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: _____Math Expressions_____

Publisher: _____Houghton Mifflin Harcourt_ _____

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**
1. Materials emphasize the use of effective instructional practices and learning theory.		**x**	
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**		
2. The mathematics content is significant and accurate.	**x**		
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**	
3. 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**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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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**
1.2 The student will count forward by ones, twos, fives, and tens to 100 and backward by ones from 30.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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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**	
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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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**
1.4 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**	
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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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**
1.5	The student will recall basic addition facts with sums to 18 or less and the corresponding subtraction facts.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.				

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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**
1.6	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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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	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**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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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**
1.8 The student will tell time to the half-hour, using analog and digital clocks.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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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**
1.9	The student will use nonstandard units to measure length, weight/mass, and volume.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.				

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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**
1.10 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**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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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**
1.11 The student will use calendar language appropriately (e.g., names of the months, *today*, *yesterday*, *next week*, *last week*).	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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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**
1.12 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**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Publisher: _____Houghton Mifflin Harcourt_ _____

Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	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**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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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**
1.14	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**		
Comments: Provide comments to support "limited" or "no evidence" ratings.				

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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**
1.15 The student will interpret information displayed in a picture or object graph, using the vocabulary *more, less, fewer, greater than, less than,* and *equal to*.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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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**
1.16 The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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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**
1.17 The student will recognize, describe, extend, and create a wide variety of growing and repeating patterns.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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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**
1.18 The student will demonstrate an understanding of equality through the use of the equal sign.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			