
b) identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning.	ATE: 747A–752, 753A–758, VA36C (Activity 12), 759A–764, 803–804

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1.12 The student will	
a) collect, organize, and represent various forms of data using tables, picture graphs, and object graphs; and	ATE: 353A–358, 359A–364, VA12B (Activity 1), 365A–370, 371A–376, 377A–382, 385–386, VA12C (Activity 3)
b) read and interpret data displayed in tables, picture graphs, and object graphs, using the vocabulary <i>more, less, fewer, greater than, less than, and equal to</i> .	ATE: 353A–358, 359A–364, VA12B (Activity 1), 365A–370, 371A–376, 377A–382, 385–386, VA12C (Activity 3)

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1.13 The student will sort and classify concrete objects according to one or two attributes.	ATE: 747A–752, VA36C (Activity 11), 753A–758, VA36C (Activity 12), 783A–788, 789A–794, 795A–800, 803–806

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1.14 The student will identify, describe, extend, create, and transfer growing and repeating patterns.	ATE: VA5A–VA8, VA31A–VA34

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1.15 The student will demonstrate an understanding of equality through the use of the equal symbol.	ATE: 305A–310, 335A–340, 343–344, 585A–590, 611A–616, 641A–646, 647A–652, 655–656